PROJECT

2019-1-FR01-KA202-062336

IO.5 - TOOLBOX

METHODOLOGICAL GUIDELINES

GLOBAL REPORT

Leader of IO.5 – ITG

based on all contributions sent by all partners

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INTRODUCTION

This toolbox is the result of the work of Social & Nature Project's partners. It is the **5th and final intellectual output of Social and Nature project**. All those elements are the result of the most relevant guidelines collected, based on the exchange and synthesis work carried out locally in all Partnership countries (France, Corsica, Greece, Belgium, and Italy) during the 2nd part of the project.

Climate change is now a **priority issue** involving science, society, and politics. The scientific evidence of the extent of global warming has been increasingly consolidated in recent years, as well as the awareness that climate-changing gas emissions deriving from the use of fossil fuels and the unsustainable use of land and natural resources. At the same time, the awareness has grown that it is necessary to i**mplement both global policies** to drastically reduce emissions and mitigate the increase in temperatures (mitigation), **and adaptation strategies to limit the impacts of climate change that will occur in any case.** New milestones and new strategic proposals and objectives at European level were decided in the 2nd quarter of 2021. We strongly feel that, as such, this toolbox – combined with all 4 intellectual outputs of S&N Project, will contribute to better evolution and change.

The Toolbox is to serve for the **trainers of social workers and social workers** themselves to have concrete, playful, mobilizing and diverse **educational resources in the field in support of the initiatives** they will have to take in the field of training and in raising awareness of climate change among socially fragile public people. It capitalizes, **not only** on all the information produced for the organization of O3 and O4 training content (data, reference lists, identification of key players, national, European and international political contexts) and provides target audiences with practical tools to assist them in the conduct of their initiatives: identification of good practices in the form of action sheets, educational materials (quizzes, games, posters, posters , etc.), videos and slideshows to illustrate concepts and accompany projects face to face pedagogical, scenarios for the conduct of collective projects, etc, **but also on new guidelines**.

The activities foreseen in the framework of the Intellectual Output 5 was led by ITG, FR, with the active involvement of all partners, started from Mars 2020 until now. Each partner identified, among information produced. Each partner sent a national contribution (at least 5 Guidelines par partner).

In this global Toolbox (IO.5), you will find all the selected guidelines, according to the 4 following modules:

1- **Climate change phenomenon,**
2- **Reducing our impact,**
3- **Adaptation,**
4- **Transversal competencies.**

We thank all the contributors to this report as well as the members of the Focus Groups who have reflected, exchanged, and brought their ideas on this document.

MODULE 1 – CLIMATE CHANGE PHENOMENON

In this module, you will find the following guidelines:

Nr.	Partner	Name of guidelines	Type / details
1.1	IASIS	**The power of Storytelling**	Discussion/Teamwork/Storytelling to raise awareness among the participants about the environment and climate change.
1.2	MCE	**The Southern Lights' Regenerative Farming Support program**	Initiative to empower people of all ages and backgrounds with knowledge, skills, and inspiration essential to cultivating regenerative habitats and habits, while enhancing their professional capabilities to initiate their own projects of permaculture, agroforestry, or regenerative farming
1.3	MCE	**"Climate change and You" of the European Commission**	Online information, quiz, publication, and tips.
1.4	MCE	**Cli.c.k for Schools: Climate Change Kit**	Pedagogical support (learning pathway and activities)
1.5	MCE	**Climate under pressure**	Interactive Web documentary.

GUIDELINE 1.1: THE POWER OF STORYTELLING

1. Objective and expected results by using the tool/practice:

The purpose of this experimental exercise is to raise awareness among the participants about the environment and climate change.

According, also, to the Template for competences & learning outcomes development of this Module, learners will:
- *Comprehend the healing power of nature.*
- *Apply tools based on Eco-therapy, in order to promote love about nature.*

Appreciate nature and the environment as a significant element of human development and well-being.

2. Detail of the tool or best practices and HOW TO USE IT:

STEP 1: Participants are gathered in a circle.

STEP 2: Each participant closes his/her eyes and takes deep breaths, as s/he focuses their attention and thought on an element of the natural environment, such as smells, sounds, etc. This step carries on for a couple of minutes. Mind and body participate and recognize the beauty of nature.

STEP 3: Then, the participants open their eyes and sit in a circle.

STEP 4: Each person has to find, show or think and tell the group an element from the natural environment they thought of (e.g. a leaf, the sea, a tree, an animal, etc.).

STEP 5: Then s/he takes the initiative to start and state why s/he chooses this element and what feeling or memories it evokes. In the form of questions and answers, the participants begin to tell each other a part of a personal story. Thus, the storytelling begins.

STEP 5: Then, time is given for reflection. The trainers ask the participants some questions about their experience of this activity.

Some of the questions could be the following:
- What could you do?
- What do we do?
- How could we adapt ourselves to the situation?
- How do you feel?
- What is the situation in the place you live?
- Do you have an experience, you would like to share with us?
- Would like to share a initiative regarding the topic, you are really proud of?

3. Type of tool/practice (social network, adapted support, IT tool, …?):

Investigation/Discussion/Teamwork/Storytelling

4. References:

Ecotherapy / Nature Therapy:
https://www.goodtherapy.org/learn-about-therapy/types/econature-therapy

Improve Your Mental Health With These 5 Ecotherapy Activities:
https://ecowarriorprincess.net/2017/10/improve-your-mental-health-with-these-5-ecotherapy-activities/

https://www.ecosystem.eco/en/article/environmental-impact-tools

GUIDELINE 1.2: THE SOUTHERN LIGHTS' REGENERATIVE FARMING SUPPORT PROGRAM

1. Objective and expected results by using the tool/practice:

The Southern Lights is an educational and land stewardship non-profit organisation that actively regenerates eco-systems in which people, inspired by nature, create, and maintain healthy and abundant livelihoods. The objective is to empower people of all ages and backgrounds with knowledge, skills, and inspiration essential to cultivating regenerative habitats and habits, while enhancing their professional capabilities to initiate their own projects of permaculture, agroforestry, or regenerative farming.

The organisation promotes permaculture and "regenerative farming": two approach of farming is mimicking natural systems to ensure resilience of farming and use the potentiality of eco-systems to mitigate climate change, stop erosion, and provide healthy nutrient dense food, while at the same time creating a healthy pleasant environment for humans and other animals.

2. Detail of the tool or best practices and HOW TO USE IT:

To do so, the organisation develops 4 main activities:
- **Agroforestry demonstration site**: The Southern Lights run an agroforestry demonstration site, modeling dozens of practical, personal, and community-scale solutions to common challenges around the regeneration of soil, water, food production, and more effective ways to self-govern and manage economy, using permaculture.

- **Training**: Through workshops, volunteering, European project for training, on-site practical application and communication, the Southern lights organises learning experiences for people from the local area and from abroad.

- **Public awareness raising** through online and offline communication, the organisation writes articles, create social media content, and give talks, interviews and presentations in events and festivals with the aim of informing people about the enormous potential that agriculture must hurt and to heal our natural and social systems.

- **Networking**: the REGEN network is a collaboration platform to promote eco-projects around Greece and abroad. The organisation has launched interactions, online and in-person, aiming to render visible, connect and support different people and groups involved in guiding their own communities to an ecologically regenerative, economically & socially viable.

3. Type of tool/practice (social network, adapted support, IT tool, …?):

Demonstrative and educational practices, network.

4. References:

The Southern Lights http://thesouthernlights.org/

See also the short reportage of Radio France International (ENG/FR)
https://www.facebook.com/129617527072416/videos/398353261483615

Credit: The South Lights

GUIDELINE 1.3: "CLIMATE CHANGE AND YOU" OF THE EUROPEAN COMMISSION

1. Objective and expected results by using the tool/practice:

This tool is developed by the European Commission.

This part of the European Commission platform, managed by the Directorate-General for Climate Action (DG CLIMA), provides a comprehensive and simple information to the EU policy and action on Climate, but also interesting videos, links, and on-line tool about climate change for young people and for adults.

2. Detail of the tool or best practices and HOW TO USE IT:

This specific section of the website addressed to "Citizens" gives emphasize to the international and European strategy on Climate change, but it also proposes:

- Regularly reviewed data for each EU Country (Special Eurobarometer on climate change:

  https://ec.europa.eu/clima/citizens/support_en#tab-0-1)
- A Quiz for kids and another for adults
- A board game (https://ec.europa.eu/clima/citizens/youth_en)
- "Climate tips": some ideas to reduce our consumption and footprint at home
- And access to publication for public

Available languages: 21 European languages (BG, CS, DA, DE, ET, EL, EN, ES, FR, IT, LV, LT, HU, NL, PL, PT, RO, SK, SL, FI, SV).

3. Type of tool/practice (social network, adapted support, IT tool, …?):

Online information, quiz, publication, and tips.

This is an ongoing tool for trainers, trainees. The best way to use it is to go online to pick up whatever you need.

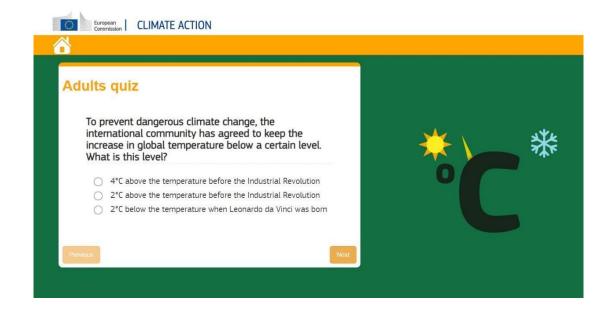Trainers should go online and check what they can get from this library.

4. References:

European Commission, Directorate General for Climate Action (DG CLIMA)
https://ec.europa.eu/clima/citizens/eu_en

GUIDELINE 1.4: CLI.C.K FOR SCHOOLS: CLIMATE CHANGE KIT

1. Objective and expected results by using the tool/practice:

The objective of the project is to provide to trainers a range activities and tools dedicated to climate change in the Euro-Mediterranean region.

Originally designed for teachers at high school, this educational kit can also be used for adults since the approach is multidisciplinary and multicultural and it provides trainers with adequate resources for understanding climate phenomena and issues, as well as encouraging behaviour changes and participation.

2. Detail of the tool or best practices and HOW TO USE IT:

This online tool provides trainers with some examples of **thematic learning paths**, illustrated by a **series of activities available online** (from simple experimentation to projects):

- Climate change and Biodiversity
- Climate change and Eco citizenship
- Climate change and Mobility
- Climate change and Energy consumption
- Climate change and Natural disaster
- Climate change and Water

Available languages: English/French/Italian/Greek/Croatian

3. Type of tool/practice (social network, adapted support, IT tool, …?):

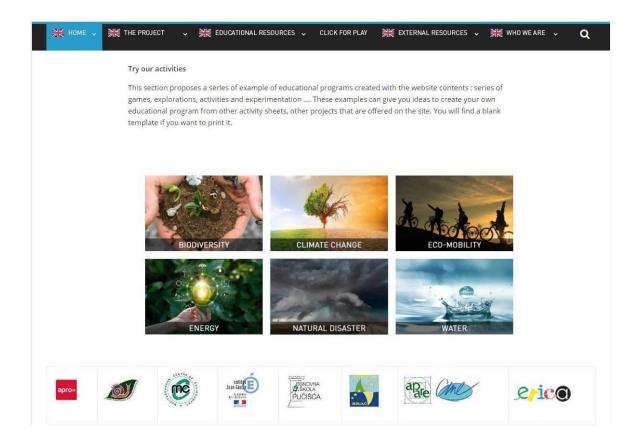Pedagogical support (learning pathway and activities)

4. References:

Project Cli.c.k. for Schools https://www.clickforschools.eu/
Contact: Mediterranean Centre of Environment info@medcenv.org

https://medcenv.org/wp/the-cli-c-k-for-schools-project-climate-change-kit-for-secondary-schools/

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GUIDELINE 1.5: CLIMATE UNDER PRESSURE

1. Objective and expected results by using the tool/practice:

"Climate under pressure" is an interactive Web documentary, offering information on climate changes, their consequences on the environment, as well as solutions worth considering eradicating the scourge of global warming.

Learners can follow various characters facing different challenges of climate change (E.g. farming and drought in France, rising of sea level in a Pacific Island, adapting daily life in a cold region, etc.) and interact with the support of interviews of specialists and additional resources.

2. Detail of the tool or best practices and HOW TO USE IT:

Four major themes are tackled: Human impacts and solutions; Political issues; Personal issues; Scientific facts

It covers seven sectors of human activity:
- consumption,
- agriculture,
- urban development,
- economy,
- energy,
- health and transport.

From permaculture to environmental policies, through eco-responsibility, these comprehensive themes paint an outstanding picture of our climate and the solutions we can put into practice both collectively and individually.

The website provides:
Interactives Stories: Each episode features a new country affected by different environmental challenges. And it's up to the viewer to make the right choices to ensure an eco-friendly future for the characters!
Interviews of leading environmental specialists
Each story is enriched by dozens of environmental specialists outlining different aspects

Available in English and in French

3. Type of tool/practice (social network, adapted support, IT tool, …?):

Interactive Web documentary

4. References:

A co-production of TV5 Québec Canada and TV5Monde

Climate under pressure
http://climateunderpressure.com/

This project is labelled COP21, officially supported by the 21st United Nations framework convention on climate change (Paris COP21).

MODULE 2 - REDUCING OUR IMPACT

In this module, you will find the following guidelines:

Nr.	Partner	Name of guidelines	Type / details
2.1	IASIS	**Eco-Awareness**	Investigation / Discussion / Teamwork
2.2	IASIS	**But what can I do?!**	Investigation / Discussion / Video / Exchange of knowledge
2.3	IASIS	**Mission 1.5**	Using mobile gaming technology, Mission 1.5 educates people about climate solutions and asks them to vote on the actions that they want to see happen.
2.4	IASIS	**Consumer Footprint Calculator**	Online tool to evaluate the impacts of your consumption, to help achieve a responsible consumption, and many other Sustainable Development Goals
2.5	ENAIP	**WATER COMMON GOOD (ABC - ACQUA BENE COMUNE)**	Dossiers, infographics, Reports, Educational kit, mini videos

GUIDELINE 2.1: ECO-AWARENESS

1. Objective and expected results by using the tool/practice:

The purpose of this experiential exercise is to raise awareness among the participants about the environment and climate change.

According, also, to the Template for competences & learning outcomes development of this Module, learners will:

- *Understand the significance of the environment and its beauty.*
- *Combine tools and methods, based on environmental awareness and environmental education.*

Value nature and the environment.

2. Detail of the tool or best practices and HOW TO USE IT:

STEP 1: The participants are divided into groups and each group is given an image depicting the destruction of the environment by the human factor (eg. an image with plastics on a beach). The images can be presented either as a printed copy or through an overhead projector.

STEP 2: The participants of each team record on a Flipchart the effects that this has on biodiversity (animals, plants, etc.) but also on human life, as well as ways how this problem can be solved. Having in mind the adaptation of human attitudes, this solution should foresee.

STEP 3: Then, after that documentation, the participants write down possible ways to act against the environmental problem that appears on the given image. It could be individual or/and collaborative actions. Each group has 10 minutes to suggest ways to respond on that specific issue.

Tip: The trainer could give the participants less time to suggest as many ways as they can think to solve this particular problem. At the end, the group with the largest number of suggested ways, wins!

STEP 4: The results of each group are presented, and enough space and time is given for discussion on the suggested ways of acting against environmental problems. Additionally, the participants could share their opinion about if one or more of the suggested ways could help solving more than one environmental problem and why.

3. Type of tool/practice (social network, adapted support, IT tool, …?):

Investigation/Discussion/Teamwork

4. References:

Raising environmental awareness through education:

GUIDELINE 2.2: BUT WHAT CAN I DO?!

1. Objective and expected results by using the tool/practice:

The purpose of this experiential exercise is the exchange of knowledge and feelings of the participants about the individual responsibility against climate change and the actions each one of us can do.
According, also, to the Template for competences & learning outcomes development of this Module, learners will:
- *Get to know about ways to reduce our impact on climate change.*
- *Create and design actions and activities to reduce environmental damage.*

Demonstrate the appropriate respect to the environment through actions.

2. Detail of the tool or best practices and HOW TO USE IT:

STEP 1: Learners watch the following video:

"What YOU Can Do About Climate Change"
"Climate Insights 101" series, created by the Pacific Institute for Climate Solutions (PICS) -- a collaboration of British Columbia's four research intensive universities.
https://www.youtube.com/watch?v=VTfgNFz1DBM

STEP 2: Discussion follows regarding the feelings and the beliefs of the participants, after this video. The trainer could ask the participants some of the following questions:
-How this video made you feel?
-Did you know that via these ways you could reduce your carbon footprint?
-Is any of you already follow one or more of the aforementioned practices? If so, which one/s?
-Do you think that these ways of acting are simple and feasible?

STEP 3: Learners are then being divided into groups and discuss the following question in particular:
Question: What else can we do, as individuals, to reduce the negative effects of climate change?

On a paper a member of each team will write down the suggested ways of acting against climate change.
STEP 4: After that, a member of each team will present to all the participants the suggested ways of its team.

STEP 5: Then again discussion follows about what each team has mentioned. The trainer can write on a flipchart all the way that have been suggested from the teams. At the end, he could count all the

different suggested ways and make a comment about the numerous and various ways an individual has to act against climate change.

3. Type of tool/practice (social network, adapted support, IT tool, …?):

Investigation/ Discussion/ Video

4. References:

"What YOU Can Do About Climate Change"
"Climate Insights 101" series, created by the Pacific Institute for Climate Solutions (PICS) -- a collaboration of British Columbia's four research intensive universities.
https://www.youtube.com/watch?v=VTfgNFz1DBM

GUIDELINE 2.3: MISSION 1.5

1. Objective and expected results by using the tool/practice:

Using mobile gaming technology, Mission 1.5 educates people about climate solutions and asks them to vote on the actions that they want to see happen.

2. Detail of the tool or best practices and HOW TO USE IT:

People around the world are calling for climate action. Unfortunately, they don't often have an easy way to get their messages to decision makers.

At the same time, world leaders are faced with the challenge of making urgent and bold decisions that will keep global temperature rise below a safe 1.5°C.

Mission 1.5 aims to bridge that gap.

What will we do with the results?

Your vote, and those from your country, will be compiled and presented to your government to encourage bolder climate action. Votes will also be counted in a global tally. So stay tuned for the results!

3. Type of tool/practice (social network, adapted support, IT tool, …?):

Online game

4. References:

https://mission1point5.org/

GUIDELINE 2.4: CONSUMER FOOTPRINT CALCULATOR

1. Objective and expected results by using the tool/practice:

This Calculator allows you to evaluate the impacts of your consumption, to help achieve SDG 12 on responsible consumption, and many other Sustainable Development Goals

2. Detail of the tool or best practices and HOW TO USE IT:

The Consumer Footprint Calculator allows you to calculate the environmental impacts of your consumption pattern, as well as to evaluate how changes in your lifestyle may affect your personal footprint. It considers five areas of consumption, namely food, mobility, housing, household appliances, and household goods.

The tool is based on a life cycle thinking approach, meaning that it considers the impacts occurring along the entire life cycle of the products and the energy that you consume.

The Consumer Footprint calculator covers 16 environmental impact indicators related to emissions generated into soil, water, and air as well as to resource use. These 16 indicators are those adopted in the European Commission Product Environmental Footprint method and can be summarised in a so-called "single score".

3. Type of tool/practice (social network, adapted support, IT tool, …?):

Online tool

4. References:

https://knowsdgs.jrc.ec.europa.eu/cfc

GUIDELINE 2.5: WATER COMMON GOOD (ABC - ACQUA BENE COMUNE)

1. Objective and expected results by using the tool/practice:

- Promote in citizens and communities more knowledge on the use of water and the impact of climate change
- Promote citizens' active participation and sustainable behaviour
- Connect the educational processes with the territory

2. Detail of the tool or best practices and HOW TO USE IT:

-online course and training courses and a Kit to create educational paths
(http://www.cevi.coop/acqua-e-citta/)
-best practice competition (for students)
-ABC mini videos
• Teachers: take part in the online course and training courses and use the Kit to create educational paths
• Schools: join the educational path
• Students: take part in the national competition on best practices of sustainable behaviour
The 4 best practices at national level are awarded in events.
Videos supports the communication strategy, but they can also be used after the project end, in school courses, meetings with target groups

3. Type of tool/practice (social network, adapted support, IT tool, …?):

Dossiers, infographics, Reports, Educational kit, mini videos (in Italian, some in English too.
A website which is alive and updated every year with new evidences and findings

4. References:

Le città e la gestione sostenibile dell'acqua e delle risorse naturali, _http://www.cevi.coop/acqua-e-citta/_

Financed by the Autonomous Region FRIULI VENEZIA GIULIA art. 72 D.Lgs. n. 117/2017- Codice del Terzo Settore (Third Sector Code), following a project co-financed by the European Union through the Erasmus+ program and supported by the French region Rhône-Alpes, aiming to create a network of cooperation and exchanges at European level on the theme of water common good (2015. Following the mainstreaming, a new project is now financed by the AID - _Agenzia Italiana per la Cooperazione allo Sviluppo_(Italian Agency for the Cooperation and Development) : "_Le città e la gestione sostenibile dell'acqua e delle risorse naturali_" (AID 11788). The cities and sustainable management of water and natural resources
Lead partner: CeVI

MODULE 3 - ADAPTATION

In this module, you will find the following recommendations:

Nr.	Partner	Name of guidelines	Type / details
3.1	MCE	**Hands for Homes workshop**	Voluntary and participatory workshops based on a specific methodology involving the building owner, local craftsman specialized in eco-building and volunteers
3.2	MCE	**Stairway to SDG**	A series of online tools: general description of the issue and of 3 main action areas (Greenhouse gas emissions, Energy consumption, Sustainable living), a quiz with tips to get involved in climate change, 10 learning activities and some links to documentation and videos.
3.3	ENAIP	**COMMUNITY SEEDS**	A set of training and informative activities for the inhabitants of Quarto Oggiaro
3.4	ENAIP	**RESPONSe Strategies to adapt to climate change in Adriatic Regions**	Dossiers, infographics, Reports, Educational kit, mini-videos (in Italian, some in English too.
3.5	UNESSA	**Together, let's foresee the unpredictable**	Activities booklet with practical situation and tips to be prepared for an emergency.
3.6	UNESSA	**Ecological footprint?**	Online simulation Learn more about your own consumption and an estimation of your ecological footprint
3.7	UNESSA	**Interactive Quizzes**	Online Quizzes about climate change.

GUIDELINE 3.1: HANDS FOR HOMES WORKSHOP

1. Objective and expected results by using the tool/practice:

The project HELPS aims at upscaling in Italy, Spain and Greece, the Enerterre Solidarity Workshops, a system initiated in France (Normandy) to facilitate the renovation of habitats and other buildings to fight against poor housing and specially to improve insolation through participatory worksites and the use of natural material.
These workshops, named **Hands for Homes Workshops**, are organized with the support of craftsmen and trainers, to involve and train volunteers in eco-construction and eco-renovation, using natural material and local techniques.

The project has developed the concept of "Shared and Supported Self-Renovation (3SR)" to improve housing with social, ecological and heritage values and support people or communities in need. It contributes to helping people and communities with low income to improve the isolation of their homes and common spaces, with material with low impact on climate change.

2. Detail of the tool or best practices and HOW TO USE IT:

The proposed participatory, solidarity and ecological workshops are based on a specific methodology involving the building owner, local craftsman specialized in eco-building and volunteers. Together, they will work on small renovation, using natural material and traditional building methods, and contributing to a solidary project.

A Guidebook to support the innovative system of Shared and Supported Self-Renovation (3SR) of housing with social, ecological and heritage value contributes to the upscaling of the experience in other regions.

In Greece, the Mediterranean Centre of Environment proposes some specific training to encourage local actors and professionals to develop new Hands for Homes workshops.

See: https://medcenv.org/wp/center-of-learning-and-study/vocational-training/

3. Type of tool/practice (social network, adapted support, IT tool, …?):

Voluntary and participatory workshops

4. References:

Website of the project (5 languages) https://helpsproject.eu/en/home/

See examples of workshops in Greece (video in Greek with English and French subtitles):
https://youtu.be/7tmz5OV7rwQ

GENERAL GUIDELINES *for* IMPLEMENTING

3SR

SHARED AND SUPPORTED
SELF-RENOVATION OF
HOUSING
WITH A SOCIAL,
ECOLOGICAL AND
HERITAGE VALUE

HELPS
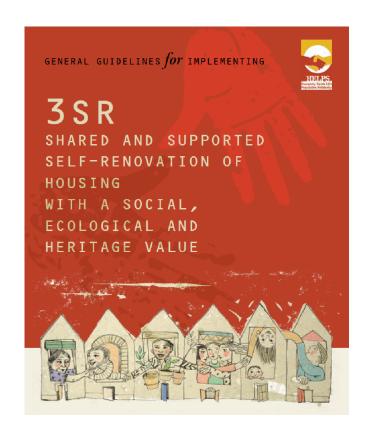Humanity Earth Life
Population Solidarity

GUIDELINE 3.2: STAIRWAY TO SDG

1. Objective and expected results by using the tool/practice:

Stairway to SDG is a partnership of seven organisations from six European countries in the field of vocational training. Its aim is the promotion and integration of sustainability values based on the definition of concrete personal actions linked to the 17 United Nations Sustainable Development Goals.

The project objective is to talk about SDGs differently, using everyday vocabulary and offering knowledge about Agenda 2030 and the 17 SDGs in a more accessible way. It encourages practical actions because it's the way that every person decides how to contribute with a change process proposed by the new Agenda.

Among the 17 UN SDGs, SDG 13 engages us to take urgent action to combat climate change and its impacts.

The project proposes a very accessible and complete series of quiz, activities and documentation, engaging all of us towards change of behaviour and action.

2. Detail of the tool or best practices and HOW TO USE IT:

The project Stairway to SDG provides a learning pathway focused on the integration of the SDGs into any vocational and educational training curriculum. The learning content proposed is adaptable and modulable to any training context and provides:

A Practical Guide for Trainers created to provide step by step proposals that can be adapted to the context and needs of trainers.

A flexible learning process you can do with your students, based on three steps:
1) **Initial assessment** – to check the current (sustainable/unsustainable) daily life behaviours of your students using the App

2) **Learning process** - composed of an introduction to SDG and a set of educational Activities

3) **Final assessment** – to check the behavioural change that has occurred in the student's life using the App again.

3. Type of tool/practice (social network, adapted support, IT tool, …?):

The platform Stairway to SDG proposes a series of online tools:

- A general description of the issue and of 3 main action areas (Greenhouse gas emissions, Energy consumption, Sustainable living)
- A quiz with tips to get involved in climate change
- 10 learning activities
- Some links to documentation and videos

The platform is available in 6 languages (English/Dutch/Italian/Spanish/Greek/Portuguese)

4. References:

Stairways to SDG https://www.stairwaytosdg.eu/en/sdgs/13-climate-action#targets-%E2%96%BC

Credit: Stairway to SDG

GUIDELINE 3.3: COMMUNITY SEEDS

1. Objective and expected results by using the tool/practice:

The general objectives of the project are the development and consolidation of relationships and ties and the increase in citizens' ability to take action in the face of individual and collective social problems, to design solutions together, to promote promoters of interventions for the care and promotion of people and places.

2. Detail of the tool or best practices and HOW TO USE IT:

The best practice is a reactivation of a whole community, supported by professionals and social operators.

The main actions of the project were the following:

A-COMMUNITY GARDEN: creating a community shared garden as a place for socialization, co-production, exchange, education on socially and economically sustainable lifestyles.

B-RELATIONSHIPS TO OVERCOME THE VULNERABILITY: development of guidance and support to local services for people in situation of fragility, development of voluntary initiatives and self-help groups.

C-SOCIAL RESPONSIBILITY OF THE TERRITORY: development of initiatives for young people in Quarto Oggiaro who are about to end or have recently ended their education course (NEET) and need support, guidance, skills to build voluntary and professional paths.

3. Type of tool/practice (social network, adapted support, IT tool, …?):

A set of training and informative activities for the inhabitants of Quarto Oggiaro. A VIDEO that summarizes this collective and almost revolutionary experience a website which is alive and updated every year with new evidence and findings.

4. References:

Semi di Comunità

https://www.facebook.com/semidicomunita/
The " community seeds" is a project of social cohesion developed in the Quarto Oggiaro district, in Milan. The project is promoted by ACLI Lombardia, funded by Fondazione Cariplo and partnered by ACLI Milano, Associazione Unisono, Villaggio Nostrale, Fondazione CAPAC- Istituto Greppi, Consorzio CCSL, Associazione ConVoi and Associazione Ricerca Sociale.

GUIDELINE 3.4: RESPONSE STRATEGIES TO ADAPT TO CLIMATE CHANGE IN ADRIATIC REGIONS

1. Objective and expected results by using the tool/practice:

Improve the climate change monitoring and planning of adaptation measures.

Promote sustainable living in Adriatic marine and coastal areas

2. Detail of the tool or best practices and HOW TO USE IT:

The recognition of meteorological and climatic data and historical series, for elaborating some future scenarios of climate change, as well as real and concrete data on which to work together with local administrations to understand how to "adapt" coastal cities making them less vulnerable than to these atmospheric events.

a "climate menu": an online tool which brings together both mitigation and adaptation measures.

a Base Emission Inventory to track mitigation actions and an assessment of climate risks and vulnerability.

These tools aim to foster effective policy making on climate adaptation at local level and support strategic decision-making on how best to address the effects of climate change: they promote the engagement of local policymakers and help mainstreaming adaptation planning. Useful in train to trainers set and with final uses within specific communities and target groups.

3. Type of tool/practice (social network, adapted support, IT tool, …?):

Dossiers, infographics, Reports, Educational kit, minivideos (in Italian, some in English too.
A website which is alive and updated every year with new evidence and findings

4. References:

The project aims at empowering local policymakers to enable climate-smart governance approaches and promote sustainable living in Adriatic marine and coastal areas. RESPONSe will provide the tools to foster effective policy making on climate adaptation at local level and support strategic decision-making on how best to address the effects of climate change on the coastal areas of the Adriatic basin. Building on the development of tailored climate services tackling vulnerabilities of the Adriatic region, RESPONSe will promote the engagement of local policymakers and help mainstreaming adaptation planning into policy frameworks.

https://www.italy-croatia.eu/web/response/about-the-project

https://www.italy-croatia.eu/web/response/docs-and-tools

GUIDELINE 3.5: TOGETHER, LET'S FORESEE THE UNPREDICTABLE

1. Objective and expected results by using the tool/practice:

The purpose of this tool is to be prepared in case of natural disaster and emergency. It helps to increase the awareness of the family in adaptation behaviours.
- Learn about natural disasters and the first reflexes to have.
- Learn how to prepare yourself, your house, and an action plan in case of natural disaster

2. Detail of the tool or best practices and HOW TO USE IT:

The document contains various exercises and activities linked to very practical situations.

STEP 1: Participants can test the exercises during the training in small group of 4. (30min)

STEP 2: Participants will have a brainstorming about what they think about this tool and when to propose this tool to their target group?

3. Type of tool/practice (social network, adapted support, IT tool, …?):

Activities booklet with practical situation and tips

4. References:

Ensemble, prévoyons l'imprévisible, Croix rouge Canada:
https://www.croixrouge.ca/crc/documentsfr/3-1-3-1-1-Ensemble-prevoyons-l-imprevisible.pdf

GUIDELINE 3.6: ECOLOGICAL FOOTPRINT?

1. Objective and expected results by using the tool/practice:

Learn more about your own consumption and an estimation of your ecological footprint.

Bring awareness of personal changes to decrease our impact on the planet.

2. Detail of the tool or best practices and HOW TO USE IT:

On the website: answer the questions in different categories: Food, housing, transportation.

Analyse the results of your footprint.

Take some time to explore "solutions" and "datas".

3. Type of tool/practice (social network, adapted support, IT tool, …?):

Online simulation

4. References:

https://www.footprintcalculator.org

GUIDELINE 3.7: INTERACTIVE QUIZZES

1. Objective and expected results by using the tool/practice:

Learn more about different topics of climate change.

Evaluate your actual knowledge on climate change.

2. Detail of the tool or best practices and HOW TO USE IT:

Choose between 15 tests on various topics:

Soil moisture, the ocean, clouds and aerosols, the air we breathe, carbon, our home planet, frozen poles, precipitations and water cycle, our world, and other worlds, warm up, freeze frames, sea change, how is your energy level? sea salt, it's a gas.

After each question, there is the right answer with some explanations.

3. Type of tool/practice (social network, adapted support, IT tool, …?):

Online Quizzes about climate change

4. References:

NASA, climate change:
https://climate.nasa.gov/climate_resource_center/interactives/quizzes

MODULE 4 - TRANSVERSAL COMPETENCIES

In this module, you will find the following guidelines:

Nr.	Partner	Name of guidelines	Type / details
4.1	ENAIP	**In the network FVG (InreteFVG)**	Videos and website to promote the sustainable growth through education
4.2	ENAIP	**CARBON FOOTPRINT**	Carbon footprint tools+ videos and tutorials
4.3	UNESSA	**7 essentials ingredients for transition**	Activities 1& tips for success ingredients to build a transition network in your community and to bring inspiration to start new local sustainable Project
4.4	UNESSA	**Organize a walk of awareness of change climatic**	Investigation activities to visualize the concrete consequences of change climate and identify practices

GUIDELINE 4.1: IN THE NETWORK FVG (INRETEFVG)

1. Objective and expected results by using the tool/practice:

Promote the sustainable growth through education, with the support of video, animation and training documents

2. Detail of the tool or best practices and HOW TO USE IT:

A catalogue of 40 videos and supporting documents to be use in asynchronous way made by professionals. Among the titles:

"The circular bio-economy";

"Quality and sustainability of agri-food products";

"Sustainable food styles: vegetarianism, veganism and fruitarianism";

"Greenhouse bioproduction in Europe: intensive or agri-ecological approach?";

"Less waste with Green Packaging: ideas, innovative technologies and cases of excellence"

…

3. Type of tool/practice (social network, adapted support, IT tool, …?):

Videos and website (the video can be available in other platforms)

4. References:

http://www.inretefvg.it/homepage
A project financed by the Region Friuli Venezia Giulia, managed by EnAIP FVG

GUIDELINE 4.2: CARBON FOOTPRINT

1. Objective and expected results by using the tool/practice:

Understand what a carbon footprint is and its importance in measuring the impact of personal behaviour on global warming.

Explore how Carbon footprint is calculated and measuring the personal Ecological Footprints.

2. Detail of the tool or best practices and HOW TO USE IT:

Video sources from all around the world

Carbon Footprint calculators and teaching additional materials by: National Geographic Education; WWF, Global Footprint Network

Video + data searching/analysis and work in pairs/groups: guided discussion and reflection on the topic "Environmental protection" through a three steps engaging/exploring/explaining activity.

3. Type of tool/practice (social network, adapted support, IT tool, …?):

Carbon footprint tools+ videos and tutorials

4. References:

CARBON FOOTPRINT
By National Geographic Education
https://www.nationalgeographic.org/media/our-different-carbon-footprints/
https://www.youtube.com/watch?v=otrpxtAmDAk
HUMAN FOOTPRINT https://www.nationalgeographic.org/media/our-different-carbon-footprints/
THE ECOLOGICAL FOOTPRINT EXPLAINED (moovly) https://www.youtube.com/watch?v=fACkb2u1ULY
SIMPLESHOW EXPLAINS THE CARBON FOOTPRINT https://www.youtube.com/watch?v=8q7_aV8eLUE
REDUCE YOUR CARBON FOOTPRINT https://www.youtube.com/watch?v=Xdl5Vht0sO8
 (English, with subtitles in many languages)*During the exploration activity students can discover many different videos and tools (in native Language) helping their understanding of the topic
HOW TO MEASURE AND KEEP TRACK: CARBON FOOTPRINT CALCULATOR
Many different adaptation
Free https://www.carbonfootprint.com/calculator.aspx
Free by Global Footprint Network https://www.footprintcalculator.org/

GUIDELINE 4.3: THE 7 ESSENTIALS INGREDIENTS FOR TRANSITION

1. Objective and expected results by using the tool/practice:

Learn about success ingredients to build a transition network in your community.
Bring inspiration to start new local sustainable Project.

2. Detail of the tool or best practices and HOW TO USE IT:

STEP 1: Read the 7 sections:
-Healthy groups
- Vision
- Community involvement
- Networks and partnerships
- Practical Project
- Part of a movement
- Reflect and celebrate

STEP 2: With the group, think about other essentials ingredients that could be added and write in on the flipchart

STEP 3: Each participant can explore more the website and look if a transition network is taking place in his locality.

3. Type of tool/practice (social network, adapted support, IT tool, …?)

Social Network

4. References:

Transition network:
https://transitionnetwork.org/do-transition/starting-transition/7-essential-ingredients/

GUIDELINE 4.4: ORGANIZE A WALK OF AWARENESS OF CHANGE CLIMATIC

1. Objective and expected results by using the tool/practice:

The principle is to wander the territory to visualize the concrete consequences of change climate and identify practices (development, uses...) allowing to limit them.

- Raising awareness among stakeholders in practice (elected officials, inhabitants...) on their own territory
- Identify recommendations concrete and specific which will be able to feed a climate plan

2. Detail of the tool or best practices and HOW TO USE IT:

STEP 1 Upstream of the walk
- Identify the target (guests on the ride).
- Select the themes to be addressed according to the vulnerability diagnosis of the territory.
- Define the route of the walk (location).
- Contact stakeholders for testimonials
- Send the program with the invitations upstream (at least 1 month before) and prepare the participant's file.
- Select the themes to be addressed according to the vulnerability diagnosis of the territory.

STEP 2: During the walk
- Establish a constructive dialogue with participants.
- Allow time to summarize the lessons of the visit

STEP 3: After the walk
- Write a review of adaptation options identified during the walk with a summary communicating for participants or even wider destination.

3. Type of tool/practice (social network, adapted support, IT tool, …?):

Investigation

4. References:

Sensibiliser au changement climatique et passer à l'action
guide-sensibiliser-changement-climatique.pdf (ademe.fr)

CONCLUSION / RECOMMENDATIONS

As a conclusion, all IO.5 guidelines have to be supported by some key recommendation, already identified in the last part of IO.1 (Survey report):

The need to **raise awareness among all categories of actors:** the French case has been built slowly, after different circles of awareness: public/private, individual/group, young/adult/retired, company/association...

The need to **involve all local territories:** countries, regions, departments, cities, neighbourhoods, but also schools/businesses/networks/associations and especially families...

The **use of all kinds of multimedia media supports** to raise awareness and act.

The **strength of the optimist** and the refusal of resignation, to mobilize all the actors.

The **weight of the ADDITION of INVIDUAL ACTIONS**, which may seem minute in the short term taken individually, but which **can be strong if taken in GROUPS and on a long term (sustainability).**

☐ The importance to **conserve biodiversity to protect environments and resources, and to foster the development of human beings, social cohesion, and solidarity** between territories and between generations and to develop responsible production and consumption methods.

☐ The importance to keep **a simple approach of a complex phenomenon** and, for that, to help social worker develop transversal competences such as critical thinking, problem-solving skills, etc. We should promote a way of thinking (how to rethink our way of living, our behaviour, how to make choices, etc) more than giving specific advice.

- The promotion of **fun educational materials,** such as quizzes or games, which have a double role; to promote **active learning** and adventure learning.

- **The language to be used.** E-modules **written with simplicity** will have to be built for non-professionals. Short sentences, with texts accompanied by many images and practical-operational indications and examples taken from the daily life of the potential recipients, should be privileged.

- **Study groups and individual use, remotely, should be supported by online tutors, available to clarify the steps and stimulate participation**.

- **Importance of an appealing online resources centre with various learning mediums and tools:** quiz, games, videos, …

- In support of the online centre, **creation of an online platform where people can share their ideas and create support groups for new local initiatives or for transnational network.**

- **Training support should realize that individual actions are also linked to global efforts and global system:** acting locally must not justify the failure to consider the global situation, its causes, and its consequences. It is important to study national context, European context but also the worldwide context and impacts of climate change in developing countries.

IFRTS	
UNESSA	
ENAIP	
ITG CONSEIL	
IASIS	
Mediterranean Centre of Environment	

The contents of Social and nature Project are accessible on the project platform:
https://www.socialandnature.eu/