



Guide for environmental development for youth workers



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Youth for the Environment
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What will I find in this guide?

This is an environmental guide aimed primarily at youth workers and organisations that carry out activities with young people, with the aim of supporting them in carrying out activities related to the environment and the fight against climate change. In this sense, it consists of:

Part 1 - Extensive research on:

- European values, objectives and policies;
- European Union Strategy 2019-2024;
- Active citizenship at European level;
- European policies for the environment and climate justice;
- The role of young people and youth work in advocating for Climate Justice.

Part 2 - Description of a set of energising, team-building and non-formal education activities ready to be implemented on the themes of Environment, Ecology and Climate Justice.

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I ntroduction

The European continent has an increasingly ecological and sustainable vision and that is why most of its policies have the environment as one of their main elements.

Both the EU and the national governments that are part of it are setting goals that go beyond the year 2050, all this without taking into account the decisions and pacts that have been taken so far, among which the European Green Pact can be highlighted.

This pact, approved in 2020, aims to make Europe a totally neutral and sustainable continent. The trigger for this pact was the declaration of a climate emergency to the European Commission by the European Parliament, in which the latter proposed measures to limit global warming to 1.5° and thus reduce greenhouse gas emissions.

All the measures adopted focus in turn on promoting citizen participation and instilling European values among citizens. The main focus group is the youth population, with the aim of making young people aware of environmental issues and sharing this awareness and making it possible for the new generations to be aware of environmental issues and to be willing to get involved in actions and initiatives to reduce their consequences.

In this way, the following guide has been developed with the purpose of being a support for youth workers who are going to carry out the implementation of environmental activities.

The document focuses especially on the recommendation of activities whose central objective is to raise awareness among the youth population about the importance of conserving and caring for the environment, in addition to promoting European values, the latter through the introduction of content that guides young people in decision-making and consider public policies as part of them.

Within this guide there is not only relevant information on the environmental issue, which will make the reader reflect, but it also offers a series of relevant information on active citizenship and European values applied to the youth population.

The content here will provide a solid and extensive vision of the different ways in which young people can get involved within civil and European society and promote environmental care.

The first part of the guide is an extensive theoretical investigation of the topics referred in the Index as well as the references used to create it. The idea is that a better comprehension of the European framework, specifically in Environment and Climate Justice, is essential to support of Youth Workers in this topics.

The second part of the guide is composed of the description of energizers, team buildings and activities ready to implement with Youngsters in topics related with Environment, Ecology and Climate Justice.

European values and active European citizenship

European aims

The European Union has quite some aims within the European Union as well as outside its borders. All these aims of the European Union are written out in article 3 of the Lisbon Treaty. These goals, both within and outside of the European Union, as stated on the website of the European Union can be found below Union (European Union, n.d.).

Aims of the European Union within its borders are:

- Promote peace, the values, and the well-being of its citizens
- Offer freedom, security, and justice without internal borders, while also taking appropriate measures at its external borders to regulate asylum and immigration and prevent and combat crime
- Establish an internal market
- Achieve sustainable development based on balanced economic growth and price stability and a highly competitive market economy with full employment and social progress
- Protect and improve the quality of the environment
- Promote scientific and technological progress
- Combat social exclusion and discrimination
- Promote social justice and protection, equality between women and men, and protection of the rights of the child
- Enhance economic, social, and territorial cohesion and solidarity among EU countries
- Respect its rich cultural and linguistic diversity
- Establish an economic and monetary union whose currency is the euro

The aims of the European Union outside its borders are:

- Uphold and promote its values and interests
- Contribute to peace and security and the sustainable development of the earth
- Contribute to solidarity and mutual respect among peoples, free and fair trade, eradication of poverty and the protection of human rights
- Strict observance of international law

European values

Next to aims, the European Union has a couple fundamental values that unite all the member states. A country that does not recognize these values can also not belong to the European Union. The fundamental values of the Union are about respect for human dignity and human rights, democracy, equality, and the rule of law (Parliament, n.d.). all these values are laid out in article two of the Lisbon Treaty and the EU Charter of Fundamental Rights. Additionally, the Charter of Fundamental Rights of the European Union sets out all the personal, civic, political, and social rights for citizens in the Union.

In the year of 2012 the European Union was awarded the Nobel Peace Prize for advancing the causes of peace, reconciliation, democracy, and human rights in Europa (European Union, n.d.). On the website of the European Union, it is stated that the Union is founded on six values which are explained in the following paragraphs.

Human dignity

Human dignity is never to be broken and must be respected and protected. It forms the real basis of fundamental rights (European Union, n.d.). Nobody may be hurt physically or mentally. Besides, everyone has the right to life and no citizen may be condemned to death or executed. Punishments that include torture and degrading are forbidden in the European Union as well as slavery and forced labor. Next to that, human trafficking is also not allowed (Parliament, n.d.).

Freedom

Freedom of movement gives the citizens of the European Union the right to move and reside freely within the Union. This right of freedom of movement is laid out in article 21 of the Treaty on the Functioning of the EU (TFEU). Nevertheless, this right is not unconditional because it may be exercised under the conditions and restrictions of European Community law. Because of the freedom of movement right, citizens of the European Union are allowed to enter and stay in the territory of another member state for up to three months without being subject to any conditions or formalities other than the requirement to hold a valid passport or identity card (Federal Ministry of the Interior and Community, n.d.).

The EU Charter of Fundamental Rights protects individual freedoms concerning for example respect for private life, freedom of thought, religion, assembly, expression, and information (European Union, n.d.). The European Parliament also states that all citizens have the right to be free and secure. For example, home, family, and personal communications must be respects and everyone has the right to marry and to found a family. Besides, citizens have the right to education, work, to start a business, and to own property. Refugees who enter the countries part of the European Union has the right to apply for asylum and cannot be deported to a dangerous country (Parliament, n.d.).

Human rights

Besides individual freedoms, the EU Charter of Fundamental Rights protects human rights. Human rights cover the right to be free from discrimination on the basis of sex, racial or ethnic origin, religion or belief, disability, age, or sexual orientation. Next to that, citizens have the right to the protection of personal data as well as the right to get access to justice. The European Instrument for Democracy and Human Rights (EIDHR) provides support to increase respect for human rights and fundamental freedoms in countries and regions where this is at risk (European Union, n.d.). In November 2020 the European Council adopted the third EU Action Plan on Human Rights and Democracy which lays out the ambitions and priorities of the Union for the year 2020 until 2024. This action plan is structured around five main topics, namely the following (Lerch, 2021).

- Protecting and empowering individuals;
- Building resilient, inclusive, and democratic societies;
- Promoting a global system for human rights and democracy;
- New technologies: harnessing opportunities and addressing challenges;
- Delivering by working together.

The European Union states on its website that there are two main streams of human rights policy and action within the Union. One is to protect and promote the fundamental human rights of citizens in the European Union. The other one is to protect and promote human rights worldwide, so outside of Europe Union as well. Although it is not legally binding, the EU guidelines on human rights adopted by the Council of the European Union provide practical instructions for EU representations around the world on the many topics. This list of topics as stated by the European Parliament can be found below (Lerch, 2021).

- Action against death penalty
- Dialogues on human rights
- The right of the child
- Action against torture and other cruel treatment
- Protecting children in armed conflicts
- Protecting human rights defenders
- Complying with international humanitarian law
- Combating violence against women and girls
- Promoting freedom of religion and belief
- Protecting the rights of lesbian, gay, bisexual, transgender and intersex (LGBTI) people
- Promoting freedom of expression both online and offline
- Non-discrimination in external action
- Safe drinking water and sanitation

According to the European Parliament, there are regular political dialogues with third world countries or regional organizations that include human rights. Additionally, the European Union promotes human rights through multilateral forums such as the UN General Assembly's Third Committee, the UN Human Rights Council, the Organization for Security and Co-operation in Europe (OSCE), and the Council of Europe. Next to that, the European Union promotes international justice through the International Criminal Court for instance (Lerch, 2021).

Democracy

The European Union is governed by the principal of representative democracy (Commission, 2020). All European citizens have political rights, for example the right to stand as a candidate and to vote in elections to the European Parliament. These elections are held every five years since 1979. Besides, citizens also have the right to stand as a candidate and to vote in the country of residence, or in the country of origin (Parliament, n.d.). Due to the national elections in member states, the opinion and interests of citizens are represented in the European Council and the Council of the European Union, also known as the Council of Ministers. Both these councils consist out of people from the national governments of EU countries and as most national governments are elected by the people directly or indirectly and so, these councils represent European citizens (Hatton & Anna, 2016).

Equality

Equality is about equal rights for all citizens before the law. Equality between women and men support all European policies and it the basis for European integration. As a result of this value the equal pay for equal work became part of the Treaty of Rome in 1952 (Parliament, n.d.).

After the European elections in 2019, the gender equality issue came back on the political agenda with strong support from the first-ever female Commission President, Ursula von der Leyen, and the Commissioner for Equality, Helena Dalli. In the political guidelines for the European Union, Ursula von der Leyen stated that equality for all and in all its senses was one of the major priorities of her commission (European Charter for Equality of Women and Men in Local Life, n.d.).

The European Commission created a Gender Strategy for the years 2020 until 2025 which focusses on achieving a gender equal Europe where gender-based violence, sex discrimination and structural inequality between women and men are a thing of the past. A Europe where women and men, girls, and boys, in all their diversity, are equal. To achieve this the European Commission came up with the following six different themes (European Charter for Equality of Women and Men in Local Life, n.d.):

- Being free from violence and stereotypes
- Thriving in a gender-equal economy
- Leading equally throughout society
- Gender mainstreaming and an intersectional perspective in EU policies

- Funding actions to make process in gender equality in the EU
- Addressing gender equality and women's empowerment across the world

In general, the gender equality value of the European Union has the aim to promote equal economic independence for women and men and to close the gender gap that is present. Additionally, it should advance gender balance in decision making and end gender-based violence. The European Union is not only promoting gender equality in Europe but also beyond (Equal4Europe, n.d.).

Research about the economic benefits of gender equality in the European Union by Maceira (Maceira, 2017) shows that improved gender equality has a significant positive effect on GDP per capita as well as on employment of women. These impacts are mainly due to an increase in productivity and an improvement to the potential productive capacity of the economy.

Rule of law

The definition of rule of law is in principle that all persons, institutions, and entities, whether private or public, including a state itself, are accountable to laws. This means that under rule of law, no person or politician is above the law. This is important for democratic societies (Gill, 2020). All the things that the European Union does is founded on treaties that are voluntarily and democratically agreed by the all the member states of the Union. Respect for the rule of law is essential for the functioning of the European Union (European Union, n.d.).

According to the European Commission (n.d.) the rule of law guarantees fundamental rights and values and allows the application of EU law. Besides, it supports an investment friendly business environment.

European policies

On the website of the European Parliament (n.d.) it is stated that to a significant extent, the policies of the European Union and Parliament are determined by the values, aims, and principles the Union has. Policymaking is the process of developing ideas or plans that are then put in place through legislation which creates a regulatory system. In the European Union, policymaking can be done by four institutions, namely the European Commission, the European Parliament, the European Council, and the European Court of Justice (Frenk, Hunt, Partidge, Thornton, & Wyatt, 2016). There are many policies present in the European Union which all focus on different topics. Some of these policies areas will be explained in more detail in later sections of this guide.

Strategy of the European Union from 2019-2024

For the years 2019 to 2024 the European Commission developed six priorities. These priorities are about sustainability, digitalization, improving the economy, promoting the European Union, and democracy. In the following paragraphs these priorities will be discussed in more detail.

European Green Deal

On the website of the European Commission (n.d.) it is stated that the European Union wants to be the first climate-neutral continent out there. It is known that the atmosphere is warming, and that the climate is changing more with the years. Many species are at risk due to climate change and forests as well as oceans are being polluted and destroyed. The European Commission created the European Green Deal as a response to this problem. The European Green Deal is new growth strategy that aims to transform the European Union into a fair and thriving society, that has a modern, resource-efficient, and competitive economy where there are no greenhouse gas emissions by the year 2050 and where economic growth is not related to resource use (European Commission, 2019).

The European Commission states that the environmental ambition of the European Green Deal will not be achieved by Europe acting alone. Climate change and biodiversity loss is a global problem and is surely not only caused by Europe or limited by national borders. The European Union could use its influence, knowledge, and financial resources to help its neighbors and partners to join in the fight against climate change. The goal of the European Union is to continue to lead international efforts and wants to build connections with partners countries who are like-minded. To be able to research the strategy of the European Green Deal, a lot of existing policies need to be reviewed. Policies such as policies regarding clean energy supply across the economy, industry, production and consumption, large-scale infrastructure, transport, food and agriculture, construction, taxation, and social benefits need to be analyzed (European Commission, 2019). It is expected that the European Green Deal has a lot of benefits in the end. In table 1 below, a couple of these benefits as stated on the website of the European Commission are named.

Benefits of the European Green Deal	
1	Fresh air, clean water, healthy soil, and biodiversity
2	Renovated, energy efficient buildings
3	Healthy and affordable food
4	More public transport
5	Cleaner energy and cutting-edge clean technological innovation
6	Longer lasting products that can be repaired, recycled, and re-used
7	Future-proof jobs and skills training for the transition
8	Globally competitive and resilient industry

Table 1. Benefits of the European Green Deal (European Commission, n.d.)

The European Commission created a special action plan for the European Green Deal. This plan, which can be seen in figure 1 below, should be a guide on how to reach its strategic goal of becoming more sustainable. The action plan is basically a roadmap for making the European Union's economy sustainable by turning climate and environmental challenges into opportunities across all policy areas. The aim of the European Green Deal is to use resources more efficiently by moving to a clean, circular economy and by stopping climate change and biodiversity loss as well as cutting pollution (switch2green, n.d.).

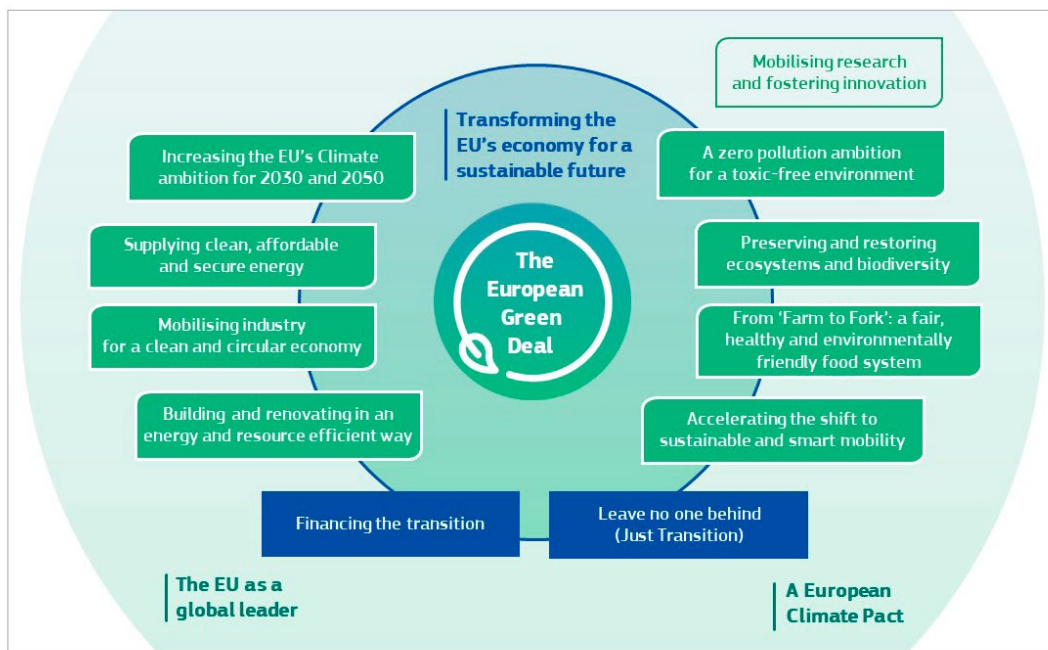


Figure 1. Roadmap of the European Green Deal (European Commission, 2019).

Besides the roadmap presented above in figure 1, the European Commission created a webpage with information and proposals on how to meet targets by 2030 in a fair, cost-effective, and competitive way. In total, seven proposals are outlined by the European Commission. In the following paragraphs more information can be found on this.

Proposal 1: transforming our economy and societies

Climate change is a big challenge in today's lives and with that comes that economic models have to be reviewed. All the 27 Member States agreed on taking on the challenge to become climate neutral by 2050 and to get there, they pledged to reduce emissions by at least 55% by 2030 compared to the levels in 1990 (European Commission, n.d.).

By creating this goal, new opportunities and benefits will be created, such as:

- Innovation
- Reduced emissions
- Job creating and growth
- Energy poverty will be addressed

- External energy dependency will be reduced
- Improved health and wellbeing

Proposal 2: making transport sustainable for all

The European Commission (n.d.) argues that as a result of a transition to greener mobility, transport will be offered that is clean, accessible, and affordable in all areas, including most remote areas.

Regarding the second proposal, the European Commission created targets for reducing the CO₂ emissions of new cars and vans. Targets are to reduce emissions from cars with 55% and vans with 50% by 2020. Besides, a target is to have zero emissions from new cars by 2035. To reach these goals, the European Commission encourages the growth of the market for zero- and low- emission vehicles. It especially puts focus on the needed infrastructure available for citizens to charge these vehicles for both short- and long-term journeys.

Moreover, the European Commission wants to put a price on pollution, for example by charging people for road transport, flying, or transport by boat (European Commission, n.d.).

Proposal 3: leading the third industrial revolution

A proposal as leading the third industrial revolution can have an impact across entire value chains. For example, in value chain in sectors like energy, transport, construction and renovation. This third proposal can lead to the creating of sustainable, local, and well-paid jobs across Europe. According to the European Commission the electrification of the economy and the greater use of renewable energy are expected to create more employment in the above-mentioned sectors (European Commission, n.d.).

Proposal 4: cleaning our energy system

To achieve the aim to reduce emissions by 55% by 2030, the use of more renewable energy and greater energy efficiency is needed (European Commission, n.d.). The European Commission pledges to increase the binding target of renewable energy source in the EU's energy mix to 40%. In addition, new energy efficiency targets have been set for final and primary energy consumption, reducing them by 36-39% (Allen, 2021).

In addition, the European Commission wants that a tax system for energy products must support the strategic goals by giving the right incentives. There is a proposal from the Commission to align the minimum tax rates for heating and transports with the climate related targets. Nevertheless, social impact should be mitigating, and vulnerable citizens should be supported (European Commission, n.d.).

Proposal 5: renovating buildings for greener lifestyles

According to the European Commission (n.d.), renovating homes and buildings can save energy and protects against extremes of cold or heat, resulting in a decrease in energy poverty. To support citizens that are affected or at risk of energy or mobility poverty a new

fund has been established called the “Social Climate Fund”. This fund will help reduce the costs for people exposed to changes, to guarantee that the transition is fair and leaves no one behind (European Commission, n.d.).

Regarding the fifth proposal, 72.7 billion euro will be provided over seven years to fund renovation of buildings, access to zero and low emission mobility, or even income support. It is important that not only homes, but also public building will be renovated to use more renewable energy and to be more energy efficient (European Commission, n.d.).

In regard to the proposal of renovating buildings for greener lifestyles the European Commission proposes that the following targets will be set:

- Require Member States to renovate at least 3% of the total floor area of all public buildings annually
- Set a benchmark of 49% of renewables in buildings by 2030
- Require Member States to increase the use of renewable energy in heating and cooling by +1.1 percentage points each year until 2030

Proposal 6: working with nature to protect our planet and health

It is key to restore nature and to increase biodiversity as it offers a quick and cheap solution to absorb and store carbon. The European Commission want to restore the forests, soils, wetlands, and peatlands of Europe as this will increase the absorption of CO₂ and will make the environment more prone to climate change (European Commission, n.d.).

Proposal 7: boosting global climate action

The European Commission (n.d.) states that the threat of climate change can only be solved when working together with international partners. Thus far, the initiative of the European Green Deal has set a positive example which resulted in major international partners setting their own targets to become climate neutral.

A Europe fit for the digital age

As digital technology is changing people’s lives, one of the European Union’s strategies is a digital strategy. This strategy has the goal of making the digital transformation work for people and businesses while helping to achieve the previously mentioned target to be climate-neutral by 2050 (European Commission, n.d.). The European Commissions (n.d.) argues that it is determined to make this decade Europe’s “digital decade”. It says that Europe should strengthen its digital sovereignty and set standards, rather than following those of others. These standards should mainly focus on data, technology, and infrastructure.

The president of the European Commission, Ursula von der Leyen, stated that the need for Europe to lead the transition to a healthy planet and a new digital world is important. So, the goal to become more green and more digital is a twin challenge that goes hand-in-hand. In the European Green Deal, it is set out that that an immediate change towards more

sustainable solutions is required which are resource-efficient, circular, and climate -neutral. Additionally, it is required that every citizen, employee, and businessperson should have a fair chance, no matter where they live, to profit from the benefits of the increasingly digitalized society (European Commission, 2020).

More digitalization comes with both advantages and disadvantages, this is something that needs to be considered. Digital solutions such as communication systems, quantum technologies, or artificial intelligence (AI) has many benefits and can enrich the lives of people. However, it should not be forgotten that there are also risks and costs involved. A risk that comes with digitalization is for example the security of personal data, cyber-crime. This could be a threat to the personal well-being of citizens or disrupt the critical infrastructures and wider security interests (European Commission, 2020). According to the European Commission (2020) this substantive societal transformation calls for a reflection at all levels of society on how to meet the risks and challenges involved.

The European Union has set up a new programme to support its digital strategy which is called the Digital Europe Programme (DIGITAL). This programme is a funded by the Union and focusses on bringing digital technology to businesses, citizens, and public administration. Digital technology and infrastructure have an important role in citizens private lives as well as in business environments. The reason for this is that the world relies on it to communicate, work, advance science, and to answer current environmental problems. The Digital Europe Programme will support will provide funding to support projects in five key areas. These areas are supercomputing, artificial intelligence, cybersecurity, advanced digital skills, and ensuring a wide use of digital technologies across the economy and society (European Commission, n.d.). The European Commission states on its website that the planned budget for this programme is 7.5 billion euros and the goal is to support the economic recovery and shape the digital transformation of the society and economy in Europe. Although the programme should benefit everyone, it lays the most focus on small to medium sized enterprises. In general, the European Commission wants to focus on three key objectives to reach its digital strategic goal. These three objectives should ensure that digital solutions help Europe to pursue its own way towards a digital transformation. Besides, it should put Europe in a better position to be a trendsetter in the global debate.

The three key objectives are stated in table 2 below.

Objective	Explanation
Technology that works for people	This key objective is about the development, deployment, and uptake of technology that makes a real difference to the daily lives of citizens. Besides, a strong and competitive economy must be in place that masters and shapes technology in a way that European values are respected

Fair and competitive economy	This key objective is about having a frictionless single market in which companies, no matter the size and sector, can compete on equal terms. Additionally, businesses should be able to develop, market, and use new technologies, products, and services at a scale that boosts their productivity and global competitiveness. In this objective it is also important that customers can expect that their rights are respected.
Open, democratic, and sustainable society	This key objective is about having a trustworthy environment in which people are empowered in how they act and interact with data they provide online and offline. This objective also aims to have a digital transformation that enhances the European Union's democratic values, respects the fundamental rights, and contributes to a sustainable, climate-neutral, and resource-efficient economy.

Table 2. The three key objectives of the European Commission that relate to the digital strategy (European Commission, 2020).

Europe is the strongest when it bundles its forces together, so European Union and its Member States should work together involving regions, municipalities, academia, civil society, financial institutions, businesses, and enterprises. Next to that, it needs to collaborate its investments in research and innovation to share experiences and to cooperate across countries (European Commission, 2020). The European Commission (2020) argues that recent agreements to work together in areas such as supercomputing and micro-electronics have shown that collaboration can be highly effective.

An economy that works for people

It is important that an economy works for people and individuals as this is the only way they can blossom. The European Union has a unique social market economy which allows economies to grow and to reduce poverty and inequality. The social economy is a prime socio-economic player of the European social market economy (European Commission, n.d.). In total, there are approximately 2.8 million social economy enterprise and organizations. These are united around the values of profit over people, democratic governance, solidarity, and the reinvestment of most profits to carry out sustainable development objectives. The social economy also contributes to quality jobs, inclusion, innovation, sustainable growth, social protection, gender equality, ecological transition, and cohesion (Social Economy Europe, n.d.).

The social economy can help implement the principles of the European Pillar for Social Rights, for instance by increasing the employment rate and the reduction of the number of citizens at risk of poverty and social exclusion (European Commission, 2021). According to the European Commission (2021), the social economy supports actions of Member States in delivering quality social services in a cost-effective manner. An example of this is efforts to integrate young people and disadvantaged groups into the labor market, such as

people with disabilities, older people, long-term unemployed people, migrants, people with a minority racial or ethnic background, and single parents. The social economy helps to build bridges and provides services which are essential to support independent living.

As mentioned earlier, social economy organizations and enterprises normally value sustainability, therefore the social economy contributes to the implementation of sustainability goals in the European Union as well as globally. The reason for this is that social enterprises and organizations are active worldwide on improving various topics such as decreasing poverty levels, driving transition to sustainable cities, responsible consumption, responsible production, and sustainable finance (European Commission, 2021).

The European Commission (2021) argues that social economy business models can bring value to local economies and societies when enriching inclusiveness, resilience, and sustainability. Most organizations in the social economy have strong local roots and serve the local community of where they are located. This results in them partially driving the local economic development. The European Union has a long-term vision for rural areas and the social enterprises and organizations fit in perfectly in this vision. The European Commission wants to undertake steps which will enable entrepreneurs and small businesses to move to rural areas to contribute to the changing economic environment, provide innovative business opportunities, and to cooperate, cluster and develop new sectors of the economy (European Commission, 2021).

There are a few policy areas on which the European Commission lays focus when developing policies regarding the strategic goal of having an economy that works for people. These policy areas can be reviewed in table 3 below. According to the European Commission (n.d.), the European economy is currently relatively stable and thus it can respond to the needs of EU citizens.

Policy area	Description
A deeper and fairer economic and monetary union	Combining stability with fairness and democratic accountability
Internal market	A deeper and fairer internal market
Jobs, growth, and investment	Boosting investment and creating jobs
The European semester	Learning more the European Union's annual cycle of economic policy co-ordination
Youth employment support	Young people face a rough start in the labor market; however, they deserve all possible opportunities to develop their full potential to shape the future of the European Union and to thrive in the green and digital transitions.

Table 3. Policy areas for an economy that works for people (European Commission, n.d.).

A strong Europe in the world

This priority of the European Commission is about reinforcing the responsible global leadership position that Europe has. Europe is an attractive area for doing business when it has a strong, fair, and open trade agenda. Therefore, it is important to strengthen the European Union's role as global leader while guaranteeing the highest standards of climate, environmental, and labor protections (European Commission, n.d.).

Additionally, when the European Union wants to strengthen its role as world leader is must build strong relationships with partners and work closely with neighboring countries such as the Western Balkans as well as with Africa (European Commission, n.d.). According to the European Commission (n.d.), it should reaffirm the European perspective of the countries of the Western Balkans and introduce a comprehensive strategy on Africa.

The European Union has commonalities with the Western Balkans and thus it would be a good opportunity to improve the relationship. Millenia of shared social and political history as well as trade, traditions, and culture are in common for example. Africa on the other hand is a neutral partner with great potential for cooperation (European Commission, n.d.).

Again, the European Commission will focus on policy areas regarding the priority of having a stronger Europe in the world. The policy areas can be found in table 4 below.

Policy area:	Description:
The European Union's development policy	Building international partnerships for sustainable global change
Africa-EU partnership	Strengthening the cooperation between Africa and the European Union through partnerships in five key areas
European neighborhood	Strengthening prosperity, stability, security, and region-wide cooperation
European Union enlargement	Investing in peace, security, and stability in Europe
Humanitarian aid and civil protection	Assistance for affected countries and populations in case of disasters or humanitarian emergencies
European Union and rule-based international cooperation	Defining and defending European Union priorities and values on the global stage in the multilateral system
Security and defence	A stronger European Union on security and defence

Trade policy	The European Union helps businesses make the most of global opportunities to ensure wealth, fair competitiveness, and investment
Relations with partners around the world	Focusses on the European Union's relations with third countries and regions

Table 4. Policy areas for a stronger Europe in the World (European Commission, n.d.).

Promoting our European way of life

The fifth priority of the European Commission is promoting the European way of life. This entails upholding the rule of law and combating all forms of discrimination. Think of discrimination based on gender, ethnicity, religion, or socio-economic status (European Commission, n.d.).

The European Union needs to protect and stand up for justice and for the earlier mention core values (European Commission, n.d.). According to the European Commission, promoting the European way of life also means valuing the diversity of cultural and linguistic heritage in Europe but also national games, traditions, festivals, art, music, and the traditional clothes and textiles (European Commission, n.d.). The current vision of the European Union which is led by European Commission's president Ursula von der Leyen is built on the rule of law and focuses on equality, tolerance, and social fairness. Threats to the rule of law can cause problems to the legal, political, and economic basis of the European Union and should thus be avoided (European Commission, n.d.). The European Commission (n.d.) states that it will launch a European Rule of Law Mechanism under which it is to report every year on the condition of the rule of law present across the European Union. For this priority the European Commission also has policy areas on which it will focus to promote the European way of live. These policies can be seen in table 5 below.

Policy area:	Description:
Customer protection	Protecting and empowering consumers by reinforcing the safety of goods, services, and food while ensuring compliance of consumer rules in the European Union
Education and training	Supporting education in Europe through various initiatives and offering a forum for cooperation in areas such as school policy, vocational training, higher education, and adult learning.
European Health Union	A European Health Union is built in which European Member States respond together to health crises. Moreover, the European Health Union should make sure patients receive the best possible care for diseases like cancer for example.

European Security Union	Working with agencies of the European Union as well as with Member States to build an effective response to countering terrorism, radicalization, organized crime, and cyber threats
Fundamental rights	Fighting discrimination and promoting gender equality. Especially, by safeguarding the rule of law and fundamental rights
Judicial cooperation	Stopping crimes such as smuggling, trafficking, and corruption by creating a European area of justice by linking the different national legal systems
New pact on migration and asylum	A new policy on migration in Europe
Statistics on migration to Europe	Statistical data regarding immigration, refugees, and asylum-seekers in the European Union
Rule of law	The rule of law assures fundamental rights and values, allows the application of EU law, and supports an investment-friendly business environment

Table 5. Policy areas for promoting the European way of life (European Commission, n.d.).

A new push for European democracy

The last priority of the European Commission for 2019 to 2024 is about a new push for European democracy, which includes nurturing, protecting, and strengthening the democracy in Europe. As mentioned before in this guide, democracy is one of the values of the European Union. In 2019, during the European election there was a record-high turnout which shows the vibrancy of the European democracy (European Commission, n.d.). The European Commission (n.d.), however, argues that Europeans need a stronger role in the decision-making process and a more active role in setting priorities in the European Union. It has been said by the European Commission that a conference on the future of Europe will enable citizens to have their say in what is important for the European Union.

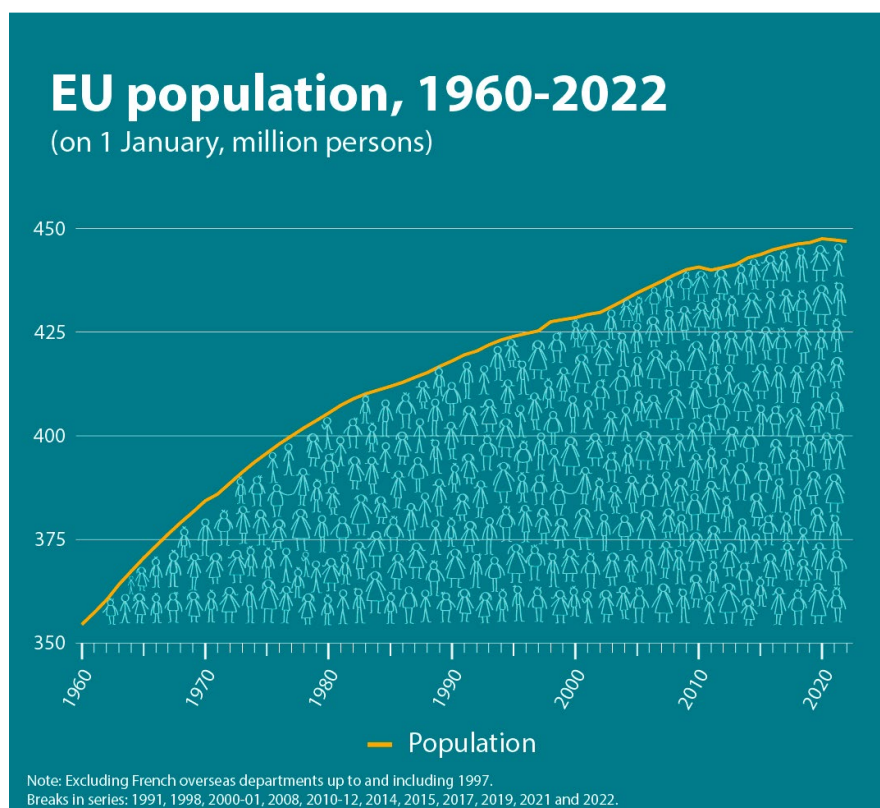
The democracy in Europe should not be taken for granted. It is continually being threatened by disinformation and hate messages online and thus it must be protected from external interference (European Commission, n.d.). To protect the democracy the European Commission will improve its partnership with the European Parliament by guaranteeing its involvement at all stages of international negotiation as well as in the legislative process (European Commission, n.d.). Besides that, the European Democracy Action Plan has been created to empower citizens and build more resilient democracies across the European Union. This will be done by promoting free and fair election, by strengthening media freedom, and by countering disinformation (European Commission, n.d.). There is one policy area on which European Commission the focusses regarding the priority of a new push for European democracy. This policy area can be found in table 6 below.

Policy area:	Description:
Demography	Europe is going through a period of profound demographic change. The European Commission's Demography Report presents the main drivers of demographic change and the impact they are having across Europe.

Table 6. Policy areas for a new push for European democracy (European Commission, n.d.).

Active citizenship in the European Union

On November 1st of 1993 the citizens of all the Member States of the European Union achieved a new legal status, namely "citizens of the European Union" (European Economic and Social Committee, 2021). As mentioned previously, this was also the day that the European Community became official the European Union. According to an infographic of Eurostat (2022), which can be seen in figure 2 below, the European Union has in the year 2022 a population of approximately 450 million people. This means that in 2022 there are also nearly 450 million people with the legal status of citizens of the European Union.



ec.europa.eu/eurostat

Figure 2. EU population from 1960 until 2022 (Eurostat, 2022).

Since the European Union is home to almost half a billion people, and it is in a process of continued integration, it needs active participation of its citizens (Education and Culture DG, n.d.). Before going into detail about active European citizenship and how the European Union promotes this, it is important to know what the term “active citizenship” entails. On the website of the European Commission active citizenship is described as an umbrella term for the acquisition and exercise of rights for civic and political participation. This includes for instance citizenship and residence, membership in organizations, voting, volunteering, or participation in protests (European Commission, n.d.).

The European Commission promotes active European citizenship and therefore it has set up a programme named the “Europe for citizens programme”. This programme has the goal of bringing people from different countries within Europe together to boost mutual understanding and to create a sense of ownership of the European Union. Besides, the programme promotes the emerge of a European identity to competent local and regional ones. To complete these goals, the European Union encourages citizens from different parts of Europe to organize meetings, exchanges, and debates (European Commission, 2012).

Rights as a European citizen

Someone who is a citizen of the European Union has the right to actively take part in the politics of the Union. There are multiple ways a citizen could participate in this; one example may be the European Citizens’ Initiative. By taking part in the Europeans Citizens’ initiative one can help to set the European Unions policymaking agenda. The initiative allows citizens to ask the European Commission to prepare legislation on specific matters. For the European Commission to look at it, one must show the importance of the issue. Only when the initiative has reached one million signatures and the minimum threshold in 7 countries of the European Union, the commission will decide what action to take, if any (Participate, Interact, Vote, n.d.).

In Europe there are municipal, national, and European elections in which European citizens can take place. As mentioned before voting is part of active citizenship. Voting is a simple way citizens can take part in the politics of the European Union. Besides voting, European citizens have the right to start petitions (Participate, Interact, Vote, n.d.). The object of the petition process in the European Parliament is to ensure that citizens have the chance to communicate with the Parliament (European Parliament, n.d.).

There are also online platforms that citizens can use to actively take part in the political life of the European Union. There is for instance the “Have Your Say Portal” which can be used by European citizens to shape EU policies by contributing to the consultations of the European Union European Parliament, n.d.). Additionally, there is also the Fit for Future Platform. This platform consists out of a high-level expert group that consists of the Member States, the Committee of the Regions, the European Economic and Social Committee and stakeholders representing a common interest in a variety of sectors. The aim of this platform is to simplify laws, reduce regulatory burdens, and to ensure that the laws of the European Union are fit for the future (European Commission, n.d.). Citizens can share ideas to the Platform by making suggestions to the “Have your say: Simplify!” website.

Town twinning

One of the initiatives of the European Union to encourage active European citizenship is by town twinning. For a long time, town twinning has been an important initiative for developing active European citizenship and sense of shared identity. Already in the late 1950s, sometime after World War II, town twinning relations started between towns in Germany and French. Today, town twinning networks exists out of more than 15,000 towns from countries such as Germany, France, Belgium, Hungary, Austria, Spain, Denmark, Slovakia, Romania, and Italy.

The town twinning networks in Europe are creating a powerful network of citizens who are playing a crucial role in creating a more united Union. The main reason for this is that town twinning results in people finding out more about the lives of other citizens in European countries. Additionally, it allows citizens to share experiences and to develop projects regarding education, the environment, economic development, and culture (Education and Culture DG, n.d.).

Town twinning started shortly after World War II, which helped European citizens to gain better and mutual understanding. However, the European Union of today has become more complex which also has an impact on the town twinning initiative. A difference between the present and the past is that in the past local authorities reported upwards to for example their regional and national governments. Yet today, more EU policies touch on local level and communities have found themselves in a more direct relationship with the European Union (Education and Culture DG, n.d.).

For the European Union it is of great value that town twinning networks are successful because these networks can directly be of value and benefit to the organisations and people involved. Besides, when participants of the town twinning projects speak positively about their experience to family, friends, and colleagues it could inspire more towns and municipalities into starting their own networks. This word-to-mouth advertisement could result in motivating more Europeans to start becoming active in their European citizenship.

It is important that the there will not only be relied on word-to-mouth advertisement, but that planned promotion and awareness raising, as well as dissemination and exploitation of results are crucial components to the success of any project. In order to optimise the effect of the town twining, the best way of promotion has to be found for each initiative (Education and Culture DG, n.d.).

In 2022 the European Commission made 11 million euro available for transnational projects promoting exchanges between citizens from municipalities of different countries, this also includes town twinning projects. In the year 2022 the European Commission specifically focused on the following objectives regarding town twinning networks.

- The richness of the cultural and linguistic environment in Europe
- Strengthening the European and democratic dimension of the EU decision-making process

- Reinforcing the European integration process through solidarity
- Debating the future of Europe
- Supporting free and fair elections in Europe, in particular in view of the European election of 2024
- Reflecting on the impact of the COVID-19 pandemic on the local communities.

Erasmus+ Programme

The European Union started the Erasmus+ programme to support education, training, youth, and sport in Europe and to encourage active citizenship. The budget for the Erasmus program for the year 2021 to 2027 is estimated to be around 26 billion euros. Compared to the funding for the programme from 2014 to 2020, the current budget is almost twice the size as the previous one.

The program supports activities and priorities which were set out in the European Education Area, the Digital Education Action Plan, and the European Skills Agenda. Nevertheless, the programme supports the European Pillar of Social Rights, and it implements the EU Youth Strategy from the year 2019 until 2027. Besides, it also develops the European dimension in sport (European Commission, n.d.).

According to European Commission (2021), the Erasmus+ mobility programme has positive effects on for instance educational, social, personal, and professional development. The positive effects of the programme can be seen on various ways. The European Commission argues that it enhances knowledge, skills, and attitudes, improves employability, helps confidence-building and independence, stimulates curiosity and innovation. Besides, it also fosters the understanding of other people, and builds a sense of European belonging (Directorate-General for Education, Youth, Sport, and Culture, 2021).

The general objective of the Erasmus+ programme is to support, through lifelong learning, the educational, professional, and personal development of people in education, training, youth, and sport, in Europe and beyond. This should contribute to sustainable growth, quality jobs, and social cohesion while driving innovation and strengthening European identity and active citizenship.

Besides the general objectives, there are also three specific objectives the programme has. The first specific objective is to promote learning mobility of individuals and groups, as well as cooperation, quality, inclusion and equity, excellence, creativity, and innovation at the level of organizations and policies in the field of education and training. The second specific objective is to promote non-formal and informal learning mobility and active participation among young people, as well as cooperation, quality, inclusion, creativity, and innovation at the level of organizations and policies in the field of youth. The last specific objective of the programme is to promote learning mobility of sport staff, as well as cooperation, quality, inclusion, creativity, and innovation at the level of sport organizations and sport policies (European Commission, n.d.). In general, the Erasmus+ programme gives priority to social inclusion as well as to green

and digital transitions. Besides that, it laces a strong focus on promotion young people's participation in democratic life, and thus active citizenship. In the following paragraphs of this report more information will be given on how the European Union focuses on social-inclusion, digital transitioning, and green transitioning.

Inclusion and diversity

For the years 2021 until 2027 the programme aims to increase the qualitative impart of its actions as well ensuring equal opportunities. In regard to ensuring equal opportunities, there will be reached to people from different ages and from different cultural, social, and economic backgrounds. Besides that, the program will put focus on people who have fewer opportunities or potential barriers. Some examples of these barriers will be explained in table 7 below.

Barrier	Explanation
Disabilities	This includes physical, mental, intellectual, or sensory disabilities that may hold back someone's full and effective participation in society.
Health problems	Health issues such as severe illnesses, chronic diseases may lead to barriers and could prevent people from participation in the Erasmus+ programme
Barriers linked to education and training	People who have trouble to perform in education and training systems can face barriers. People in this group can for example be early school-leavers or low-skilled adults. However, this group can also contain persons who face barriers due to the structure of curricula that makes it difficult to undertake a learning or training mobility abroad as part of their studies.
Economic barriers	There are many examples of barriers due to economic disadvantages, for instance low living standards, low income, students who need to work to support themselves, dependence on social welfare systems, long-term unemployment, poverty, being homeless, having debts or other financial problems.
Discrimination	There could barriers present due to discrimination linked to gender, age, ethnicity, religion, beliefs, sexual orientation, or disability.
Geographical barriers	Barriers could also be created due to geography. People living in remote or rural areas could face barriers for instance. But also, people living on islands, less serviced areas, or less developed areas may face barriers.

Cultural differences	Cultural differences can affect people from all backgrounds, although it can have more impact on individuals with fewer opportunities. When people are exposed to foreign languages and cultural differences when taking part in the Erasmus+ programme it may put off people and it could limit the benefits from their participation. This barrier is in particular common for persons with a migration or refugee background, people belonging to a national or ethnic minority group, and sign language users.
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Table 7. Explanation of potential barriers that can hinder participation in the Erasmus+ programme (European Commission, n.d.).

Digital Erasmus+

Based on the activities and priorities which are set-up in the Digital Education Action Plan, the Erasmus+ programme will develop high-quality, accessible learning. The Publications Office of the European Union (2021) states that, the mobility actions of the programme will provide more opportunities to acquire and develop digital skills due to initiatives like the Digital Opportunity Traineeship scheme. Especially after the COVID-19 pandemic it became clear how important digital education can be. Because of that, the European Union wants to support the development of digital technologies for teaching and learning to develop digital skills for all (European Commission, n.d.).

As mentioned before, the Erasmus+ programme will support the Digital Education Action Plan. It will do this by helping with the first two strategic priorities of the Action Plan. The first strategic priority is the development of a high-performing digital education ecosystem. It will do this by building a capacity and critical understanding in all kinds of different education and training systems. Besides, it will focus on how to use digital technologies for teaching and learning and it aims to develop and implement digital transformation plans of educational institutions.

The second strategic priority of the Action Plan aims to establish a European Digital Education Hub. According to the European Commission (2022) the main goal of this plan is to reinforce cooperation on digital education at the EU level and to contribute to exchange of good practices, co-creation, and experimentation. Through a more agile development of policy and practice in digital education, the European Digital Education Hub should connect national authorities, researchers, experts, the private sector, education, and training providers, as well as the civil society. The Digital Education Action Plan is set up for the years 2021 until 2027. This means that it has just been started and there are still many years to come to reach the strategies written in the Action Plan.

A green Erasmus+

To support the European Green Deal, the Erasmus+ programme will encourage participants of Erasmus+ to use lower-carbon transport, such as trains or busses, as an alternative to flying. The European Green Deal Communication is one of the Europeans new growth strategies and it recognizes the important roles of education and training institutions to engage with pupils, parents, and the wider community on the changes needed to become climate neutral by 2050 (European Commission, n.d.). Part of the Erasmus+ programme is to make participants aware about sustainability and climate action, so that European citizens acquire the world's best competences needed to create sustainable societies, lifestyles, and economies (Directorate-General for Education, Youth, Sport and Culture, 2021).

According to the European Commission (2022) the programme will increase the number of forward-looking mobility opportunities regarding sustainability and climate change. Forward-looking projects are large scale projects that have the goal to identify, develop, test and/or assess innovative approaches (Forward-looking Projects, n.d.) The increase in these projects should foster the development of competences, enhance career prospects, and engage participants in areas that are strategic for sustainable growth, with special attention to rural development. Nevertheless, the Erasmus+ program should strive for carbon-neutrality in line with European Green Deal and thus it needs to promote sustainable transportation for its participants as well as environmentally responsible behavior (European Commission, 2022).

Environment and the fight against climate change will become a top priority when it comes to the selection of projects. The Erasmus+ programme encourages the use of innovative practices to make participants true actors of change. The European commission (2022) states that various sustainable acts are supported by the program, such as saving resources, reducing energy use, reducing the waste and carbon footprint as well as opting for sustainable food and travel choices. Additionally, priority will be given to projects that could change individual behavior regarding sustainability and that supports active engagement in sustainable development.

Opportunities of the Erasmus+ programme

From 2021 to 2027, it is expected that around 10 million people will participate in mobility activities abroad as part of Erasmus+. These people will exist out of students, learners, professors, teachers, and trainers (Directorate-General for Education, Youth, Sport and Culture, 2021). The European Commission states on its website that European citizens need to be better equipped with the knowledge, skills and competences needed in a dynamically changing society that is increasingly mobile, multicultural, and digital. Additionally, it mentions that spending time in another country to study, to learn or to work should become the standard, and the opportunity to learn two other languages in addition to one's mother tongue should be offered to everyone (European Commission, n.d.).

Going abroad with the Erasmus+ programme will lead to participants gaining self-confidence and soft skills as well as discovering different cultures and creating networks with people from different countries. These networks could be interpersonal as well as professional.

The Erasmus+ program does not only the participants but also the European Union. The reason for that is that the programme could lead to more employment and active participation from citizens. Besides, the Erasmus+ Programme contributes to greater social inclusion and a stronger European identity (Directorate-General for Education, Youth, Sport, and Culture, 2021).

Erasmus+ programme and active citizenship

According to the European Commission (2022), the Erasmus+ programme is coping with the citizens' limited participation in the democratic processes of the European Union and the lack of knowledge about the Union. The programme pursues to help citizens overcome difficulties in actively engaging and participating in their communities as well as in the European Union's political and social life. Strengthening citizens' understanding of the European Union from an early age is of high importance for the Union's future. Non-formal education can just as formal education help to grow the citizens' understanding of the European Union and it could create a sense of European identity and belonging (APA: (European Commission, n.d.)).

Participants in the Erasmus+ activities

It is normally the case that the Erasmus+ programme reaches out to potential participants through organisations, institutions, bodies, or groups that organise Erasmus+ projects. Because there are many parties involved in finding individuals to take part in the programme, there are not only requirement for the participants but also for the so called "participating organisations". Participation organisations include for example informal groups and non-governmental organisations and associations. For both the participants as well as for the participation organisations, the requirements for participation depend on the country in which one is based (European Commission, 2022).

In general, people or organizations who want to participate in Erasmus+ projects must be established in a European Union Member State or in a third country associated to the Erasmus+ Programme. An overview of all the current 27 Member States of the European Union can be seen in table 2 below. In table 3 on the other hand the six third countries associated to the Erasmus+ programme can be seen. These six countries are associated to the programme due to article 16 of the Erasmus+ Regulation and belong to different groups. The first group exists out of members of the European Free Trade Association (EFTA) and the second group out of acceding countries, candidate countries, and potential candidates.

Member States of the European Union			
Austria	Belgium	Bulgaria	Croatia
Republic of Cyprus	Czech Republic	Denmark	Estonia
Finland	France	Germany	Greece
Hungary	Ireland	Italy	Latvia
Lithuania	Luxembourg	Malta	The Netherlands
Poland	Portugal	Romania	Slovakia
Slovenia	Spain	Sweden	

Table 8. Member States of the European Union (UK Government, 2015).

Third countries associated to the Erasmus+ Program	
<i>Members of EFTA:</i>	<i>Acceding countries, candidate countries, and potential candidates:</i>
Norway	North Macedonia
Iceland	Turkey
Liechtenstein	Serbia

Table 9. Third countries associated to the Erasmus+ program (European Commission, 2022).

Active citizenship for children

As the above chapters describe, young people have many opportunities in Europe to act as an active citizen, for example by participation in the Erasmus+ programme. For some ages, however, it is not possible to participate in this programme. Besides, many younger citizens also do not have the right to vote yet and thus also can not actively participate in the European Union by this way (Nowicka, 2021). The European Solidarity Corps together with European Footprints presented an infographic on how young people can still become active European citizens. The infographic shows sixteen ways on how children and teenagers can become active citizens if too young to vote seen and can be seen in figure 3 below.

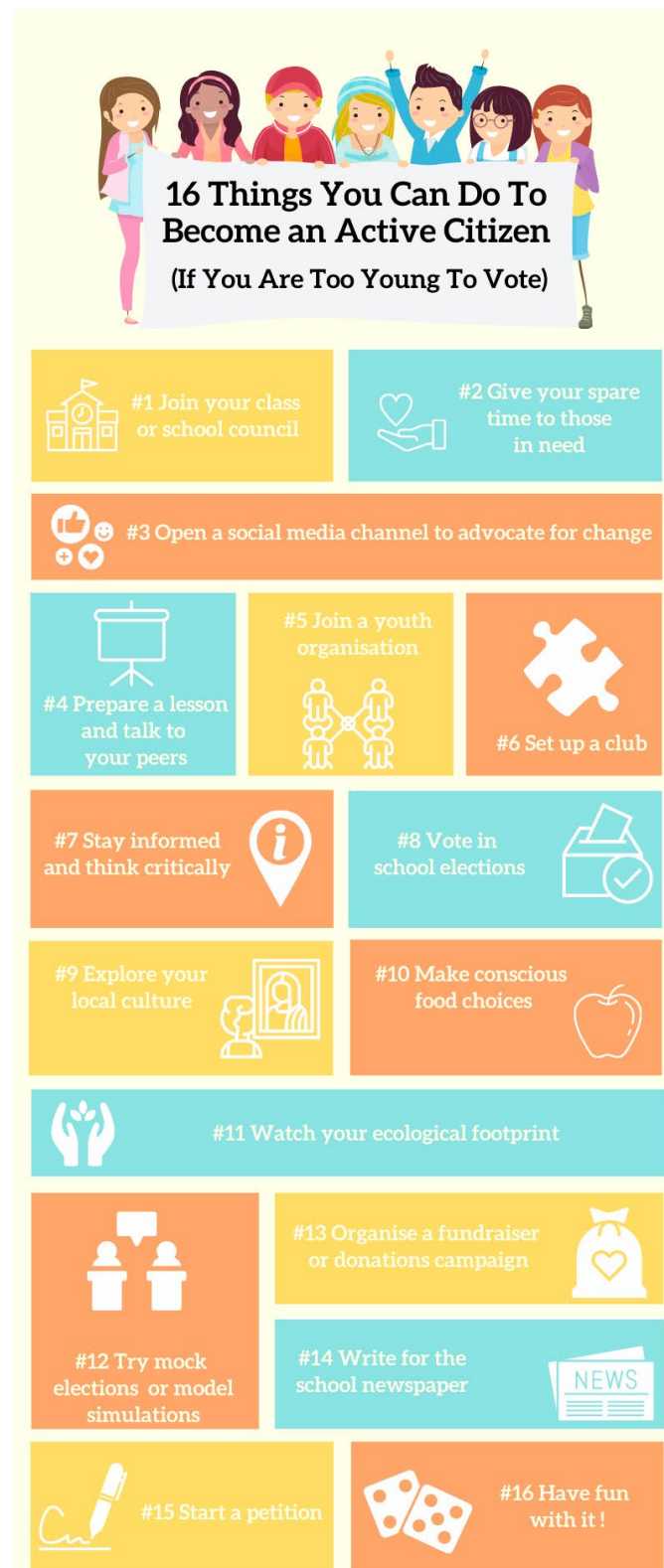


Figure 3. Sixteen ways someone can be an active European citizen when too young to vote (Nowicka, 2021).

Youth Participation

Young people are an important member of our society, but sometimes they are not considered when it comes to making decisions. Thus, youth participation refers to their active engagement in decision-making processes that affect their lives, communities, and society as a whole.

The United Nations has recognized participation as a fundamental right, being one of the guiding principles of the Universal Declaration of Human Rights. It may seem difficult to put into practice or complex to manage, but it can take various forms, and some are simpler than others to promote. The most common examples are participation in school councils, youth-led organizations, volunteer work, community service, social activism, and political engagement.

Through active participation, young people are empowered to play a vital role in the development of a healthy and vibrant society. Assuming this position, they are encouraged to learn vital life-skills, such as leadership and communication, and develop knowledge on human rights and citizenship. However, to participate successfully, young people must be given the right tools, such as information, education about and access to their civil rights.

This is the only way to ensure that their perspectives and concerns are also considered when decisions that will affect their lives and future are being made. Therefore, youth participation is a means to promote social and political inclusion, and by empowering young people, we can promote greater equity and social justice. A democratic and participatory society only exists with democracy and participation.

Importance of Youth participation

As mentioned before, youth participation is beneficial to youth development for several reasons. By giving them the opportunity to take control of initiatives and to be involved in decision-making processes, they are more likely to feel valued, respected, heard and empowered. It is not that young people need reason or power, but the need to be heard and considered as a member and one of the most underrated groups in society.

Additionally, the old education system needs to evolve into a multidisciplinary system, where formal and informal education is contemplated, as well as the integration of the whole society in the process. Youth participation can be both a tool and an outcome of this model, helping young people to develop valuable skills such as leadership, communication, teamwork, and problem solving, essential for personal growth and development and for future success in education, work, and civic engagement.

Now, more than ever, we have access to all kinds of information and activities from an early age, and this has an impact on our development. So, by bringing together young people from diverse backgrounds and experiences in the same place, we can create a more democratic and equitable society, promoting social and political inclusion. By encouraging them to give their opinion, they are not just defending their position but listening to others. This can lead

to positive individual outcomes as well as bring fresh perspectives, innovative ideas, and creative solutions to complex problems. It is a win-win situation.

How youth can change the world

Across the internet, we found a lot of topics about changing the world; how young people are empowered to do it, real-life examples of how they're doing it and their vision of the future following their path. And one thing is true: step by step, they are doing it successfully.

Basically, the future is in the hands of young people. That is taken for granted, but they will not do it alone. They are part of the solution: with the right mentoring and space to implement new and good ideas, they can achieve real change. The challenge is bigger than empowering them, they need to be guided and be sent to the right direction.

However, the future is surrounded by uncertainty. After so many bad actions taken and the unpredictable consequences, it is difficult to know the outcome and how to revert it. Therefore, the world needs creative and innovative people – a definition of youth. They are very optimistic about their capacities to make a difference and are fearless to take risks which bring new horizons to try new ideas.

Changing the world requires being aware of relevant issues that are affecting a sustainable future and young people want to have an impact on that. They are continually looking for ways to help communities, the environment and to alert people around them about this big problem that is affecting everyone. With globalization and technological advances, the world is just a click away, allowing them to make unlimited connections and share the ideas they have very quickly.

As changemakers, young people need to be empowered and motivated. Education is key and will support the skills they already have as problem solvers. They have the ideas, the creativity and the determination to shape a different future. The goal is just to make the world a better place for themselves, for the older generation, and above all, for the next generation.

Youth work can take many different, depending on the needs of the young people and the goals of the program. Some common examples of youth work include after-school programs, mentoring programs, youth clubs and organizations, and youth employment initiatives.

What is Youth Work? And its importance?

Youth work is a fundamental pillar for the integral development of this sector of the population. This eminently formative and educational task is an essential vehicle for the exchange of knowledge and experience, thus facilitating the personal and collective growth of young people. The importance of this work lies in its capacity to promote mutual learning, in which both young people and facilitators can be enriched through shared knowledge.

In today's context, young people are constantly seeking to broaden their personal, social and educational horizons. The early discovery of self-identity and the acquisition of tools to cope with different life situations are becoming crucial aspects of their development. Non-formal education is emerging as a vital complement to the traditional education system, offering alternative learning spaces that are more accessible and adaptable to the specific needs of young people outside the formal education framework. Institutions such as the European Union have recognised the value of these educational modalities and support initiatives that promote non-formal and informal learning.

Youth work is materialised through various platforms and organisations dedicated to youth, including spaces specifically designed for the development and support of young people. Activities such as youth exchanges and training courses target participants of a wide age range and promote volunteering as a gateway to learning and social engagement. This form of work focuses on preparing young people for the future, equipping them with the skills and competences necessary for an active and conscious integration into society.

Participation in youth work or education programmes not only equips young people with knowledge and practical skills, but also fosters self-awareness, self-confidence, the ability to take risks, deal with different situations and share experiences with others. The Youth Monitor stands out as a catalyst for change, capable of transforming lives by empowering young people to become more active in their communities and promote improvements in their environment.

Recognising the importance of youth voice and non-formal education, the Council of Europe has established a Youth Division. This unit seeks to ensure that young people's perspectives and needs are heard and valued, and underlines the crucial role of non-formal and informal education in today's educational landscape. This holistic approach to youth work underlines the need for continued investment in the development of policies and programmes that respond to the demands and challenges faced by young people in today's society.

Climate justice

Climate change will not have an equal impact among society. Rich and poor, men and women, older and younger generations, and mainly between countries, the consequences will be different. Climate justice is about considering the strong relation between the direct environment effects of the climate change and the concepts of social justice for the people affected by the climate issues, namely regarding equality, human rights and historical reparation from the Global North towards the Global South countries, as they are being more affected by the climate change and contributed less for it to happen. (UN Environment Programme, 2024).

António Guterres, United Nations Secretary-General, said "Climate change is happening now and to all of us. No country or community is immune. And, as is always the case, the poor and vulnerable are the first to suffer and the worst hit.". The last part of this speech is focused on the problem that so many times no one wants to see: how unfair it could be

when, even contributing least, the poorest communities are the ones who suffer expect to continue being the most affected.

Talk about climate justice is accepting that climate change is real, has numerous negative effects on the world and mostly within vulnerable groups, and that is needed to do something about human rights.

There is a lot of work to do in what concerns bearing the costs of bad decisions and actions that have been taken so far. It is a matter of fairness and responsibility. We cannot close our eyes to the signs and what we have learned from the data of the past. If there is evidence about who has more responsibilities in this matter and who is likely to experience severe negative effects (and they are not the same), something must be done.

Every time that climate justice is referred to it is a win for human rights.

Youth work, environment and climate justice

The most common way to encourage other people to do something is sharing the experiences once lived. Most people who work with youth work and climate justice say they joined the cause because they heard about someone who participated too.

Climate change are a polemic topic. Some people still don't believe in their existence, others fight to combat them. Climate changes can be dealt with small gestures in the community, for example, the simple act of recycling.

When we implement habits from an early age, it is more likely to become permanent for the rest of our lives. That's why it is so important to know this earlier the better. When we were young we had a tendency to pay more attention to others' opinions. That's why connecting with new people is so important.

Nowadays we learn from social media, in schools and by listening to other opinions. It's really important to be selective in the information we absorb because a lot of it is not trustworthy.

We must start thinking in the next generations because they will be extremely sick with the air and sea pollution. Our individual actions will make a difference in our communities. People want to follow a padron and do this to keep it or just because they never thought to do this before.

Even António Guterres, in a meeting in Lisbon once said: "I am inspired by the energy and commitment of the young climate activists..." and he also said "Your generation will be essential now to lead tomorrow to be able to manage and reverse this trend and rescue the planet". It's urgent to act and do something to return the situation. We also have the support from the Secretary-Generals of the UN and also the EU.

United Nations has created a sustainable development goals to reach until 2030 which are:

1. No poverty;
2. Zero hunger;
3. Good health and well-being;
4. Quality education;
5. Gender equality;
6. Clean Water and sanitation;
7. Affordable and clean energy;
8. Decent work and economic growth;
9. Industry, innovation and infrastructure;
10. Reduced inequalities;
11. Sustainable cities and communities;
12. Responsible consumption and production;
13. Climate action;
14. Life below water;
15. Life on land.
16. Peace, justice and strong institutions;
17. Partnerships for the goals.

Some of the goals are not directly related to the environment but, in some way they're connected. For example, a person with qualified education will achieve knowledge and will take care of the planet.

Doing the partnership for this project, Portugal, Spain and Italy are committed with the 17th goal.

Youth work and the ecosystem

As we said before, young people are the future stewards of our planet, they will be responsible for maintaining the health and the well-being of the environment as long as they can.

Working as a youth worker gives the knowledge and the skills they need to become environmental defenders, this also helps to establish a connection with the environment. With this connection, youth will be more motivated to protect their planet.

Nowadays we face challenges like pollution, habitat destruction, and climate change. Youth workers can empower people to become environmental leaders, help build a sustainable future for all of us.

Youth workers have a crucial role to play in protecting the environment and promoting sustainability. They can do this job through environmental education, workshops, field trips and others; eco-friendly projects in their communities as community gardens, recycling initiatives, clean-up campaigns, appeal the use of public transports; developing their careers always looking for the best of the company but also the best of the planet. Another way to make the difference is by talking with the local government first and then turning it big, talking with the principal government.

Mostly, youth workers have a sustainable lifestyle and just by doing their habits they can create an impact on other people.

Youth influencing decision makers

The decision-making process is, in most cases, carried out by powerful authorities without considering a complete view of all the needs of different groups in society. Democracy needs to work for everyone.

Usually, minorities and young people do not have a place in these decision-making bodies and they feel that their views and ideas do not matter. They must live under that system, respecting and suffering the consequences of what they decide, even when they can't share their thoughts and influence the outcomes.

If before people in positions of authority tended to abuse their power and there was as a cultural assumption that young people should not confront their elders, now we must create a path to a time when everyone can share their ideas, fight for their rights, and build a society in which everyone is respected.

So, it is important to highlight the relevance of intergenerational partnerships where the youth can play a role in the decision-making process as well. In such an emergent subject as climate change, every point of view, information and suggestions are important.

The younger generations were already born in a time when the mistakes are done, the degradation of the environment gets worse, but there is still time to change. Until a few years ago, this topic was treated as less important than other hot topics, and no significant measures were taken. Thankfully, a lot has changed, including that young people are more aware and buzzing about it.

Going through a time when youth voices were not heard by politicians, so their concerns were never considered, many opportunities have emerged in the modern world. By participating in volunteerism campaigns, public forums, having an active voice in social media and in local communities, young people are empowered to play a vital role in society. With the right tools, they can and are changing the world.

Two important international programs are the United Nations World Programme of Action for Youth (WPAY) and the EU Youth Strategy of the European Union. With them, two of the most powerful international organizations try to ensure that young people participate and

are heard about their concerns and projects. Locally, there are countries that support youth initiatives more than others, but the picture is getting better.

Education can be the starting point for children to develop knowledge on various topics, including human rights and climate change, and to become more aware about the role they must play in society. They need to be active, but in an accurate way. This is where the government and international authorities make a difference with programs that promote the development and participation of young people in the decision-making process.

How youth can change the world – Greta 's example

Across the world, we are witnessing an increase in young people's commitment to taking actions to change what may seem impossible to reverse. A great example of inspiration is Greta Thunberg, a young climate activist who moves millions all over the planet.

In last years, millions of Youngsters have participated in massive street demonstrations demanding action from governments to seriously address the climate justice issues. In order to better accomplish their goal, movements like Fridays for Future, Extinction Rebellion and COP26 Coalition in the UK are helping mobilizing not only Youngsters, but people from all over ages across the globe. (The London School of Economics and Political Science, 2022).

A great example of inspiration is Greta Thunberg, a young climate activist who moves millions all over the planet.

After feeling that something needed to be done, in August 2018 and only fifteen years old, instead of attending the beginning of school, Greta went to the Sweden's center of government. What started as a silent move and "School strike for climate" written in a handmade sign, soon became a speech in the United Nations climate conferences.

In the following years, she became known worldwide and represents the urge for action that all young people feel. She had already spoken in the most powerful authorities, with people in charge of the highest positions around the world. In her view, what is really needed is action because "We do need hope - of course, we do. But the one thing we need more than hope is action. Once we start to act, hope is everywhere".

To give a better understanding to the whole world, with her perspective, on climate issues and some solutions, Greta published "The climate book". With facts, charts, and simple writing, everyone can learn more about what is going on and what can be done. There is still time to change the world.

Fridays for Future is a global movement that began in August 2018, when Greta started skipping school on Fridays to protest outside the Swedish parliament, calling for the urgency in take action against climate change. They organize protests, rallies, and other events to raise awareness about the need for action to address climate action, pressuring government and business to take action to reduce greenhouse gas emissions and protect the planet for future generations.

B

uild a better future

Children, teenagers and youth are now more committed to making a positive impact on the future of our common planet. Nowadays environmental emergencies, such as floods, extreme temperatures and a very uncertain future, require actions and everyone, regardless of age, social condition and location, must invest in changing their old habits to sustainable ones.

The love for nature should be inherent to people and we can see that this feeling has vanished over time. Now, there is work to be done to bring that back and young people have taken on this task even though it should be done by everyone. However, they are doing a remarkable job influencing decision makers, spreading the message among their peers and doing youth work. They realized that being the generation that will be most impacted from the past and current trajectory, they need to do something.

It is needed to take in mind that the quality of life is linked to the environment and every decision has an impact on it, which will affect the development of society. Even some of us will not suffer as much as people in other areas, especially underdeveloped countries. Young people are more aware than before that it is necessary to take steps to seek a more sustainable future for themselves and those around them.

While these efforts seem small, young people are succeeding by creating green projects, being more vocal on climate issues, raising awareness and helping to shape a sustainable future. Anyone, anywhere can make a difference.

H

istory of climate change

Although it can be considered that concern and awareness about climate change began to gain momentum from the Industrial Revolution, it could be said that it was not until approximately a few years ago when the majority of society has introduced the environmental problem as one of their own.

Currently, it is more common to observe how households take favorable measures for the environment through the use of energy-saving devices, waste separation systems, water savers, reduction in the use of plastic, etc.

If we look back 50 years, even though these kinds of habits existed, they were not as common as they are today. But, at what point and why did favorable habits for the environment begin to be taken into account and put into practice?

That is the purpose of this chapter. Learn more about the origin of concern about climate change and understand why there are people who consider that this is not a reality when it has been scientifically proven that global warming is an issue concerning us all.

Throughout the following pages you will find plenty of data and information contextualizing the origin of climate change or at least the turning point in which our society began to add this issue to its concerns.

Environmental concerns from a psychological perspective

It is difficult to concretely define the idea of environmental concern, but it could be considered as “the inclination to carry out actions with a pro-environmental intention” (Stern, 2000).

Some studies have been carried out on this concept and it has been concluded that concerns for the environment are strongly influenced by the general values of the portion of society it concerns. In other words, the environmental structure is closely related to personal values.

In this way, it could be said that concerns for the environment are organized in parallel with a person’s lifestyle. If a person focuses on a healthy lifestyle and thinks consciously about the plant or animal world, it is likely that the environment is one of their daily concerns and their behavior is aligned to pursue benefits for the planet and not the opposite.

This current environmental concern will lead said person to think and act ecologically, reducing habits that are harmful to the environment and promoting activities such as recycling, waste reduction, responsible consumption, care of ecosystems and natural spaces, etc.

It is true that most of society is increasingly putting these behaviors into practice, and high percentages corresponding to the existence of this concern are encouraging the implementation of rules aimed at better caring for the planet.

But why do some people actively care for the environment while others do not? If you ask random people questions about environmental issues, it is likely that many of them will not know how to answer satisfactorily. A person failing to act to preserve and care for the environment may be due to a lack of information about the subject matter and its importance.

It could thus be said that environmental concern is affected by two factors; first, as mentioned, by personal values; and second, by the level of knowledge regarding environmental issues.

Environmental concern will therefore be closely related to the attitude and behavior of the individual in their daily life.

This would imply that greater environmental education would generate greater social awareness and therefore care for the environment would be a priority task in the lives of almost all citizens. This would be a powerful tool for social transformation, in which small, citizen-driven actions could achieve great results.

Along with environmental concerns, the key factor being a major trigger for this whole situation is consumption, which accounts for 60% of all global greenhouse gas (GHG) emissions.

If you go back a few years, consuming was not seen as something that could potentially harm society, nor was the level of consumption as excessive as it is now. It was perceived as something individual not going beyond the consumer's environment. Today it has been proven that, although consumption is an individual act, it has repercussions on society as a whole and, of course, on the environment. The manufacture of numerous products requires the extraction of natural resources, so greater consumption will in turn require greater production and, in turn, greater extraction of natural resources. This, in most cases, is faster than the time nature needs to produce the resources again, causing a shortage of resources.

Not only does the overexploitation of natural resources for product manufacture come into play in consumption, but also factories and large industries have a great responsibility in this situation. Various manufacturing processes result in polluting actions, either because they require the use of products that are harmful to nature or because the process itself involves polluting practices, such as burning fuels.

The answer to all this is also an increase in waste. The greater the consumption, the greater the production of goods, which in turn becomes waste.

Said waste is regularly left in natural areas reaching the bottom of the seas and oceans and therefore increasing pollution.



Imagen by Dustan Woodhouse en Unsplash

All this has amplified general awareness on the environment, since whether we like it or not, we are all responsible for the current situation.

Lifestyle and knowledge about the environment trigger environmental concerns together with more generic concepts such as educational and income level, place of residence and age.

On the other hand, if we dive even deeper into the concept of environmental concern, the following 7 factors influencing it can be identified:

Alarm, in view of the concern regarding the consequences of environmental issues; *social concern*; *comfort*, in view of the analysis of how comfortable behaviors curbing the climate question are perceived; *domestic control*, as a result of the attitude each individual has at home that can possibly be harmful to the environment; *perceived economy*; *information*, about the fact that it is happening and how to act against it and *locus control*, in relation to the role of the person in the climate crisis (Berenguer and Corraliza, 2020).

It is important to note that this is not the only way in which the concept of environmental concern can be broken down, but depending on the person studying it, the related concepts will be one or the other, but in general they are usually very similar to each other.

The conclusions reached with Berenguer and Corraliza's study have been made using two approaches: from a sociological perspective, in which the individuals' reaction to the environment has been taken into account according to their values and beliefs and, on the other hand, psychometrically, in which the individuals' reaction to the environment is considered a reflection of the psychological dimensions of their own behavior.

But despite this, although individuals are worried about the environment, they do not think about it often and do not treat it as a priority issue. It is in fact perceived as one of their least important concerns.

It may not be a major concern because, in general, environmental issues are thought to be unsolvable. Citizens focus on actions that do not harm the environment, but at the same time they consider that it is very difficult to address it individually and this can be frustrating. In addition, not considering it one of their main concerns is related to long term climate effects. In other words, there is great skepticism about the possibility of an environmental catastrophe occurring in the short term, despite the fact that people can perceive that some of these changes are already occurring.

On the other hand, the current presence and increasing development of new technologies is also beginning to be perceived as a factor of "climate salvation". The public is reassured by the fact that new technologies will be able to help improve the current climate situation by having the necessary skills to develop materials or products that are increasingly sustainable and therefore environmentally friendly.

Initial environmental concerns

It is not possible to say exactly when a social concern about climate change began to develop, but it is possible to guess that it is relatively recent. Moreover, climate predictions made at that time were exactly the opposite of the current reality; it was expected that the average temperature would decrease, instead of increasing progressively.

At the beginning temperature changes were not given much importance and were perceived as normal climate variations, but over time a certain distrust or uncertainty began to develop, which resulted in people perceiving environmental issues as a real question.

The current climatic conditions are worrying, not only because the temperature of our planet is getting warmer, but also because it is no longer just a question of temperature; species are becoming extinct as they cannot sustain their lives in the new habitats that are developing; forests and crops are being affected by increasingly frequent droughts; and diseases and viruses are more frequent and easier to transmit than they were years ago.

Before discussing the current situation surrounding us, it is important to know what is the triggering point that has caused all this.

It could be said that environmental concerns began to worry most citizens after a publication in 1975 in the New York Times in which, through a drawing, the city appeared to be buried by an ice avalanche. The possible coming of an ice age was predicted and even some scientific studies confirmed this possible future situation.^[1]

Later, the same media continued to publish similar publications offering advice to the public on how to act before the glaciation or what to do to prevent it from occurring.

But as several years passed, temperatures began to rise in most regions of the world and the concern about the dreaded ice age began to disappear. People eventually forgot about it.

However, several years later, in 2007, the Fourth IPCC Report^[2] revealed that during the period going from 1906 to 2005 the average temperature of the planet had increased by 0.74°C and that, in addition, the warmest year to date was also in that interval. From that moment on, attention was focused on environmental issues and on studying their possible causes and the effects.

Until then, it was scientifically known that temperature variability was due to numerous natural factors that could not be controlled, but from that moment on, the process of assimilation began. Said process showed that human activity affected climate change and could be considered the main driver of the increase of greenhouse gasses (Co2) in the atmosphere.

Despite that, environmental issues had previously been studied much before that date, in 1817.

Jean-Baptiste Fourier began to explain the concept of greenhouse effect, affirming that taking into account the energy that the Earth receives from the Sun, the recorded temperatures should be lower (Salas, 2019).

He was the first scientist to implement such a concept and the first to hypothesize about it. But he was not the only one to raise related issues. In 1896, Svante Arrhenius suggested that increased greenhouse gas emissions from human activities could increase the temperature of the planet.

As can be seen, the environment has always been kept into consideration, but the interest in it has not always been enough to produce a level of awareness that could really be considered a social concern.

But the desire to delve more deeply into the concept of the greenhouse effect led scientists to begin to dive deeper into climate change issues.

All this led to more and more research and studies being carried out on the subject. The work done by Keeling (1960) is particularly noteworthy since it shows the results of his study in the graph currently known as the Keeling curve.

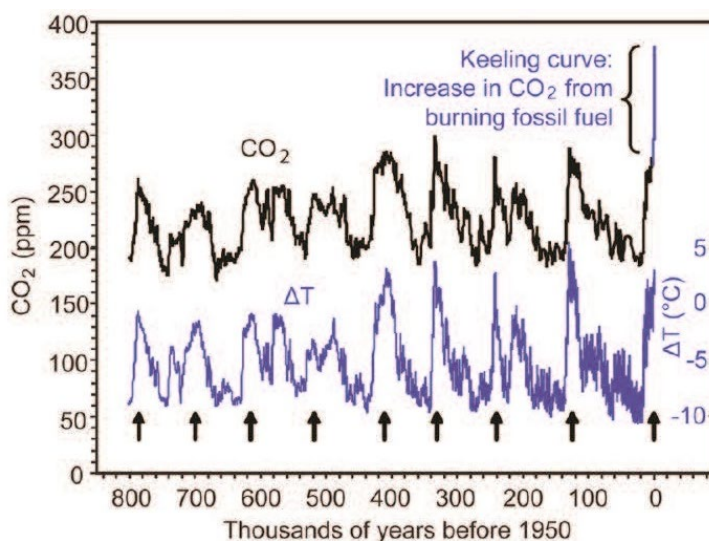
The curve keeling

He did this by collecting water and air samples every few hours in a city located in the western United States, which he then analyzed. A few years later, he had enough samples to develop a pattern that indicated how CO_2 stayed in the atmosphere and what factors benefited its absorption.

As Keeling accumulated samples, it became increasingly evident that the level of CO_2 in the atmosphere was higher and higher. In this way, the relationship between fossil fuel emissions, the greenhouse effect and climate change became clear.

Making this graph, Keeling showed that 55% of the fossil emissions reaching the atmosphere would hang in the air, meaning that the global temperature would increase between 5° and 6° Celsius.^[3]

Keeling's work was the basis that prompted many subsequent scientists to continue to study climate change issues in depth.



It is therefore difficult to give a specific date as to when society began to feel concerned about the state of the planet, since there are several factors that have been involved in this situation.

Thus, to further support the explanation of the emergence of climate change, it would be useful to consider the definition of the *United Nations Framework Convention on Climate Change (UNFCCC)*^[4], which defines climate change as “*change of climate attributed directly or indirectly to human activity that alters the composition of the global atmosphere and that is in addition to natural climate variability observed over comparable time periods*”. In simpler and more direct words, climate change could be defined as the variation in weather patterns resulting from direct and indirect human activity that can be observed over a period of time.

Thus, climate change is affected or promoted by natural causes as well as by causes related to human activity.

Previously, no real concern had been shown, since this issue was thought to be temporary and able to improve over time. The first Convention about the environment was the World Climate Conference held in 1979, in which the interest of political leaders was not sufficient to include said issue in the political agenda. However, this situation changed in the following conventions, in which awareness began to be raised about the importance of beginning to address climate issues and introduce measures and possible solutions.

Given the ongoing problem of temperature variation, it was not until 1992 that real action began to be taken and measures focused on the situation were established. Thus, the European Community and more than 150 countries joined the International Treaty of the United Nations Framework Convention on Climate Change (UNFCCC) with the intention of intervening and studying preventive measures to halt the worsening of the situation.

However, looking at the results obtained so far, it can be seen that the established guidelines have not been as effective as expected.

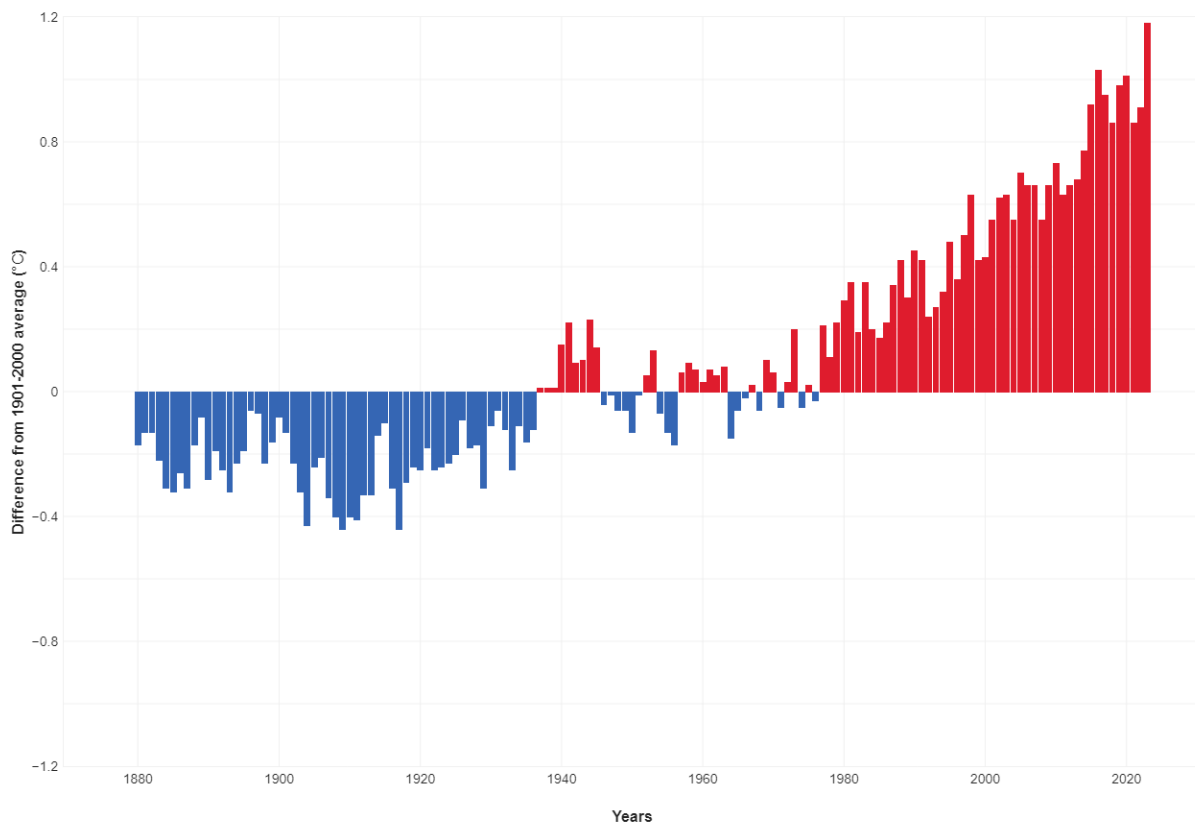
Even so, a few years later it became clear that this was not being entirely effective in curbing the consequences of climate change, so in 1997 the Kyoto Protocol was created. It mainly focuses on the reduction of six greenhouse gasses that cause global warming: carbon dioxide (Co₂), methane (CH₄), nitrous oxide (N₂O).

In 2007, the first suspicions about the inevitable progressive increase in global temperature appeared and the concept of global warming began to be taken more into account. As early as 1950, it had already been observed that the atmosphere and the ocean had warmed, snow volumes had decreased, sea levels had risen and, consequently, the concentration of greenhouse gasses had also increased.

Despite the evidence of the reality of climate change, there are still countless people who are opposed to this idea and consider that the situation is not so crucial to worry too much about it or that it is simply a temporary issue.

The following graph shows how the temperature has increased progressively from 1860 to 2020^[5] and more drastically since 1980.

GLOBAL AVERAGE SURFACE TEMPERATURE



Source: Climate Adaptacion Center

Environmental organizations and conventions

In view of the growing social concern about the effects of climate change, a series of agreements and protocols began to be established to slow down this situation. Some of them are the following:

1. United Nations Environment Programme (UNEP): an organization that, as its name indicates, is part of the United Nations. It focuses on promoting care for the environment through inspiration and information, and therefore guides and advises governments on recommended ways to reduce greenhouse gas emissions.

It also collaborates in the elaboration of international agreements and in the realization of specialized studies that can be useful to know in a deeper way the current situation and how to intervene.

2. World Meteorological Organization (WMO): this is also an organization that is part of the United Nations and is deeply specialized in the study of the atmosphere and the way in which it reacts to the influence of other factors such as the oceans.
3. Intergovernmental Panel on Climate Change, also known as IPCC. It can be defined as: "intergovernmental group of experts on climate change jointly established by the World Meteorological Organization (WMO) and the United Nations Program."

Its scope of study is focused on scientifically assessing in a comprehensive manner the technical and socio-economic situation resulting from the effects of climate change.

4. World Resources Institute: this is a totally independent, non-profit organization developed in 1982. Its fundamental role is to analyze the relationship between the environment and the socioeconomic perspective. It is responsible for studying the situation and developing action plans to implement them. It is a global organization that works with governments to provide them with options to improve the quality of life of the inhabitants.
5. Montreal Protocol: similar to the Kyoto Protocol discussed below. This protocol focuses on analyzing the situation of the ozone layer and the factors damaging it. It aims to reduce the production and consumption of substances exclusively promoting the presence of these polluting particles in the atmosphere.
6. Kyoto Protocol: this well known protocol main task aims to reduce emissions of the six main greenhouse gasses (GHG). It is the most important international agreement, was created in one of the sessions of the United Nations Framework Convention in 1997 and was initially signed by 84 countries. The number of countries approving this new agreement rose to 180 in 2001. It finally came into force in 2005.

The objective of this protocol was to reduce pollutant emissions by at least 5.2%, taking 1990 as a reference year, for the period 2008-2012, especially by industrialized countries and transition economies.

In 2013, the second period of the protocol was signed. The signatory countries undertook to achieve a reduction of at least 18% of greenhouse gas emissions by 2020.

7. Paris Agreement: it is considered to be another important environmental protocol. This agreement was accepted by 196 countries in 2015 and finally entered into force on November 4, 2016.

The main objective pursued by this protocol is to limit global warming to a level below 2, preferably 1.5°C.

It is the first protocol uniting all countries in a common cause in order to combat climate change and adapt to its effects.

All these organizations and protocols are responsible for developing guidelines and practices allowing for an improvement of the environment and greater care of the planet.

Climate change effects

We know that climate change includes an increase in the average temperature of the planet that affects every corner of it, but it is important to consider what this temperature increase entails and what effects it can trigger.

Vulnerability

The impacts of environmental change are unevenly distributed around the world, with significant disparities in vulnerability between different regions of the world. Developing countries, with limited infrastructural capacity and less robust institutions, face significantly greater challenges in the face of natural disasters. This situation translates into greater difficulty and cost in overcoming adversity, in contrast to more economically solvent nations where the consequences can be mitigated more effectively.

This phenomenon highlights the link between the level of environmental vulnerability and the level of economic development of a region. This creates a vicious circle in which nations with fewer economic resources suffer more severe environmental impacts, further complicating their progress and recovery due to a lack of financial means to implement effective solutions.

In addition, natural disasters not only cause economic damage through material destruction, but also have a direct demographic impact, resulting in significant human losses. The precariousness of housing in disaster-prone areas exacerbates this problem, putting the lives of its inhabitants at risk.

The invisibility of the most disadvantaged areas aggravates this situation, as the lack of recognition and attention from public policies and social investments significantly limits the opportunities for improvement of the inhabitants of these areas. This scenario perpetuates the cycle of vulnerability and poverty, with communities with fewer economic resources continuing to be the most affected.

The scarcity of livelihood resources is exacerbated by adverse environmental impacts, including extreme events such as droughts and floods, which destroy essential food sources for millions of people. The destruction of crops and harvests limits access to food, a fundamental human right, and exacerbates conditions of food and nutrition insecurity.

This analysis underscores the need to address the issues of environmental vulnerability and economic development from an integrated perspective, recognising the importance of strengthening the resilience of developing countries in the face of environmental challenges. It is imperative to implement strategies that promote greater global equity in the distribution of resources and efforts to mitigate and adapt to environmental change in order to safeguard the well-being of the most vulnerable populations.



Source: pixabay.com

Diseases

As previously mentioned, the increase in the average temperature on the planet is a reality and this increase causes new pathologies to be spread on a larger scale.

This is leading to the development of more and more diseases, especially in developing countries, where conditions that were considered to have been eliminated, such as dengue fever, malaria, mosquito-borne diseases, etc., are beginning to resurface.

Various communicable diseases are still present due to warm and unfavorable environments, where the increase in temperature is involved in a greater permanence and development of said diseases.

We could also talk about the way in which climate change affects the air. It has polluting elements that worsen respiratory diseases such as asthma and causes more allergies to develop.

A table showing the way in which certain climatic actions affect the health of mankind is inserted below.

Variables related between climate change and health effects. [6]

Intermediate variables	Health consequences
Changes in the frequency and intensity of extreme weather events.	Deaths, injuries, psychological disorders, damage to public health infrastructure.
Effect on the range and activity of vectors and parasites.	Changes in geographical ranges and incidence of vector-borne diseases.
Local ecological changes of water and food-borne infectious agents.	Changes in the incidence of diarrhea and other infectious diseases.
Changes in food productivity mediated by climatic changes and the associated pests and diseases.	Malnutrition, starvation and consequent immune disorders in child growth and development.
Rise in ocean levels with population movements and damage to infrastructure.	Reduction of arable land, increased risk of infectious diseases and psychological disorders.
Biological impact of changes in air pollution.	Asthma, allergies and other acute and chronic respiratory disorders and mortality.
Social, economic and demographic disruptions mediated by effects on the economy, infrastructure and resource availability.	Wide range of public health consequences: social conflicts, infectious diseases, nutritional disorders.

The presence of diseases increasingly easier to transmit and with a greater presence in certain areas of the planet responsible for causing countless deaths among the population is caused by climate change.

But this is not the only way in which climate change boosts the emergence of diseases. It is known that the increase in temperature also causes water reduction leading to great droughts. Millions of people in the world do not have access to drinking water, a vital resource for human beings to stay alive, and in other cases, the access they have is not in the best conditions, since it is a source of infections and diseases.

As can be seen, behind the increase in temperature there is much more: there are diseases, infections, death, human migrations, catastrophes, etc.

Environmental migrations

As we have been discussing throughout the last sections, climate change leads to a series of consequences such as natural disasters, destruction of cities, development and transmission of diseases and infections, droughts, lack of drinking water, etc. Several of these factors can occur even in the same place, so how can those who live there act? The residents of said place do not have many options and the best is to leave and look for a new place to live. It is not an easy decision, having to leave your whole life in one place and start from scratch, but environmental changes do not ensure anyone's survival.

The people leaving their places, driven by the consequences of climate change and with the intention of being able to protect their lives, are known as environmental migrants.

The term ecocide can also be found to refer to this situation. This concept was introduced in the 1970s by Arthur Galston (Zieler, 2011) and documented in February of the same year at the Conference on War and Responsibility held. The definition that corresponds to this concept is the following: "massive damage, destruction or loss of ecosystems in a given territory, whether as a result of human activity or other causes, the effects of which endanger the survival of the residents of the place."^[7]

Unfortunately, there are many examples that show the reality of this situation.

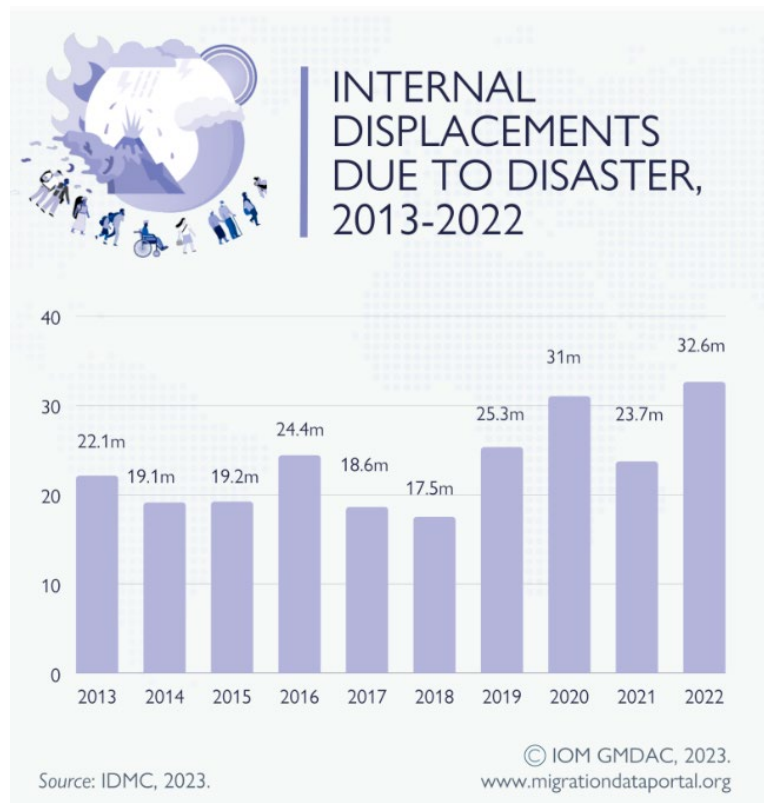
It is true that climate change affects the entire planet, but as mentioned above, not all areas are affected in the same way, so it is more likely to find environmental migrants coming mostly from specific areas. All this depends on the climate change mitigation and adaptation policies in place.

According to the International Organization for Migration (IOM), there are different types of environmental migrants, like:

- *Environmental emergency migrants*: these people flee their region temporarily because of a natural disaster, such as an earthquake, a flood, etc. They leave the place temporarily until the situation has improved or the damage has been repaired, but the displacement will not necessarily be indefinite.
- *Forced environmental migrants*: these people, on the other hand, are more forced to leave their region either because of its progressive deterioration or because of irreparable damages affecting the living conditions of the residents.
- *Environmentally motivated migrants*: these people leave their region voluntarily due to a possible future deterioration that may affect their quality of life or other factors that they themselves determine. It could be said that this group anticipates what may happen and decides to stay in their region or, on the contrary, flee in search of a better alternative.

As can be seen, deciding to migrate to another place is not always an option; on numerous occasions millions of people are forced to leave their homes to save their lives from the effects of the environmental change.

The following graph shows how the number of environmental migrations increases over the years, with 2011 being the year with the highest number.



Source: *Migration Data Portal* https://www.migrationdataportal.org/es/themes/environmental_migration

Economy

Climate change also closely affects the global economy.

As mentioned in one of the previous sections, climate change significantly affects crops and harvests. Abundant rainfall or, on the contrary, droughts are detrimental to these livelihoods.

For those societies in which this environment is not only a source of food, but also a source of income due to the sale of these products, the economic loss they experience is notorious.

In turn, the scarcity of crop products will give rise to a need to increase the prices of those that are available, with the intention of somehow making up for the lack of others.

On the other hand, the damage caused by environmental catastrophes requires a high economic investment for their repair, and unfortunately, countries with low economic levels are usually the most damaged in these situations.

Establishing green or sustainable policies also requires a large financial outlay from governments. The need to adapt or implement new tools or procedures not driving the increase of greenhouse gasses requires the use of non-polluting or harmful products through the use of innovation, and therefore a large economic investment to do so.

In all this matter it is also important to take globalization into account, since it means that the economy of a region or country is not isolated from the others. Economy is in fact global and not only does it affect one part of the planet, but in a certain way ends up affecting the rest, so that if a weak economy is predominant in one place, it will end up affecting the others.

It can be seen that climate change affects various areas of the planet and that there is no area in which the environment is not involved.

Fundamental rights

All these consequences developed throughout the previous pages could be summarized as deprivation of the fundamental rights that every human being should have.

This is where the Framework Principles on Human Rights and the Environment,^[8] come into play, highlighting the relationship of human beings with the natural environment in which they live and how damaging it or taking actions that harm it has a direct influence on its inhabitants.

These were approved in 2018 by the UN Human Rights Council and the reason for their creation was to fill the existing gap in the Universal Declaration of Human Rights on environmental matters. This set of principles represents an achievement by making visible the interdependence of human rights and nature.

These principles form a total of 16 and reflect the role that states should play in ensuring the environmental well-being of their citizens. They are as follows:

1. States should respect, protect and fulfill human rights in order to ensure a safe, clean, healthy and sustainable environment.
2. States should respect, protect and fulfill human rights in order to ensure a safe, clean, healthy and sustainable environment.
3. States should prohibit discrimination and ensure equal and effective protection against discrimination in relation to the enjoyment of a safe, clean, healthy and sustainable environment.
4. States should establish a safe and enabling environment in which individuals, groups of individuals and bodies dealing with human rights and environmental issues operate

without threat, harassment, violence or intimidation.

5. Respect for and protection of the rights of freedom of expression, association and peaceful assembly in relation to environmental issues.
6. Education and public awareness of environmental issues.
7. Public access to environmental information through data collection and dissemination, as well as proper and affordable access to information that any person may request.
8. States shall require an assessment prior to the implementation of any activity that may cause environmental and human impact.
9. To provide for and facilitate citizen participation in decision-making related to the environment.
10. Facilitate access to effective remedies for violations of human rights and environmental laws.
11. Establish and maintain environmental standards that serve to respect and protect human rights.
12. Ensure effective enforcement of environmental standards.
13. Promoting cooperation in the application of legal frameworks, with the intention of preventing, reducing and repairing environmental damage.
14. Establishment of additional measures focused on the most vulnerable or those at risk of special exclusion.
15. Ensure that obligations to indigenous peoples and traditional communities are being fulfilled.
16. Respect, protect and fulfill human rights within the measures established to address environmental problems and achieve sustainable development.

Issues as vital as having access to drinking water and having a safe place to live are issues that are altered by the effects of climate change.

Thus, it is understood that not only is it a matter of an increase in the average temperature of the planet, but that there is much more behind it that sometimes is not often shown.

With this issue we would be talking about what is known as environmental discrimination, in which the main protagonists would be the most environmentally vulnerable countries. It would be a question of an equitable distribution of environmental problems that would promote a general balance.

The concept of environmental discrimination is relatively recent. It could be said to have emerged in the 1970s, when environmental movements began to become aware and realize that the most vulnerable places are the most likely to suffer from the effects of climate change.

Although these places represent a minority, it seems that as time goes by, more and more of them are witnessing the ravages and effects of climate change.

Moreover, the problem increases when taking into account that these countries, in most cases, do not have good policies, nor favorable conditions to face natural catastrophes.

This fact of not having access to the same conditions or options that should be available to them to guarantee the enjoyment of fundamental rights makes the climate situation itself a privatizing factor of these rights.

The effects of the environment are diverse and sufficiently shocking to make us aware of them and to develop environmental policies that attempt to alleviate these consequences.

Types of behavior in the face of environmental concerns

As has been observed throughout the previous lines, concern for the environment is something that is already real and also necessary in order to raise awareness and act to achieve solutions that slow down the development of climate change and its effects or simply do not continue to promote it. Some ways to act in this regard are the following (Stern 2000):

- Environmental activism: we can find it through demonstrations or claims of groups of people who take to the streets to defend the care of the environment or also through different types of initiatives or activities promoted by different organizations.

We can mention some environmental movements that have had quite an impact and organizations that are known worldwide.

- WWF: known as World Wildlife Fund in Spanish, created in 1961, is one of the international environmental organizations in charge of nature conservation. It has carried out various campaigns to raise awareness of environmental care and the planet in general.
- Greenpeace: is another major environmental organization founded in 1971. They carry out peaceful protest actions. The main characteristic of the way this organization works is through shocking and exaggerated images that make the viewer reflect.
- Fridays for future: began with the realization of a school strike led by the young Greta Thunberg with the aim of protesting against the climate situation. What at first seemed like a small act of "rebellion" started to become bigger and bigger with the addition of more people, until it formed in 2018 as the well-known movement it is today.
- Public behaviors: through regulation of products that harm the environment, implementing new laws focused on caring for the planet, promoting the use of green energies, etc.
- Private or domestic behaviors: we can find this type of behaviors through the conducts

that people have within their homes, such as recycling or reusing products, not wasting water unnecessarily, etc.

All these behaviors are the result of environmental concerns and, as we have just seen, can be seen in different environments and situations.

Timeline climate change

As we have seen throughout these lines, the history of climate change is extensive. A better way to understand it is through a timeline in which the main events in which climate change has been the protagonist can be observed.

- 1827. Jean-Baptiste Fourier was the first scientist who began to study the atmosphere in more depth and established the concept of the greenhouse effect.
- 1896. Svante Arrhenius discovered that the burning of fuels generates global warming through greenhouse effect.
- 1961. Thanks to Keeling's findings, it was discovered that the concentration of CO₂ in the atmosphere is progressively increasing.
- 1979. Preparation of *The Charney Report*, which addressed climate change and its seriousness and provided recommendations to address the situation.
- 1985. The First International Conference on the Greenhouse Effect was held, although the problems related to the increase in temperature were known beforehand.
- 1990. Presentation of the First IPCC Report^[9] in which the importance of intervening in the face of the progressive increase in global temperature and the presence of greenhouse gasses was comprehensively explained.
- 1992. Signing of the United Nations Framework Convention on Climate Change. It entered into force in 1994. The objective was to stabilize greenhouse gas concentrations in the atmosphere to prevent them from becoming an increasing problem.
- 1997. The Kyoto Protocol was signed, based on the principles and provisions set forth in the Convention.
- 1998. It was the warmest year within the warmest decade recorded.
- 2001. The Third IPCC Report was published. This document contained new information showing that human activity is one of the main causes of global warming.
- 2006. Publication of an important document, the Stern Review, which showed the impacts that climate change could have on the economy.
- 2007. Fourth IPCC report in which it was more accurately established that global warming is caused by human activity.

Also this year a meeting was held in Bali to develop a new international agreement.

- 2009. The UN Climate Summit was held in Copenhagen where negotiations began to agree on when the new international agreement will come into force.
- 2010. Some developed countries began a 3-year agreement with the intention of making their economies greener and more adaptable to climate impacts.
- 2012. The post-Kyoto agreement entered into force.
- 2012. Arctic sea ice reached a minimum extent of 3.41 million square kilometers.
- 2013. Fifth IPCC Report. It stated with 95% certainty that humans are the main cause of global warming and shows the corresponding results of a continuous rise in temperature and sea level. Special emphasis was also placed on the increased presence of greenhouse gasses.
- 2015. The situation on the collapse of the ice sheet in West Antarctica was studied. It could be an irreversible event resulting in a large rise in sea level.
- 2015. On December 12, the Paris Agreement was adopted by 196 countries at COP21 and entered into force on November 4, 2016.
- 2018. Emergence of the environmental movement Fridays for Future, led and organized by young activists and initiated by young Greta Thunberg.
- 2019. Natural disasters became more frequent and began to generate more concern among the population.
- 2020. According to different sources, it was the warmest year on record.
- 2021. Sixth IPCC Report. It was published that climate change was more than evident and it was confirmed that the average temperature of the planet has increased 1.5°C. This document also stated that climatic effects will be increasingly extreme.

As can be seen, climate change is varying progressively, but it seems that these variations are focused on a negative scenario rather than a positive one.

So far, some measures have been taken to reduce greenhouse gas emissions, but the results obtained are not yet effective enough to predict that the situation will improve.

As we have seen throughout this chapter, small actions at the individual level may seem insignificant, but that simple fact is more than doing nothing directly. Small decisions can foster big results.

“NATURE SUSTAINS THE UNIVERSAL LIFE OF ALL CREATURES.” *Tenzin Gyatso*

Inclusion in the implementation of the methodology guide

It is essential that young people belonging to particularly vulnerable groups, with low economic resources or coming from rural areas, are especially involved in the different movements related to the environment. A large part of the European population lives in rural areas, so it is of vital importance to take them into account in the development of this project and in the elaboration of the different activities and strategies to be carried out.

It is important to take into account the importance of these actors in the different policies of the European Union oriented to the environment, it is possible to identify their problems in a faster and more efficient way, and to propose more effective and beneficial public policies for all European citizens. It is difficult for these groups to participate in this type of actions, as it is more complicated to reach them and involve them in the different actions to be carried out, so here it is of great importance that the strategy and methodology used take into account the specific characteristics of each group in order to be as effective as possible.

Specifically, we must take into account the following territories and groups for the inclusion of all young people:

Rural areas: These are areas with low population density in which small scattered population centres tend to predominate, with an ageing population and a slight predominance of the female population. Therefore, it is vitally important to focus on the young population living in these territories as they have tended to be more forgotten, and due to the rural environment where they live, they are usually the most committed to the environment, as their livelihood is usually linked to the rural environment and activities eminently linked to the rural environment.

Vulnerable groups: Young people belonging to these groups have a number of common characteristics, such as a low level of education and low levels of economic resources. Furthermore, these young people do not show any interest in the different actions carried out by the European Union focused on the environment.

Young people with disabilities: These young people have significant barriers to accessing information, services and physical spaces, which can limit their participation in conservation activities, so it is also essential to take them into account during the development of actions so that they can be successfully included.

For this reason, a series of transversal measures will be proposed to be implemented in all the actions envisaged throughout the project. First of all, the type of message to be sent to young people in the above groups must be adapted to their specific situation.

It should also be taken into account that young people will be more involved in the issues that affect them more directly. In the case of young people from rural areas, they will be more concerned about issues such as the environment or agriculture/livestock, as these are the main economic drivers of their areas and are therefore issues of vital importance to them.

Therefore, all the activities proposed in this guide or methodology can be adapted to the environments in which they are developed. Each of the organisations that have these activ-

ities available will be able to frame them in their local reality, in order to involve the young people in their environment and have a great impact on this group.

Tips and Suggestions

In this section, we present a series of tips and suggestions for users of this methodology with the aim of raising environmental awareness among young people. These recommendations are intended to help youth workers, community leaders and other actors in the youth field to promote greater civic engagement among young people on the environment.

Promote civic and environmental education: It is essential to provide young people with a solid grounding in the importance of the environment and how they can become politically involved to influence both through citizens' initiatives and political institutions by organising workshops, lectures and interactive activities that enable them to understand how political institutions work and how to influence their environment through different initiatives.

Create spaces for dialogue on the environment: Facilitate the creation of safe and open spaces where young people can express their environmental views and concerns. Listening to their voices is essential to understanding their needs and issues, which will help design more inclusive and effective strategies.

Use technology and social media to raise environmental awareness: Take advantage of young people's familiarity with technology and social media to encourage their participation in environmental issues. Create online platforms where they can discuss, share ideas and participate in awareness-raising campaigns.

Promote diversity and inclusion in environmental participation: Ensure that young people from all backgrounds and communities have equal opportunities to participate in the various environmental processes that take place. Diversity in participation enriches the debate and ensures that the needs of all young people are addressed.

Providing leadership opportunities in environmental projects: Encouraging young people to take on leadership roles in projects and activities related to political and environmental participation. Giving them the opportunity to make decisions and be agents of change in their communities.

Work with youth organisations focused on the environment: Develop partnerships with local and national youth organisations to strengthen joint work on projects and campaigns that promote participation in environmental issues. Together you can reach more young people and have a greater impact.

Promote mentoring programmes on environmental activism: Establish mentoring programmes where young people with experience in environmental and political participation can guide and support other young people interested in getting involved. Mentoring can be a powerful tool to empower young people and pass on knowledge and skills.

Recognise and celebrate achievements in environmental activism: Publicly acknowledge the achievements of young people who are actively involved in environmental policy. Celebrating their successes will give them additional incentive to stay engaged in civic participation.

Connect with the community on environmental issues: Organise activities that link political participation with issues relevant to the local community. This will help young people see how their participation can have a direct impact on their environment.

Evaluate and adapt environmental initiatives: Conduct regular evaluations of activities and programmes to measure their effectiveness and make adjustments based on the results. Learn from experience and use feedback to continually improve political participation initiatives.

Conclusions

By the end of this guide, anyone who has consulted it thoroughly will have gained a much closer and more solid understanding of the reality of climate change and the negative impact it has on different areas of society.

It stresses the importance of a united and active citizenship in the environmental struggle, but above all it promotes awareness-raising among young people to prepare them to set an example for future generations.

The European Union has already developed different policies that aim to care for the environment and that focus on inculcating this value as part of the daily life of citizens.

With the development of this guide the purpose has been the same, to have an inspirational document that empowers young people on the competences and skills through which they can address environmental issues.

All this has been developed through environmental education, consisting of non-formal activities that can be found in the appendix of this document, through which the participating youth group has acquired a series of knowledge and learning that drives them to act in the face of the advancement and worsening of this situation.

The guide includes practical steps for young people to take in order to contribute to the improvement of the society in which they live and to set an example for future generations. On the other hand, this document is also a way for young and old to connect, to share good sustainable practices and to collaborate in the search for better and more effective solutions.

Finally, through the development and implementation of this guide, it has been possible to observe the positive impact it has had on the group that put it into practice, and it is therefore considered a key tool for the development of a society that is aware, educated and involved in the search for actions that make society a better place.

Now, that comprehensive theoretical investigation was presented, next part of the guide are the references. After that, it is finally presented the set of energizers, team buildings and activities in the topics of Environment, Ecology and Climate Justice, which Youth Workers and organisations can use to implement activities with Youngsters. The activities don't have references because they were created by the practical experience of the Youth Workers involved in this project.

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ANNEX ACTIVITIES

Activities - Good Environmental Practices

Name of the activity	Recycling campaign in the Annual Party
Description	1 - Before the party to produce 6 posters with used paperboard box containing recycling appealing messages; 2 - In the first day of the party to place the posters beside the garbage bin near the 2 bars of the party; 3 - Everyday of the party to encourage people to recycle and to take photos for the social media with them in order to create engagement; 4 - Everyday recycle the plastic stored.
Facilitators	3 youth workers
Participants	+5000
Duration	10 days
Materials	1 used paperboard box for the posters, 3 colorful marker pens, tape, scissors, 4 big garbage bins
Place	Environmental care site
Topic	Recycling and ecology
Tips	Create engagement and a good mood atmosphere with the participants so they recycle all the party long ten days

Name of the activity	Shark tank - Environment version
Description	1 - To split participants in group of 4; 2 - Groups have 30 minutes to create their best sustainable business idea; 3 - Each group makes a 3 minutes pitch to present their idea to the business angels; 4 - Business angels and other groups make them questions; 5 - Business angels decide together each idea is the best and give feedback to all groups on what is good and what to improve in their business idea.
Facilitators	2 youth workers
Participants	20 participants
Duration	1 hour and half
Materials	3 reused sheets, pen and markers per group
Place	University or Education centers
Topic	Sustainable Business idea
Tips	To encourage students to come out with their best idea

Name of the activity	Let's talk about climate justice, ecology and human rights
Description	1 - Moderators introduce the topic and present the purpose of the session; 2 - Several topics are discussed in turn and the public must participate and give their opinion; 3 - At the end a small open discussion, where the public can talk about related topics that have not been mentioned before.
Facilitators	4 youth workers
Participants	20-30 Youngsters from the region
Duration	1 hour and half
Materials	Projector; reused sheets and markers to take some notes
Place	Cultural Center or similar
Topic	Climate, ecology, human rights
Tips	Learn something more about the environment and how we can take care of it

Name of the activity	Beach cleanup
Description	1 - Gather the participants at meeting point and cycle to the Beach; 2 - In the beach, create small groups (2 or 3 people) and distribute the materials; 3 - Start cleaning; 4 - At the end, see the garbage collected and reflect on the main elements; 5 - Return to the meeting point by bicycle.
Facilitators	3 Youth workers
Participants	20-30 Youngsters from the region
Duration	5 hours
Materials	1 garbage bag and a pair of gloves per participant; car to transport the materials and the collected garbage
Place	Coastal location or location of environmental interest
Topic	Pollution awareness
Tips	Promote awareness about pollution and how small gestures can have big consequences

Name of the activity	Workshop on fashion industry and circular economy
Description	1 - introduction to the theme: fashion industry - one of the most polluting ones - 97% of clothes made are wasted; 2 - split in groups (3-4 people) so each group gets ways in which we can reduce the impact of our choices and actions 3 - discussion about circular economy and apps/second-hand clothing stores
Facilitators	2 Youth workers
Participants	30-40 Students of High School/University
Duration	1 hour and half
Materials	reused sheets and markers to take some notes
Place	High School/University or Education Center
Topic	Circular economy
Tips	Promote more sustainable businesses and spread the circular economy concept

Name of the activity	Fast fashion documentary
Description	Invite some people to watch a documentary about fast fashion and how the fashion industry really works in a unsustainable way
Facilitators	1 Youth worker
Participants	20-30 Youngsters from the region
Duration	2 hours
Materials	Video projector, computer
Place	Cultural Center or similar
Topic	Fast fashion

Name of the activity	Second hand fair
Description	To invite all the locals to meet all together in a Cultural Center or similar and participate in this sustainable fair in which they can make some sales of direct exchange with second hand products.
Facilitators	2 youth workers
Participants	30 or more
Duration	3 hours
Materials	Tables, chairs, video projector
Place	Cultural Center or similar
Topic	Fast fashion deconstruction
Tips	Encourage the use of 2nd hand products as a way to create awareness on fashion industry issues

Name of the activity	Let's investigate
Description	1 - Split participant in teams (4 people per group); 2 - Each team investigates and prepares a creative presentation of one of the themes 3 - Discussion on creative sustainable solutions Themes: Pollution; global warming; natural resources depletion, water disposal, climate change, loss of biodiversity, deforestation, ocean acidification, water pollution, public health issues,...
Facilitators	2 youth workers
Participants	20-30 Youngsters and Young Leaders from the local community
Duration	1 hour and half
Materials	Reused sheets and markers, laptops
Place	Youth center or similar
Topic	Environmental problems
Tips	Raise awareness of major environmental issues

Name of the activity	New mindset
Description	1 - Split participant in teams (4 people per group); 2 - Each team investigates and prepares a creative presentation of one of the themes 3 - Discussion on creative sustainable solutions Themes: sustainable tourism, sustainable agriculture (organic, permaculture, polyculture), circular economy, water recycling
Facilitators	2 youth workers
Participants	20-30 Youngsters and Young Leaders
Duration	1 hour and half
Materials	Reused sheets and markers, laptops
Place	Youth Center or similar
Topic	Sustainable solutions
Tips	Increase knowledge about new sustainable practices

Name of the activity	Paint your own tote bag
Description	Each participant will have the opportunity to customize their own tote bag.
Facilitators	2 youth workers
Participants	20-30 Young Students
Duration	1 hour and half
Materials	2nd hand plain fabric tote bag per participant; fabric paints
Place	Youth center or similar
Topic	Sustainable practices

Name of the activity	Streets and forest cleanup
Description	Organize volunteers in the village to clean the main streets, some forests and other strategic polluted sites previously identified. Garbage must be split in bags according with the different types of materials and recycling division. Also collect ashes and send it to one industry who will use them in their manufacturing.
Facilitators	2 youth workers
Participants	20-30 Youngsters from the village
Duration	3 hours
Materials	Big plastic bags, empty plastic bottles, pair of gloves per participant, Van to transport the garbage
Place	Local center or similar
Topic	Environment and sustainable activities

Name of the activity	Taking care of my plant.
Description	Each participant will have to cultivate his or her own plant. They will be given all the necessary material to do so, such as soil, seeds, pots, etc. They will have to take care of the plant themselves, giving it the care that each one of them requires. The idea is to maintain the plant during the whole project. As a follow up, every month each one of them will share a photo of the state of their plant and once the project is finished it will be possible to see the evolution of each one of them and which ones have survived.
Facilitators	A volunteers from one of the organizations working with the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	The whole project.
Materials	Seeds, pot.
Place	No specific location is required.
Topic	Plant, environment.

Name of the activity	Wild route.
Description	There will be a route through a nearby natural area in which participants will have to pass some quizzes, such as guessing the name of a certain plant, or finding out how old a tree can be just by looking at its bark.
Facilitators	A volunteers from one of the organizations working with the project and even a guide.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	2-3 hours.
Materials	No specific materials are required.
Place	A natural space.
Topic	Nature, environment.
Name of the activity	Visit with environmental value.
Description	A visit will be made to a place or natural space that is of great importance to the locality. There will be a guided tour in which you will learn about the history of that place and important aspects of it.
Facilitators	A guide who know properly the natural space.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	2-3 hours.
Materials	No specific materials are required.
Place	A natural space.
Topic	Nature.

Name of the activity	Creation of a guide to sustainable habits.
Description	Each participant will present in front of the rest of their peers a habit that they consider sustainable and that they could do in their daily life. For example, reusing water, cycling or using public transport. When all participants have presented their habit, it will be compiled in a document that will be accessible to all participants and that they will be able to put into practice in their daily lives.
Facilitators	Young people responsible for the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	3 hours.
Materials	Paper, cardboard, coloured pencils.
Place	A room.
Topic	Sustainability, environment.

Name of the activity	Environmental resources.
Description	Each participant will search for digital resources related to the environment (articles, books, films, documentaries, etc.) with the aim of generating a useful digital folder that all participants can access when they need it.
Facilitators	Young people responsible for the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	2 hours.
Materials	Internet access and a computer.
Place	A room.
Topic	Environmental resources, digital resources.

Name of the activity	Environmental debate workshop.
Description	A debate will be organised on an environmental topic in which participants will discuss and share their opinions.
Facilitators	Young people responsible for the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	2 hours.
Materials	No specific material is required.
Place	A room.
Topic	Debate, environment.
Name of the activity	Design of awareness-raising campaign.
Description	Participants will be proposed to design and create an environmental awareness-raising campaign through the networks that will bring them closer to these issues.
Facilitators	Young people responsible for the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	2 hours.
Materials	Internet access, computer.
Place	A room.
Topic	Awareness raising, environment, social media.

Name of the activity	Taking care of water.
Description	An activity will be developed in which the main topic will be water. We will analyse which sectors consume the most water and how this affects the environment. We will also look at actions and recommendations for the care and saving of water.
Facilitators	Young people responsible for the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	2 hours.
Materials	No specific material is required.
Place	A room with a projector for presenting the slides.
Topic	Water saving, environment, sustainable.

Name of the activity	A camping day.
Description	Participants will enjoy a day of camping in the middle of nature. They will bring their own tent and enjoy a pleasant experience with the group. We will look for a place to spend the night, such as a campsite, and during the day we will do different activities in the middle of nature.
Facilitators	Young people responsible for the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	1 day.
Materials	Tents.
Place	Camping.
Topic	Camping, nature, interaction.

Name of the activity	Learning to reuse plastic.
Description	Taking into account the massive use of plastic and how polluting this material can be for the planet, an activity is proposed to give a second use to the plastic bottles that each participant has at home. It will be a way of giving a second "life" to these objects, while at the same time learning about the negative effects that their use has on the environment.
Facilitators	Young people responsible for the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	1-2 hours.
Materials	Plastic bottles, paints, scissors.
Place	A room.
Topic	Handicrafts, reuse.

Name of the activity	Day in nature.
Description	There will be an excursion to a place nearby that is suitable for hiking. Each participant will bring a sandwich for a picnic after the hike.
Facilitators	Young people responsible for the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	A morning.
Materials	No specific materials are needed.
Place	A natural area that is not too far away.
Topic	Nature, hiking.

Name of the activity	Recycling workshop.
Description	A handicraft-recycling workshop will be held in which participants will have to create a target from other targets.
Facilitators	Young people responsible for the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	3 hours.
Materials	Objects that can be given a second life and any other type of material that can be useful for the activity will be required.
Place	The activity will take place in a room equipped with chairs and tables to make it possible to carry out the tasks.
Topic	Sustainability, recycling, reuse.

Name of the activity	Cleaning in nature.
Description	A group meeting will be organized with the aim of collecting rubbish in a park or natural area.
Facilitators	Young volunteers.
Participants	Young participants between 18 and 30 years old who are part of the project.
Duration	3-4 hours.
Materials	It will require plastic bags of different colors, gloves and a tool to make it possible to pick up the waste on the ground.
Place	Some natural space in the area that is frequented.
Topic	Nature, environment.

Name of the activity	Feeling the nature.
Description	The activity will take place in a natural space, e.g. a park. The group will sit in a circle, without talking. The idea is that during the time they are sitting, they will use some senses and recognise 5 things they are seeing at that moment, 4 things they can hear, 2 things they can smell and 1 thing they can touch.
Facilitators	Young people responsible for the project.
Participants	Young participants between 18 and 30 years old who are part of the project.
Duration	1-2 hours.
Materials	No specific materials are needed.
Place	A park or natural space.
Topic	Senses, nature.

Name of the activity	Talk-workshop about recycling.
Description	There will be a talk on recycling in which participants will learn how they can separate their waste correctly.
Facilitators	Young people responsible for the project.
Participants	Young participants between 18 and 30 years old who are part of the project.
Duration	2 hours.
Materials	No specific materials are needed.
Place	A room with a projector in which to present the slides.
Topic	Waste, recycle, separate.

Name of the activity	Environmental considerations.
Description	A reflection session on the environment will be held in which participants will be asked a series of questions about how they think their daily habits influence the environment and how they could improve those that they think are damaging the Planet.
Facilitators	Young people responsible for the project.
Participants	Young participants between 18 and 30 years old who are part of the project.
Duration	2 hours.
Materials	Projector.
Place	A room with a projector.
Topic	Sustainable habits.

Name of the activity	Natural creations.
Description	The group will go to a park and collect the natural waste they find and then make handicrafts with it.
Facilitators	Young people responsible for the project.
Participants	Young participants between 18 and 30 years old who are part of the project.
Duration	3-4 hours.
Materials	Natural waste and materials for handicrafts.
Place	A room.
Topic	Natural handicrafts.

Name of the activity	Bicycle route.
Description	Cycling route through a natural area. With this activity the participants will not only enjoy a pleasant afternoon in nature, but it will also be useful to form bonds between them.
Facilitators	Young people responsible for the project.
Participants	Young participants between 18 and 30 years old who are part of the project.
Duration	4 hours.
Materials	A bike.
Place	A park or natural space.
Topic	Sport, nature.

Activities - Team Building

Name of the activity	Name that tune
Description	1 - The group is divided into groups; 2 - Short snippets of popular songs are played and the participants must guess the title and artist as quickly as possible; 3 - The team with the highest score wins (healthy competition).
Facilitators	1 Youth worker
Participants	10
Duration	20 minutes
Materials	Radio/phone/computer
Topic	Get to know each other

Name of the activity	Round
Description	The participants will form one circle and one by one go to the center to say their name, interesting facts about them and one daily thing which he does to preserve the environment
Facilitators	1 Youth worker
Participants	10
Duration	20 minutes
Materials	Nothing
Topic	Get to know each other

Name of the activity	I do
Description	The participants will answer various questions such as "You recycle?"; "Do you wear second-hand clothes?". and go to the "I do" or "I do not" area
Facilitators	1 Youth worker
Participants	15
Duration	10 minutes
Materials	Nothing
Topic	Get to know each other

Name of the activity	Charades
Description	Charades is a game where players communicate a word, phrase, or title without speaking, using only gestures, facial expressions and body movements and the other participants will guess what it means.
Facilitators	1 Youth worker
Participants	10
Duration	10 minutes
Materials	Nothing
Topic	Get to know each other

Name of the activity	Guess, guess.
Description	The group of participants will be paired up. One of them will receive a piece of paper with the name of a person, animal, thing, action, etc. and must place it on their forehead without seeing what it says. Their partner, who will be watching the card at all times, will give them clues through mime, small phrases or words, so that they can guess what is written on the paper.
Facilitators	A volunteers from one of the organizations working with the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	1 hour.
Materials	Paper cards and pens.
Topic	Group activities, teamwork.

Name of the activity	Foot run.
Description	The participants will be separated into pairs and one of their feet will be tied to the foot of the other, thus, the left and right foot of both will be tied together. They will have to coordinate in the best way possible to be the first to complete the marked course and reach the finish line.
Facilitators	A volunteers from one of the organizations working with the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	1-2 hours.
Materials	No specific materials required.
Topic	Teamwork

Name of the activity	Chair game.
Description	Participants surround a circle of chairs and move around the circle to the rhythm of the music. Once the music stops, they sit on one of the chairs. There will always be one more person than chairs. Each time a chair will be removed until finally there is only one chair and two participants left.
Facilitators	A volunteers from one of the organizations working with the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	1-2 hours.
Materials	A large room and chairs.
Topic	Team, friendship.

Name of the activity	Debate
Description	A notepad will be available with different questions. The moderator will raise the first one and the members of the group, in an orderly way, will have to give their opinion. Half an hour will be allotted for discussion on this topic, after which another card will be chosen and the same mechanism will be followed.
Facilitators	A volunteers from one of the organizations working with the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	2 hours.
Materials	No specific materials required.
Topic	Discussion, opinions.

Name of the activity	Guiding my partner.
Description	This activity can take place in a large room or an outdoor space. Participants are divided into pairs. One of them should cover their eyes with a handkerchief, while the other guides them through the space. The roles are then reversed. In this activity it is important to trust each other.
Facilitators	A volunteers from one of the organizations working with the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	1 hour.
Materials	No specific materials required.
Topic	Team, confidence.

Name of the activity	Personal Collage.
Description	Using various magazines, newspapers, leaflets, etc., each participant should make a collage by cutting out and pasting on a piece of cardboard all the information with which he/she feels identified. Once finished, they will present it to the group and explain it briefly.
Facilitators	A volunteers from one of the organizations working with the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	2 hours.
Materials	Cardboard, glue, scissors, magazines, newspapers, etc.
Topic	Confidence, personal creation

Name of the activity	The curious die.
Description	The group of participants will draw up a list of 6 questions about the group. For example, what is the strength of the group? The dice will be rolled and the number that comes up will be used to answer the corresponding question. In this way a conversation will be held about the perception that each participant has of the group.
Facilitators	A volunteers from one of the organizations working with the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	1.30-2 hours.
Materials	A die.
Topic	Teamwork, strengths and weaknesses.

Name of the activity	Guess my role.
Description	Each participant will receive a piece of paper with a personal trait written on it, which they will have to interpret. For example, on one of the papers it could be written, "funny, nice, indifferent, fearful, etc.". The rest of the group should guess which personal trait they were playing and discuss how they felt playing that role.
Facilitators	A volunteers from one of the organizations working with the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	2 hours.
Materials	Papel and pen.
Topic	Role play, team group.

Name of the activity	Role Playing.
Description	Different situations that could happen in the group will be written on paper, for example, "someone in the group does not return something you lent him/her". Participants should take one of these papers and act out the situation that appears on it.
Facilitators	A volunteers from one of the organizations working with the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	1-2 hours.
Materials	No specific materials required.
Topic	Role play, team work.

Name of the activity	Film session.
Description	A film with an important social content will be chosen. It will be viewed as a group and then questions related to the film will be asked to get the group to reflect and debate among themselves.
Facilitators	A volunteers from one of the organizations working with the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	3-4 hours.
Materials	A room with projector.
Topic	Film, debate, social issues.

Name of the activity	Discovering my group.
Description	Each of the participants will give three curious facts about themselves. The person on the right has to guess which of these facts is real and which is not. The exercise is completed when all participants have given their three fun facts. It will help the group to get to know each other better.
Facilitators	Young people responsible for the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	1 hour.
Materials	No specific materials are needed.
Topic	Team, knowledge.

Name of the activity	Football match.
Description	Interested participants will come together to play a game of football to build trust and bond with each other.
Facilitators	Young people responsible for the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	2 hours.
Materials	A ball.
Topic	Team, football.

Name of the activity	Couples.
Description	Within the group of participants, some pairs will be formed. One of them will receive a card and will have to draw what is on it. Once the drawing is finished, the other person will have to draw the same picture but only based on the clues that their partner gives them. At no time will they be able to see the drawing made by their partner or the card with the name they received. Once they have finished, both will compare their drawings.
Facilitators	Young people responsible for the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	1 hour.
Materials	Papel and pens.
Topic	Pictures.

Name of the activity	Building confidence.
Description	Small boxes with the name of each participant are placed on a table. Then, one by one, they will write something related to the rest of their partners and put the paper inside the corresponding box. At the end of the activity, each participant will have a box full of papers written by each of their classmates in which they dedicate a few words to them or tell them what they appreciate about them.
Facilitators	Young people responsible for the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	1 hour.
Materials	Papel, little boxes and pens.
Topic	Friendship, confidence.
Tips	It would be advisable to carry out this activity at the end, or at least when enough time has passed for the group to get to know each other properly, so that the messages that each one of them writes will be more in line with reality and will have more value.

Name of the activity	Sharing moments.
Description	Each member of the group should write on a piece of paper a memory of a moment in their life that has made them reflect in some way. Another member of the group will stand up, read the paper and try to guess who it belongs to. The activity ends when all participants have been connected with their reflection.
Facilitators	Young people responsible for the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	1,30 hour.
Materials	No specific material is required.
Topic	Experiences.

Name of the activity	Police and thief.
Description	The group is divided into two. Some are appointed as policemen and others as thieves. The policemen must catch the thieves. Once they catch them, they become part of their team. The idea is that in the end they all end up becoming cops.
Facilitators	Young people responsible for the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	1 hour.
Materials	No specific material is required.
Topic	Sport, game.

Name of the activity	Paying attention.
Description	Participants are divided into groups of 4-5. They then sit on chairs in a circle. From there, they simply talk and get to know each other. After 5 minutes, each of them will move around the different subgroups to get to know each other and build confidence.
Facilitators	Young people responsible for the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	1 hour.
Materials	No specific material is required.
Topic	Group, knowledge.

Name of the activity	Finding my twin.
Description	Each participant receives a post-it on which he/she writes a hobby or interest he/she has. On the bottom corner of the post-it you write your name. Once all participants have written their paper, they stick it on the board. The aim is to find another person among them who also shares the same hobby or interest.
Facilitators	Young people responsible for the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	1.30 hour.
Materials	Post-it, board and pens.
Topic	Common interests.

Name of the activity	Sharing positivity.
Description	Each team member will share with the rest of the group a positive event that has happened to them recently.
Facilitators	Young people responsible for the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	1 hour.
Materials	No specific material is required.
Topic	Positive, thoughts.

Name of the activity	Imagination and touch.
Description	This activity will be carried out in pairs. One of them will be placed facing the wall with a sheet of paper behind him/her. In turn, the person behind will have to draw a picture on the paper, and the partner facing the wall will try to reproduce the picture that he/she intuitively the other participant is drawing.
Facilitators	Young people responsible for the project.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	1 hour.
Materials	Paper and pen.
Topic	Imagination, picture.

Activities - Energizers

Name of the activity	Line up
Description	1 - Give the group a specific criteria and they must communicate non-verbally and work together to line up correctly. 2 - Repeat the exercise with different criterias. Examples: arranging themselves in order of their birth month or height; choose an animal and line up from smallest to largest
Participants	+15
Duration	10-15 minutes
Materials	None
Topic	Physical energizer

Name of the activity	Balloon stomp
Description	1 - Each person must inflate a balloon and tie it to the ankle with a little cord; 2 - Everyone tries to stomp on each other's balloons while protecting their own; 3 - The last person with an intact balloon wins (healthy competition).
Participants	+15
Duration	10 minutes
Materials	1 balloon and a little cord per participant
Topic	Physical energizer

Name of the activity	Group juggling
Description	1 - everyone forms a circle; 2 - one person starts by throwing a ball to someone in front of him; 3 - the others keep repeating while adding more balls to increase the challenge. The goal is to keep all the objects in the air without dropping any.
Participants	+15
Duration	10 minutes
Materials	5-8 balls
Topic	Physical energizer

Name of the activity	Name chain
Description	1 - everyone forms a circle; 2 - choose a category (examples: fruits, animals, car brands,...); 3 - the first person says a word that fits the category and the next person must say a different word; 4 - continue until someone gets stuck or repeat the same word; 5 - then, start a new round with a different category.
Participants	+15
Duration	10-15 minutes
Materials	None
Topic	

Name of the activity	Human rock-paper-scissors
Description	1 - the group is divided into pairs facing each other; 2 - each pair plays a round of rock-paper-scissors; 3 - the winner then partners with another winner, while the loser becomes the cheerleader for the winning pair; 4 - repeat the process until there is one ultimate winner (healthy competition).
Participants	+20
Duration	10 minutes
Materials	None
Topic	Physical energizer

Name of the activity	Look Up, Look Down
Description	1 - Arrange participants into groups of 10-20 members. 2 - Have participants stand in a tight circle, shoulder to shoulder. 3 - Explain that when you (the facilitator) says, "look down" everyone must look at the ground. And when you say, "Look up" everyone must look up and stare directly at the face of another person. If two people look up and stare at each other, they must scream and then step out of the circle. The rest of the participants who didn't make eye contact with another person will continue staring until the facilitator says, "Look down" again. Play continues until there are only 2-3 people left in the circle. Variations: If you have more than one circle of Look Up Look Down going on, you will want a facilitator who knows the rules in each group. With a very large group, you may have several circles of Look Up Look Down going on at the same time. If that is the case, once group members stare at another person, and scream, they must then run clockwise to the next circle and join their game. Your circles keep fluctuating in size. The game continues until you run out of time.
Participants	+20
Duration	10-15 minutes
Materials	None
Topic	Physical energizer

Name of the activity	History in chains.
Description	All the participants will stand in a circle and one of them, at random, will say a word, any word. Another participant will follow with another word that, together with the previous one, will create a story that makes sense.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	30 minutes.
Materials	No specific material is needed.
Topic	Activation, improvisation.

Name of the activity	Separated couples.
Description	Each participant is given a drawing of an object. They have to look for another drawing among the other participants that is related to the one they have. For example, if one have a pair of scissors, the other participant should look for the drawing that corresponds to the paper.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	40 minutes.
Materials	Papel.
Topic	Group activation.

Name of the activity	Creativity activated.
Description	The group will be divided into small groups of 3-4 people. Each group will have to take 5 pieces of paper from a basket on one of the tables. Each piece of paper will have a word written on it. The group will have to form a meaningful sentence with these papers in a maximum time of 1 minute.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	30 minutes.
Materials	Paper and pens.
Topic	Improvisation, creativity.

Name of the activity	Don't forget my name.
Description	In this activity participants will be seated in a circle and one of them will randomly say out loud "hello, (name of a partner), who in turn will repeat the same exercise mentioning another of his/her partners. The activity will end when all the names have been mentioned. This is a way for everyone to know each other's names and to get to know each other better.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	30 minutes.
Materials	No specific material is required.
Topic	Memory, group activation.

Name of the activity	Catch the colour.
Description	The participants will be seated on chairs in a line. The activity leader will call out the name of an object and the young people should quickly get up to touch another target that has the colour of the thing mentioned. For example, if the facilitator says "lemon", all participants should quickly get up to touch an object in the room that is yellow.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	30 minutes.
Materials	No specific material is required.
Topic	Activation.

Name of the activity	Freestyle.
Description	Participants will be distributed around the room and close their eyes. In the meantime, small fragments of different musical styles will be played and they will have to move their bodies according to the rhythm of the music. Once the round of music is over, it will be repeated again, but this time with their eyes open. The music list will be made up of songs provided by each of the participants.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	40 minutes.
Materials	Computer.
Topic	Music, team.

Name of the activity	Famous quote.
Description	All participants in the group bring a famous quote that they identify with or simply like. They share it with the group and explain the reason for their choice.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	45 minutes.
Materials	No specific material required.
Topic	Quotes, inspiration.

Name of the activity	Musical band.
Description	The idea is for the group to become a musical band by sitting in a circle. Each participant will create a sound, either with their mouth or with their hands, for example by clapping their hands. The person to their right will have to repeat the same sound and also create their own sound, and so on.
Participants	Young people between 18 and 30 years old participating in the project.
Duration	40 minutes.
Materials	No specific material required.
Topic	Music, group.

Name of the activity	Chained description.
Description	In this activity, each of the participants should say what their name is and mention a characteristic with which they feel identified that begins with the initial of their name.
Participants	Young participants between 18 and 30 years old who are part of the project.
Duration	30 minutes.
Materials	No specific material is required.
Topic	Description, knowledge.

