



Report of Project Result 2: Qualitative Research on the needs of youth workers



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Content

Aim of the qualitative research..... 3

Methodology and guiding questions 3

 Interview Guide:..... 4

Date and form of focus group discussions 5

Participants..... 5

Results 5

 Part 1: knowledge, attitudes and engagement of participants 5

 What comes to participants mind when they hear the term climate change, climate migration? 5

 In Austria, the participants stated that they had not been confronted with the aspect of climate migration at all or hardly at all so far. However, they see this topic as very important, as it will affect us more and more in the future. That is why it is also important to make young people aware of it. 6

 How does climate change and climate migration affect participants personally? 6

 Part 2: Knowledge, attitudes and concern of young people about the climate crisis and climate migration and implications for youth work..... 13

 Part 3: Work on climate and climate migration with young people..... 18

 The biggest challenges for participants when working with young people on the topic 18

 What do participants find important in supporting young people in their efforts for climate and environmental justice? 21

 Part 4: Whishes for the training course 23

 In which areas do participants wish to gain more knowledge in order to work with young people on the topic of climate crisis and climate migration? 23

 Part 5: other 25

 Is there anything else you want to share with us? 25

Aim of the qualitative research

The qualitative research in the form of a focus groups in each of the partner countries provided an in-depth analysis of the state of needs and work of youth workers in the areas of climate change, (climate) migration and youth activism.

The focus group discussion answered questions like

- To what extent are youth workers involved in climate change and migration?
- How has their work changed in the time of the pan-European youth climate movements (Fridays for the future, etc.)?
- What do they find important in supporting young people in their efforts for climate and environmental justice?
- Are they themselves equipped to deliver climate justice messages?

The results of the FGD help the project partners to develop a concept for the PR3 training modules. The goal is that with the training modules the actual needs on the ground of youth workers, other educators and activists are met. The PR3 training modules will be about Global Learning, Climate Crisis, Climate Migration and Active Citizenship (Changing Perspective which will be developed in collaboration with young activists.)

Also, following the analysis of the focus group, we will draw up guidelines for youth work addressing sensitive topics such as migration and climate change. The guidelines will consist of two parts:

a.) an umbrella part, which will cover the common denominators of the focus groups from all the four countries and b.) a specific part, which will reflect the needs of the local or national context.

Methodology and guiding questions

A focus group discussion is a qualitative data collection method that engages 6 to 12 people—with shared characteristics pertinent to the specific discussion topic—and is led by a facilitator. The shared characteristics in our case relate to working with youth as a youth worker, teacher or volunteer.

The discussion is facilitated using a semi-structured interview guide to foster active participation and in-depth discussion. The semi-structured nature of the discussion intends to probe specific, predetermined topics while allowing flexibility, and stimulating participants to share and discuss among each other. An FGD aims to gain insights into people's motivations and social practices, as well as how they view or perceive their experiences, communities, and other aspects of life.

Source: fgds_april_24_final_lo_res_.pdf (crs.org)

Interview Guide:

Knowledge, attitude and engagement of participants

- What comes to your mind when you hear the **term climate migration**?
- What **role** does the climate crisis and the issue of climate migration play for you personally?
- How do climate crisis and climate migration **affect you personally**?

Young people's relation to the topic from the point of view of the participants

- How does the climate crisis and climate migration **affect young people** with whom you work?
- Do you work with young people already **directly affected** by the effect of the climate crisis and climate migration?
- In your experience, what **attitudes do young people** have toward the topic?

Work on climate and climate migration with young people

- What **role** do the climate crisis and climate migration play in **your daily work** with young people?
- What are the **biggest challenges** when working with young people on the topic in your experience?
- How easy/hard is it to get young people interested in the topic and inspire them to take action?

Wishes for the training course

- What do you find important in supporting young people in their efforts for climate and environmental justice?
- In which areas do you wish to gain more knowledge in order to work with young people on the topic of climate crisis and climate migration?
 - Concept and methodologies of Global Citizenship Education
 - Causes and consequences of climate crisis
 - Causes of flight and migration and the impact of climate crisis on flight and migration
 - Link between climate crisis and migration
 - Climate anxiety and dealing with stress
 - Possibilities of activism and co-design of democratic processes
 - Political efforts to tackle the climate crisis on national/EU/global level
 - How to get young people interested in the topic and inspire them to take action
 - new methodologies/tools/non formal edu-activities to be experimented with your youth target
- Do you have any specific wishes concerning the content or methodologies of our training course (not mentioned so far)?

Other

- Do you want to share any good practices, resources, links ect. regarding the topic?
- Is there anything else you want to share with us?

Date and form of focus group discussions

A total of 7 focus group discussions were held in the 4 countries of the Beyond The Tales project between April 6 and July 11 2022 (3 in Spain with a total of 9 participants, one in Slovenia with 14 participants, one in Bosnia and Herzegovina (BiH) with 5 participants and two in Austria with 6 participants. 5 of the focus group discussions took place in presence and 2 online. In Austria, due to the low number of participants in the focus group discussion, an additional online survey was made in which 8 people participated. The online survey included the same guiding questions that were also intended for the focus group discussions.

Participants

A total of 42 people took part in the qualitative research. Of these, 14 participated in Slovenia, 9 in Spain, 5 in Bosnia and Herzegovina and 14 in Austria. 25 participants were male and 17 female. The majority of participants were youth workers, but 3 activists, 4 teachers and 4 other educators also participated. In total 7 persons with refugee or migration experience participated in the research. In Slovenia 5 persons migrated from Macedonia, Wales, Congo and Palestine, in Bosnia one person migrated from the USA and in Austria one person migrated from Germany.

The participants have different lengths of experience in youth work from 6 months to several decades. The group was also very heterogeneous in terms of personal attitudes and knowledge about the field of climate catastrophe and climate migration.

Results

Part 1: knowledge, attitudes and engagement of participants

What comes to participants mind when they hear the term climate change, climate migration?

The associations participants have with climate crisis and climate migration show that there already is a very well level of knowledge and understanding of the topic. But since these results were achieved jointly in the larger group, it is possible that the level of knowledge of the individual persons is overestimated here. In Spain participants generally see climate migration as something also near to the challenge that developed countries will or are already facing in the actual context. Migration flows come to the cities and EU countries as Spain or South Italy starts to be affected also internally by this issue.

Only some of the participants in Spain know more in detail the topic of "Climate migration". These persons mentioned the actual **debate on the official recognition of refugees affected by climate migration issues** by the UN and at international level. Also in Slovenia one participant talked about about a case of climate refugees who were not recognised as such.

The topic is not clear or known if the participants imagine youth to think and reflect about it.

In BiH participants think about floods and droughts, in BiH, those are the two most frequent visitors to the environment. Participants in BiH experience the consequences of climate crisis in their own country. The droughts are to be seen in the southern part of the country Herzegovina, while floods are common in Bosnia. The participants in BiH seem to understand very well the connections between the climate crisis, consequences like food shortages or increasing sea level and causes of flight and migration. They also see that due to climate change health problems occur and could give examples for that like the risk of dehydration.

In Austria, the participants stated that they had not been confronted with the aspect of climate migration at all or hardly at all so far. However, they see this topic as very important, as it will affect us more and more in the future. That is why it is also important to make young people aware of it.

How does climate change and climate migration affect participants personally?

While the participants in Austria and Spain understood the question more in terms of the extent to which they are personally interested in the topic, inform themselves about it or are professionally involved with the topic and whether and to what extent they engage for a sustainable lifestyle, the participants in the other countries also understood the question in terms of the extent to which they are already directly affected by the effects of the climate catastrophe. This may be due to the fact that the effects are already being felt more in Slovenia and BiH – or participants of this country are more sensitive to the changes already happening. Participants in Austria mostly state that the climate crisis plays a big role in their lives, they think about the global aspects of the problem and try to tackle climate crisis by having a sustainable lifestyle. Some participants have already been involved in the integration of refugees in Austria, but they were not aware that there are also climate refugees.

In Slovenia roughly there were four main categories addressed from the participants: agriculture, heating, health and work related issues. Some answers are connected to climate justice issues, however no one ever mentioned the concept itself. Regarding to food participants gave examples on how agriculture in Slovenia is already affected negatively of climate crisis and also examples on how agriculture in the Global South is affected. Also in Slovenia “we will start feeling the consequences of rising prices of food, the other side of the world will become inhabitable; we should support movements in the third world, more ecological production, more rights there will also increase our well-being.” People suffer from the hot temperatures in the summer, are concerned about pollution and feel powerless and angry. One participant mentioned: *“I have a big challenge with implementing this climate crisis to my work”*.

In Spain most of the participants are not directly active on the climate crisis and the issue of climate migration but experience indirectly in their daily work some educational/workshop activities to raise awareness of environmental issues on their target group (i.e. workshop on recycling, climate justice, migration issues in the Mediterranean, etc). Participants propose to break the general concept we have on climate change in order not to split it or separate it from the general global socio economic framework. Climate crisis in this sense directly affect all personally as it is ***perceived as connected to the whole current socio-economic model of over use of natural, human and social resources.***

One of the participants mentioned that the issue will directly affect the delta area of river Ebro (Catalonia region in Spain) that will be hit by disastrous climate change issues and internal climate migration in the next few years.

In BiH participants state that they have not felt climate crisis or climate migration to a great extent and are not aware of this global problem. However on the other hand participants in BiH talked about how they directly experienced the consequences of climate crisis already. Some of them who experienced floods in Bosnia and overheating in Herzegovina are aware of climate changes. In general, 3 participants have been affected by the overheating in the south of Bosnia and Herzegovina, it affected their way of life, lifestyle, and work which was not possible to do during the high temperatures. All of them influence climate change by saving electricity at home, unplugging chargers, eating naturally grown food, and so on. They also comment that even though they still didn't feel any consequences of the climate crisis, they say that in the future it is possible.

The results per country in detail:

	What comes to your mind when you hear the term climate change, climate migration (associations)?	How do climate change and climate migration affect you personally?
Slovenia	<p>CLIMATE CHANGE</p> <ul style="list-style-type: none"> Heat No river Drought (cutting) Forests Power/energy Car smoke Waste management Strange/extreme weather Melting ice Urgent Universal Social instability System (change) Ignorance Very real 	<p>Roughly there were four main categories addressed from the participants: agriculture, heating, health and work related issues. Some answers are connected to climate justice issues, however no one ever mentioned the concept itself.</p> <p><u>Food:</u></p> <p>General concern: agriculture: “last 2 years in Slovenia we had a lot of damage in the spring-blossoms frozen, nothing from local fruits, no apples, difficult for the farmers – affecting them and us.”</p> <p>“Last 5,6 years most of the fruits frozen; on one side family farms are squeezed by industrial farming, on the other side by the nature-not good economic situation, wider global sense. In Slovenia we aren't as exploited as periphery, we will start feeling the consequences of rising prices of food, the other side of the world will become inhabitable; we should support movements in the third world, more ecological production, more</p>

	<p>Happening right now</p> <p>Loss of biodiversity</p> <p>No agriculture</p> <p>No food (for animals and humans)</p> <p>Culture and education</p> <p>Need of adaptation</p> <p>Sustainable living</p> <p>Ignorance</p> <p>Deepening of the social issues</p> <p>Water shortages</p> <p>Famine</p> <p>Movements</p> <p>Intersectionality</p> <p>Empty promises</p> <p>CLIMATE MIGRATION</p> <p>Instability</p> <p>Floods</p> <p>Destruction of home</p> <p>No legal status</p> <p>Housing</p> <p>Conflicts</p> <p>Animal migrations</p> <p>Unrecognised</p> <p>Getting worse</p> <p>Movement of people</p> <p>Wrong perception</p>	<p>rights there will also increase our well-being.”</p> <p>Concern related to livelihoods: <i>“When I was young my father had gardens of almonds, quality was good – but now it is not good season, not high quality on markets, it is difficult to sell almonds.”</i></p> <p><i>“Amount of rainfall in winter changes, it decreased, they need more water for the plants, agricultural crops are more expensive.”</i></p> <p><i>“In tropical, rains too much, natural basic structure is very affected, people who work on agriculture they plan to produce at certain periods but because of too much rain their plans and plants destroyed, quantity of products is lower, affected in the market, price goes up, population does not get basic foods for family, many collateral effects, it pushes people to start protesting, you take everything and go to some other parts of the world... Also companies stop working and leave.”</i></p> <p><u>Heating system:</u></p> <p><i>“before we didn’t need air conditioners, winters very cold, now we need more heating systems, people are more relying on these systems, more consumption needed, but there are restriction on what Palestinians can get, a lot of shortages, we face a lot of electricity cuts because of the Palestinian occupation”.</i></p> <p><i>“Cold weather we aren’t used to, they need to build warmer houses”.</i></p> <p><u>Health (physical and mental):</u></p> <p><i>“Feeling bad, powerless, angry; things that we don’t have access here-some food shortages that are already seen here at the basic level.”</i></p>
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	<p>Eco-system</p> <p>Overlooked, not regulated</p> <p>Flooding</p> <p>Consumption vs. production</p> <p>Tourism</p> <p>Well-being/quality of life</p> <p>New trends in labour market (green jobs)</p> <p>Unpopulated areas</p> <p>Need for solidarity</p> <p>Fire</p> <p>New homes</p> <p>Need of status of migrant</p> <p>Unprepared (for it)</p> <p>Unavoidable</p> <p>Conflicts</p> <p>Multicultural</p> <p>Fortified borders</p> <p>Historical examples</p> <p>Escape</p> <p>Family</p> <p>Drought</p>	<p>“Concerned about pollution, Skopje – asthma, pneumonia, no one is taking responsibility, climate migration is something imaginary, marginal and it makes me angry”.</p> <p><i>“Summers are so hot, that I don’t know what can I do because it is so hot, but for older people there is a danger of heart attack”.</i></p> <p><u>Work:</u></p> <p>Two participants mentioned difficulties at work connected to:</p> <p>a.) wrong perception of climate migrations (“Two years ago I worked in asylum, there were three sisters from Nepal (government is not taking care of them, they lost homes and they were identified as economic migrants although earthquake happened but not identified as such and they didn’t get the positive answer, zero protection to get international protection in Slovenia, probably not much changed in 2 years. We talk more about that topics, but on institutional level stayed the same”.)</p> <p>b.) <i>“I have a big challenge with implementing this climate crisis to my work” (how to apply methods that don’t have big impact to my work as a youth worker).</i></p>
Spain	<p>Participants generally see climate migration as something also near to the challenge that developed countries will or are already facing in the actual context. Migration flows come to the cities and EU countries as Spain or South Italy</p>	<p>Most of the participants are not directly active on the climate crisis and the issue of climate migration but experience indirectly in their daily work some educational/workshop activities to raise awareness of environmental issues on their target group (i.e. workshop on recycling, climate justice, migration</p>

	<p>starts to be affected also internally by this issue.</p> <p>Only some of the participants know more in detail the topic of “Climate migration”. These persons mentioned the actual debate on the official recognition of refugees affected by climate migration issues by the UN and at international level.</p> <p>The countries and territories mentioned by the participants are mainly Latin American, such as Brazil and Amazonia.</p> <p>The topic is not clear or known if the participants imagine youth to think and reflect about it.</p> <p>Some of the participants mean climate migration transversally with a meaning more wide and not only limited to meteorological / climate disasters. As examples they mention Ukraine refugees and the war in these territories as a direct consequence of the natural resources exploitation fight. Another example is the over exploitation of natural resources in Amazonia forest that create flow of internal and external migration of indigenous and Amazonia inhabitants.</p>	<p>issues in the mediterranean, etc). Participants propose to break the general concept we have on climate change in order not to split it or separate it from the general global socio economic framework. Climate crisis in this sense directly affects all personally as it is perceived as connected to the whole current socio-economic model of over use of natural, human and social resources.</p> <p>One of the participants mentioned that the issue will directly affect the delta area of river ebro (Catalonia region in Spain) that will be hit by disastrous climate change issues and internal climate migration in the next few years.</p>
BiH	<p>Participants think about floods and droughts, but in Bosnia and Herzegovina, those are the two most frequent visitors to our environment. The droughts are to be seen in the southern part of the country Herzegovina, while floods are common in Bosnia. Due to high temperatures, there is a drought, and people migrate because there is no drinking water, soil erosion occurs and that is a big impact on agriculture and food production,</p>	<p>Participants have not felt it to a great extent and are not aware of this global problem. Some of them who experienced floods in Bosnia and overheating in Herzegovina are aware of climate changes. In general, 3 participants have only been affected by the overheating in the south of Bosnia and Herzegovina, it only affected their way of life, lifestyle, and work which was not possible to do during the high temperatures. One participant comes from the north of Bosnia and says that</p>

	<p>and housing settlement. People have to migrate because they have no food to survive or no drinking water. The next thing that comes to participants' minds is an increase in the global average air temperature—the temperature will increase by 1.5 degrees Celsius in a few years, and if that happens, we will not be able to change the course of climate change. Rising sea levels because of the melting glaciers and low-lying countries that will disappear due to the rising sea level. Also, Flora and fauna – extinction of animals and plants. If pollinators or bees do not have food, then they cannot pollinate other plants and we do not have food. Air pollution, Earthquakes, and biodiversity because there are no optimal living conditions. When we mentioned some of these climate changes, participants immediately connected the term with migration. After all, for example, rising water levels and now inhabited islands will later be underwater and people will have to migrate. The consequences of climate change have hit poor countries hardest. There are constant campaigns to do something about climate change, but it is easy to set a goal but the result is hard to come by. Furthermore, due to climate change, health problems occur, and dehydration causes kidney dysfunction. Then malignant skin diseases, due to sun exposure, due to high UV radiation because ozone is damaged. And few people today care for problems like that.</p>	<p>climate change or climate migration didn't have any effect on his life personally. All of them influence climate change by saving electricity at home, unplugging chargers, eating naturally grown food, and so on. They also comment that even though they still didn't feel any consequences of the climate crisis, they say that in the future it is possible. One of the participants had a migration background, but only because of the bad economy and bad educational system, that is why she migrated to the USA for a better educational experience. One participant mentions that besides her not being affected by climate change, her organization that takes care of animals has particularly acknowledged the problem of climate change, whereas the animals in need struggle with high temperatures that southern part of Bosnia was affected. It does affect the cats and dogs I deal with now, but not as much as it affects polar bears and some birds. For example, today's temperatures are no longer adaptable even to animals in BiH, because high temperatures, as well as severe winters, affect street animals badly and can die. The last participant mentioned that climate change didn't affect her life but she has been a part of the Norwegian Summer School that dealt with recycling, and there was an action to collect plastic in the city of Mostar, and with the help of marginalized people, turn it into souvenirs for sale.</p>
Austria	<p>I must admit that I was not aware that there are such things as climate refugees. But I think it's exciting and it's also good for youth to learn</p>	<ul style="list-style-type: none"> • Climate crisis plays a big role for me; climate-induced migration played a marginal role in my previous work at IOM

	<p>about it. People should actually also create a political framework, people could make this a topic at the Friday demonstrations.</p>	<p>(International Organisation for Migration); now barely</p> <ul style="list-style-type: none"> • very important for me personally • important • Important. There is not enough knowledge and awareness about it yet • in daily life • Affectedness especially when looking at the issue globally; adapting one's own behaviour (train instead of car, eating meatless etc.), so far hardly any consideration of climate-induced migration • A central role: in addition to the devastating effects on people and the environment, there are so many social aspects: valuing reasons for flight without tackling causes, scientific discourse, generational issues and social sustainability - climate change is a cross-cutting issue! Also with regard to my young son, the topic is a concern for me. • A very big one! I deal with these issues professionally and also out of personal interest. Climate change affects us all and shows how much everything on our earth (of which we only have one) is interconnected. • I try to make sustainable choices in my life like buying regional, seasonal and organic food or not use the car if not necessary • To be honest, I don't get involved in that direction at all, but of course it is important and it will become more and more important in the future. It is present in all of our lives and young people will also notice that more and more climate migrants are coming and will perhaps also think about why this is so, where they
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		<p>come from and why they can no longer stay at home.</p> <ul style="list-style-type: none"> • At the moment, I'm not getting involved in the topic of climate refugees because I'm not that aware of it at the moment, because other refugees are much closer to me and much more important. But in principle I find it an exciting topic. Also what you mentioned about migration within a country to the city (...) and how that will develop further would be interesting to know. • I have no experience with climate refugees myself, but with others. We prepared a house in the countryside for refugees, but it did not meet the needs because the refugees did not want to live in the countryside, disappointment on both sides. Helpers were disappointed because they had worked so hard and the Ukrainians didn't want to move in, Ukrainians were disappointed too.
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Part 2: Knowledge, attitudes and concern of young people about the climate crisis and climate migration and implications for youth work.

As can also be seen from the national reports, the question about knowledge, attitude and concern of young people towards the topic cannot be answered in a general way, because young people are of course a very **heterogeneous group**. In addition, it must be noted that we did not ask young people themselves, but asked for the perception of those who work with young people. From the results of the focus groups we can summarize: for an overwhelming part of the young people with whom the participants in Spain and BiH work, the climate catastrophe and the topic of climate migration hardly play a role, the awareness and knowledge about it is very low and young people seem not to feel directly affected by the topic.

In Slovenia and Austria, the group of young people with whom the participants work seems to be very heterogeneous. "There are two groups of youth, those who are actively involved in climate change topics and those who are not". "Completely different: some people feel passionately about it and are committed to it - some feel nothing at all. Regardless of the level of education or the urban-rural divide!" Here it seems that the knowledge about the

climate catastrophe partly leads to **climate fear**. Instead of engagement also **helplessness, ignorance** or disenchantment with politics can be possible reactions to that fear. “I have the feeling they are already very committed, they would totally like to do something but they often feel powerless.”, “They are really afraid of the future”.

Although awareness of climate migration among youth in BiH appears to be very low, it is the only country from which participants report knowing people who have had to migrate due to climate-related causes. Although participants say that the young people they work with are not affected and do not know any people who have had to migrate due to the climate crisis, but some of the participants themselves do know people who had to migrate, and one participant has even been directly affected by climate migration.

The results per country in detail:

	In your experience, what attitudes do young people have toward the topic?	What role do the climate crisis and climate migration play in your daily work with young people?
Slovenia	<p>Raising awareness: “youth are not aware, they don’t see connection” vs. “youth are active in climate movements” vs. “there are two groups of youth, those who are actively involved in climate change topics and those who are not”</p> <p>Climate anxiety:” I was growing up worried, dread, very anxious about CC. It is very heavy for young children.”</p> <p>Calling to action. What to do? “We don’t have answers what exactly to do.”</p> <p>Question of power “Youth are not homogenous group, who has power. Also other factors such as economic power has to be taken into account. That kind of power corporations, politicians have not youth and youth workers.”</p> <p>Influence of wider system: “ Youth are not homogenous group, individualism is present very much and how we are teaching the youth follow your own dreams. With this community is getting lost, you don’t think of the future of the community but your own future. That aspect is really lost. Be in the moment, we hear all the time. Live for the moment. So ok then I won’t think about these issues to feel better.”</p> <p>“If you buy something that is bad for environment, they write on that they will donate 5 eur to children in Ethiopia. Problem is that things are produced in</p>	<p>One youth worker pointed out that every few years a new topic comes in fashion, also based on financing of European projects, and currently it’s sustainability. All of the programmes are focused towards this topic so is youth work.</p>

	<p>socially and environmentally problematic way so even this donation doesn't really change anything.”</p> <p>“We need a higher level of understanding, to move beyond individual solutions such as picking up the trash.”</p>	
Spain	<p>The topic is mostly perceived from the youth as:</p> <ul style="list-style-type: none"> • To safeguard the environment. <p>It is mostly a scholar/basic knowledge they have as general not-deep knowledge. In general terms the interest toward the issue is growing but it is occasional and not active.</p> <p>Participants work with youth and youth with migrant backgrounds (or second generation families). However the topic of climate change and related climate migration is not something that is still emerging as an educational topic. It is in fact a topic discussed at institutional level than on a popular level is still not faced or augmented.</p> <p>Most of the youth the participants work with are not so engaged or at worst indifferent. Only two of the participants are in contact with youth activists and member of youth environmental movement in Barcelona (i.e. https://entretterres.org/ https://www.ecologistasenaccion.org/)</p> <p>In general about “Climate crisis and climate migration” youth whom the participants work with are:</p> <ul style="list-style-type: none"> • At a low level of consciousness about the relation between the cause of climate change and the impact in their daily life • Climate migration does not affect directly the youth • Migration in general is perceived as connected to economic poverty 	<p>How has the rise of the climate protest movement influenced your work in recent years?</p> <p>Participants through the methodology explained (post it on paper bill board followed by a short discussion) underline the novelty of the climate migration in their daily work as educators or youth workers. The importance also to face this argument with youth emerged. Another interesting element discussed is how sometimes migration is invisible (in contrast with visible migration) that is another topic of interest in future educational actions.</p> <p>Participants underline that if we change the word “migration” in “climate migration” the educational perspective could radically change. It is in fact a typology of migration caused by climate events that could help to change the perception we generally have in the society of the migrants (someone for</p>

	<p>Furthermore in some cases participants work with youth of Barcelona popular districts (as Nou Barris) where the issue of climate crisis is not well known or perceived as something that can't directly affect their daily life more focused on daily routine, familiar issues, unemployment issues, etc.</p>	<p>example that changes the country for economic reasons). In this sense the "migrant" would be less subject to manipulation such as that carried out by populist or extreme right-wing parties.</p>
BiH	<p>All five participants think that young people do not have much experience or knowledge, or education about climate change. All knowledge is general knowledge about climate change and migration, but not enough for young people to be actively involved in this topic.</p> <p>All participants say that climate migration does not affect any young person that they work with, mostly young people are not familiar with anyone affected by it. Moreover, not all FGD participants are familiar with someone affected by this global problem. Only two participants can share some knowledge and examples of someone affected by climate migration. During the big floods in the north of Bosnia, many family houses were under the water which caused landslides and home destruction. Overall, one participant is familiar with the family that experienced the climate migration. Due to the loss of their home, the family was forced to migrate with their</p> <p>family abroad. This happened to many Bosnian families, and they had to move if not somewhere abroad then somewhere nearby. Their lives were interrupted by the climate.</p> <p>Another example of climate migration is mentioned by an FGD participant and it is related to the biggest snowstorm Mostar has ever seen. That participant has been affected by the storm and the rooftop of her home was damaged, so she had to move to another city. Not only her but many citizens were left without a roof over their heads, that is, due to</p>	<p>Participants (all 5) say that climate change and migration do not have any role in their daily work with young people.</p>

	heavy snowfall, many people had to move somewhere in the city or outside BiH.	
Austria	<ul style="list-style-type: none"> • very different; cannot be summarized in a few words • in our work the young people have no opinion about it because they do not deal with it at all • little • they are very open towards the topic of migration • helplessness, ignorance, commitment • Climate catastrophe: they recognize the global connections, know how to make their own lives more "climate-friendly", recognize the relevance of the topic • Completely different: some care deeply about the issue and are committed to it - some feel nothing at all about it. Regardless of the level of education or the urban-rural divide! • When they hear facts about it, I have the feeling that many are surprised how bad it really is and how the connections are with e.g. climate-induced migration. • Teens have other things they worry about such as pressure at school or just other topics, climate crisis is not really a topic; migration is partly perceived as something negative • TN1: I can already tell that you are thinking a lot about it, that you are worried about how things will really go on for you. Not only with the climate, but with sustainability in general, how it will continue. I notice that it will all become too much for them. That the whole thing is now being put on their shoulders, how they should cope with it. They really do have fears about the future. • I think this (feeling of being powerless) is intensified by Corona, because social contacts have been very limited. • I have the feeling that they are already very committed, they would really like to do something but they often feel powerless. • They don't know what to do, where to start and they don't have the feeling that their 	<ul style="list-style-type: none"> • Climate catastrophe plays a major role, as the topic is the content of many workshops; climate-induced migration plays a role in workshops on climate justice, otherwise less so • these topics unfortunately get lost in my work.... • important • They are among other things content of the workshops I hold • event-related, • climate catastrophe is addressed in a workshop with young people • For many people it has become a key topic, through which I can make many aspects and topics better understandable (e.g. international solidarity, political commitment and participation, etc.). But it is also a topic of frustration for young people: they shout, but nothing happens. • They are, matching the main topic, actually always addressed in the workshops (sometimes more, sometimes less). In the workshops I try to explain the connections and reasons for this. • There are other issues that are more in focus so that the climate

	<p>commitment would really make a difference.</p> <ul style="list-style-type: none"> • Disenchantment with politics, even though they don't have much experience yet, but because that's the way it's shown to them. 	<p>crisis does not play a role in the work.</p>
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Part 3: Work on climate and climate migration with young people

The biggest challenges for participants when working with young people on the topic
The challenges seem to be very similar in all 4 countries and are summarized here:

- **Motivation:** the biggest challenge seems to be motivating young people to get interested in the topic and then get involved.
- **Missing approach and tools:** To motivate young people, interactive, modern, "sexy" methods and the right approach are needed.
- **Power:** More often, the topic of power comes up. Young people feel powerless in the face of this major global problem. There are others who are in much more powerful positions and can make more of a difference.
- **Pessimistic attitude:** This often also leads to a very pessimistic attitude towards the issue, frustration and resignation and the phenomenon of whataboutism. The challenge is how to overcome this pessimistic attitude and resignation.
- **Communication:** a problem also seems to be how to better communicate the issue: How do you communicate with young people on the same level? How to be inspiring instead of missionary? How to make the complexity of the topic understandable? How do you create a local connection so that young people don't have the feeling that everything is happening far away?
- **Distance:** topic is perceived as distant, impression everything is happening far away
- **False beliefs and bias:** Especially in Austria it seems to be a challenge to break down false beliefs about the climate crisis and bias against migrants.
- **Overload:** Not to bring youngsters in a kind of shock or defensive attitude, not to make them feel guilty. Youngsters already have a lot of other problems to deal with.
- **Money:** more environmentally friendly alternatives to tackle climate change are often seen as more expensive. You have to be able to afford fairly produced clothing or organic food. Second hand products are only cool if it's a conscious choice and you not need to buy them because you can't afford anything else.

The results per country in detail:

Slovenia	<ul style="list-style-type: none"> • How to involve/motivate youth? One of the answers was to encourage youth to join activist movements and build communities in that way. Other answers also included lines such as "make climate and migration "more sexy" meaning find ways on how to attract youth they would involve in topics related to the BTT project more.
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	<ul style="list-style-type: none"> • One of the problem exposed was also that we should make climate migration more local. Now there is an impression it is happening far away and that is not affecting us.
Spain	<p>The main challenge emerged in the discussion are:</p> <ul style="list-style-type: none"> • To find a correct model of implementation of this (new) educational topic • Find tools that strongly motivate the youth to work/discuss/reflect on the topic of climate migration • Find tools more interactive and modern (digital mixed with classic one for example) • To contrast the pessimistic attitude of the youth • To face the psychological distance the youth (especially the one less conscious of the environmental climate issues) have regarding this topic • To increase their positive attitude toward the topic • Better communication with the youth at the same level <p>How easy/hard is it to get young people interested in the topic and inspire them to take action?</p> <p>In my context pretty hard due to the fact that:</p> <ul style="list-style-type: none"> • Are missing dynamics / interactive educative tools • It seems the topic not directly affect the youth so the topic is perceived as distant or of minor interest • It is difficult to transfer the correct message so it should be useful to use more videos, stories, concrete reference and something “visible” to the youth • Furthermore are missing tools of concrete constraint and political action the youth could use to concretely act on the topic. This makes them more distant from action perceived as effective both locally or globally.
BiH	<p>Participants (all 5) think that the problem is the motivation of young people to be interested in this topic and work in this field.</p> <p>Participants argue that it's really hard to get young people interested in climate change and migration, as well as, inspire them to take action. It is difficult today, in BiH, to interest all young people in any topic, especially climate change. As in Herzegovina, the situation is the same in northern Bosnia, there is always a small number who are active in some fields. They discuss that young people are familiar with some things about climate change but that is not enough. Everyone knows some framework part on this topic, but there are always those who need to educate themselves more about the topic, but again no matter how someone younger has influence, it is not the same as someone who is at the top and has influence (like high power, government, etc.) While two participants work in the field of animals and one as part of the health field, they have some connections to climate change. So it is difficult for young people to relate to how this topic affects them in general.</p>

	<p>They need to be aware of this so that they can then see that they may already be doing something about climate change that they do not know.</p> <p>So when they become aware of it in one way, then they will be able to influence the topic. For example, some of the ways to influence climate change in everyday life are: eating less meat and more locally grown fruits and vegetables, saving energy, and cycling or walking instead of driving (especially for shorter trips). The great thing is that many of these actions are good for our health and pockets. Leaving the TV or computer in standby mode still consumes some power. This also applies to keeping the mobile phone charger turned on overnight - even if the charger is not connected to the mobile phone, it consumes electricity! By turning off and unplugging the appliance, you can reduce your household's annual energy costs by up to 10%.</p>
Austria	<ul style="list-style-type: none"> • Connecting to the reality of their lives, participatory content, inspiring and motivating instead of proselytizing • finding the right approach; arousing interest • Showing personal experiences • making the complexity of the topic understandable • finding motivating solutions together • Young people are concerned and aware of what they could personally change. What is challenging, however, is the "powerlessness" in which the young people feel (because they think they can only make a small difference instead of a big one). Partially challenging to not be instructive in approaches to solutions. • To counteract frustration and resignation - not to allow political frustration to take over and also to generate understanding and solidarity with climate-induced migration (especially young people in precarious life situations are afraid of "immigration", are partly more taken in by right-wing media and politics). • Not to make them feel guilty! And not to overwhelm them, because the topics are so complex and cannot be solved by them alone. Not to bring them with the topics in a kind of shock or defensive attitude. • Motivate young people, show them how they can be active, fight whataboutism (e.g. but it does not help if we try to change something and in China the build new coal mines...) • young people still strive for status symbols like their own car, big house, etc. they worry about getting a job one day, climate protection is far away • Dealing with climate deniers: How do you convince young people that the climate crisis is man-made and that we urgently need to do something about it? • Young people have other problems to deal with (problems at home, pressure at school, poverty). Sustainable options like second hand clothes are only cool if you have a choice but not if you have to wear second hand clothes because you can't afford new clothes; also organic products often unaffordable. • In school the number of lessons/time. The curriculum is so full, not enough time to deal with the topic. • We work a lot with colleagues, for example the biology teacher, there is good cooperation. He takes up geographical aspects and addresses topics such as

	<p>the problems with palm oil, so I don't have to do that in my lessons (nutrition). But still the time is always too little.</p> <ul style="list-style-type: none"> • People with little money cannot afford healthy regional food or other high-quality products that protect the environment. • At the same time, a lot of food is wasted. Young people order a pizza and leave half because a whole pizza is too much, instead of sharing a pizza or saving the leftovers for the next day. • In other countries, people grow their own vegetables or have chickens in their garden, precisely because they couldn't afford to buy all that in the supermarket. These are then automatically regional, seasonal foods and usually also in organic quality. In Austria, people think quite differently here, there should be cheap food in the supermarket. Regional and organic is often too expensive. In a certain sense, we are doing too well because it would be much too tedious for us to grow our own food for our own consumption. But it has to be said that many people live in flats and don't have a garden they could use. • Unless other participants the participants of the second focus group have not had the experience with young people that they would deny climate change. However, the participants have had this experience with adults outside of school, especially with "old white men".
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What do participants find important in supporting young people in their efforts for climate and environmental justice?

- **Education:** Education seems to be an important issue. Participants also feel that they need to educate themselves in order to be able to offer support. Specific tools and methods for education are needed. Many concrete examples would be important. That's what makes people concerned, and that's what puts pressure on us to act. Also to think about questions like: what do we have to expect? How many people will come to us? What residence status will they get? What will happen to the countries of origin from which people are fleeing?
- **Making the impact visible:** it is also important that young people see that they can have an impact - at least on a local level. The impact that young people have needs to be highlighted and made visible. For example **by creating educational experiences** that show how the ecological footprint decrease as the good environmental habits increase (i.e. reuse of plastic tools, decreased use of video online, etc). You only want to do something if you can change something, if you have the feeling that it will really make a difference. That means it's important to show them the levers they actually have in their hands, otherwise it's just more blah-blah.
- **Participation:** Participation and support in **political activities**, taking concerns and fears seriously, acknowledging proposed solutions. Opportunities to get involved in your own community where you can experience self-efficacy.
- **Offer solutions,** offer concrete steps to take action, give good practice examples. It is important to give the young people courage to face life despite the crisis

- **Promote Political commitment:** That awareness raising **goes beyond individual choices** and we talk about more than fair consumption. Demonstrate how to advocate for different framework conditions

The results per country in detail:

Slovenia	Run out time to discuss this question in detail because of the many participants
Spain	<p>More specific tools, exercises, specific methodologies. Specific educational work on this topic is necessary to be structured.</p> <p>Concrete ways to let the young people feel that their effort concretely can have effect at least at local level. Important to answer the question “what can I really do as a young person to produce concrete impact/change now that I have a more concrete vision of climate and environmental justice?”</p> <p>Find a way to express their opinion and that the consciousness can produce some changes i.e. at political level.</p> <p>Some of the participants regard it as fundamental to better sensitize the youth and try as much as possible to be on the same communication level for example by using social media adapted to new ways of communication as the reels. Important to mix practical workshops with digital tools and social networks. It is really important that the youth see how they can create at least a small impact, for example by creating educational experiences that show how the ecological footprint decrease as the good environmental habits increase (i.e. reuse of plastic tools, decreased use of video online, etc).</p>
BiH	<p>Participants (all 5) think that continuous education and awareness are the most important because we are familiar with the concepts of acid rain, and the greenhouse effect and we do not know how it happens, so knowledge and education are the essences of everything. During secondary and primary education we were not very aware of the topic, we were a part of the environmental school section but not so much was said. The greatest support is the education of people, in order to achieve that justice and awareness.</p>
Austria	<ul style="list-style-type: none"> • Participation as the most important element for transformation • Expand own knowledge to be able to offer support • strengthen empowerment • That awareness raising goes beyond individual choices and we talk about more than fair consumption • political commitment • Participation and support in political activities, taking concerns and fears seriously, acknowledging proposed solutions • Underline and promote their effectiveness - often structural issues are a problem (e.g. exclusion from district committees or simply because they are not adapted to young people, boring meetings, etc.).

	<ul style="list-style-type: none"> • Offer solutions! Or really concrete things that they can do and can be implemented. Give good practice examples to motivate! • Opportunities to get involved in your own community where you can experience self-efficacy • show consequences of what will happen if we do not act • taking young people with their opinions and ideas serious • What do we have to be prepared for, where do a lot of climate refugees come from? • How can we deal with this? What status will these refugees have, will they be allowed to work here? • What happens to the countries from which everyone flees? • Many concrete examples would be important. That's what makes people concerned, and that's what puts pressure on us to act. • It is important to give the young people courage to face life despite the crisis. In reality, we adults have screwed up a lot of things and we are now imposing everything on them and they have to cope with it. It is just as important to talk about the possibilities for action as about the causes of the crises. • What annoys me is the school buffet, you work on it every year and always fail. • You only want to do something if you can change something, if you have the feeling that it will really make a difference. That means it's important to show them the levers they actually have in their hands, otherwise it's just more blah-blah.
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Part 4: Wishes for the training course

In which areas do participants wish to gain more knowledge in order to work with young people on the topic of climate crisis and climate migration?

At least half of the respondents would like to have more knowledge and training in **all the areas we suggested. In BiH in particular, the desire for more knowledge on the causes and consequences of the climate crisis** as well as on the **causes of flight and migration** seems to be especially pronounced; in the other countries, these aspects interest only about half of the respondents. In Slovenia, Spain and Italy participants seem to be more interested in following areas: **Possibilities of activism and co-design of democratic processes, Political efforts to tackle the climate crisis on national/EU/global level, How to get young people interested in the topic and inspire them to take action, new methodologies/tools/non formal edu-activities to be experimented with your youth target.** The relatively low interest in the concept and methods of GCE could be explained because many participants might have little knowledge about the term. However, GCE is not in competition with the other topics but can also be seen as an umbrella term - the other topics can be seen as aspects of GCE.

When asked about any other specific wishes for the training course, in Slovenia the topics **climate change in the eyes of different sciences as well as solidarity/building community** came up. In Austria there is the wish of **sharing best practices of successful engagement.**

Colour code: the darker the green, the more participants consider the area as particularly relevant.

	Slovenia	Spain	BiH	Austria
Concept and methodologies of Global Citizenship Education	7/14			
Causes and consequences of climate crisis	8/14			
Causes of flight and migration and the impact of climate crisis on flight and migration	7/14			
Link between climate crisis and migration	6/14			
Climate anxiety and dealing with stress	6/14			
Possibilities of activism and co-design of democratic processes	10/14			
Political efforts to tackle the climate crisis on national/EU/global level	10/14			
How to get young people interested in the topic and inspire them to take action	11/14			
new methodologies/tools/non formal edu-activities to	11/14			

be experimented with your youth target				
Do you have any specific wishes concerning the content or methodologies of our training course (not mentioned so far)?	climate change in the eyes of different sciences, solidarity/building community			Already successful engagements (best practices)

Part 5: other

Is there anything else you want to share with us?

Spain: One of the main findings is to **examine the cause effect of climate change and migration with youth** . Thus in order to progress from indifference to consciousness to face the psychological distance youth have with the topic trough educational activities, communication, and better information.

One interesting topic that emerges is the theme of “what can I do as youth to concrete positively affect my local environment and decrease the bad effect of climate change”?

One proposal is to create a way in **which youth, public institutions and start ups or social enterprises** with a strong focus on environmental sustainability can discuss together. One other is to allow youths to participate to local public funding on environmental issues or make them interact (also in a job perspective) with start up and social enterprise work on environmental and climate change.