PR2_ Eco-System Mapping Transnational Report

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1. Introduction

BEST is an Erasmus+ youth project co-funded by the European Union which supports young people to develop the skills and capacity to address the challenges associated with climate change in their areas. The project started in January 2023 and runs for 24 months.

There are three main target groups as part of the BEST project.

1. Young people aged between 15 - 29.
2. Youth workers
3. General stakeholders who are interested in climate change, such as Climate Ambassadors.

The main priorities of this project are:

1. Environment and fight against climate change.
2. Common values, civic engagement, and participation.
3. Promoting active citizenship, young people's sense of initiative and youth entrepreneurship.
4. Create in young people and youth workers a sensitivity to the climate change challenges across the world and develop a greater awareness into the European Green Deal.

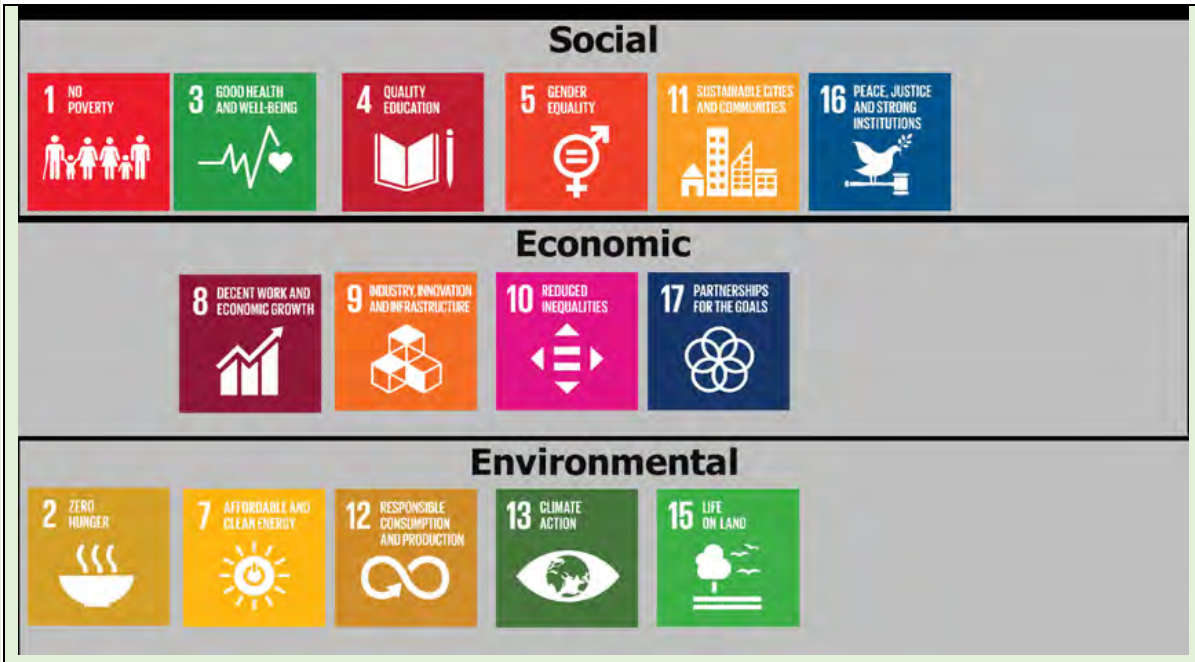
The project partnership is composed of the following organisations:
Meath Partnership (coordinator) from Ireland, **Jugend am Werk Steiermark** from Austria, **Rightchallenge – Associação** from Portugal, **Callidus** from Croatia, **Quality Culture** from Italy, and **CSI Centre for Social Innovation** from Cyprus.

2. Project Background

This project aims to address the challenges that are faced by young people and their youth workers across Europe by providing a holistic suite of resources that can empower them, using Global Citizenship Education approaches, to become more active in advocating for their rights and their needs, considering the direct and indirect impact that climate change is having on the lives of global citizens.

The project will advocate for global citizens and will unite young people and youth workers across Europe to act on climate change and injustice at a local, national, and international level and to become advocates for change in their local and national communities.
Supporting young people to gain a deeper understanding of the complexity of the challenges that are faced on a global scale is imperative to building a better, more sustainable, and more connected world.

This project will focus on the environmental pillar of the Sustainable Development Goals and will provide a deeper understanding of the global societal issues that are faced in combatting climate change.



There are six main objectives as part of the BEST project, which are as follows:

1. To support young people to develop their awareness into the causes and effects of climate change.
2. To provide young people and educators with a range of tools, ideas, and initiatives which they can use to combat climate change.
3. To empower young people to become agents of change and become active citizens in their local and national communities.
4. To support young people and youth workers to create solutions to climate change.
5. To educate young people and educators on the role of cognitive, socio-emotional, and behavioural competences so that they can respond effectively and implement sustainable practices in their lives.
6. To create informative and open spaces to create dialogue and communication with regards to climate change.

Steps in the project:

The first step was a comprehensive **"Eco-System Mapping"** across Europe, featured in this Transnational Report. Moreover, a short training course for young people on the outcomes of the national implementations will be developed. The course will focus on improving their knowledge and skills in dealing with climate change through the areas of head, heart, and hands.

As a next step, the development of an **"In-Service Training"** programme is an important opportunity for the consortium to improve the skills of youth workers in delivering climate change training. This work package provides innovative training resources that enable youth workers to acquire valuable knowledge, skills, and competences.

Finally, the **"Bank of Sustainable Ideas"** is a valuable resource that supports actors in finding solutions to climate-related challenges. This online platform provides access to a wide range of sustainable ideas and practices. It also facilitates a "community of practitioners" so that stakeholders can communicate and collaborate with each other even after the project is completed.

3. Report of Eco-System Mapping at partner organisations

3.1. Participants and Organisations

The national implementations of the “Eco-System Mapping” took place in all partner countries, i.e., Ireland, Austria, Portugal, Croatia, Italy, and Cyprus, in April and May 2023. The experimental learning process was aligned to the Head, Heart, and Hands Model for Transformative Education by Sipos, Battisti and Grimm, which shows the holistic nature of transformative experience and relates the cognitive domain (head) to critical reflection, the affective domain (heart) to relational knowing and the psychomotor domain (hands) to engagement (Singleton, 2015).[1]

The individual implementations were conducted by using an innovative approach of documenting the process and the results, namely, to capture sceneries, impressions, emotions, thoughts, progress, work, communication etc. by illustrating the entire process and output. Thus, all partner organisations worked together with graphic harvesters/graphic recorders, onboarded via open calls and being responsible for the illustrations, as visible in 4.2 of this transnational report.

Originally foreseen to be conducted with 90 young people overall, the project partnership managed to get 119 people involved in the interactive workshops. The numbers can be split as follows: Meath Partnership, IE: 34; Jugend am Werk Steiermark, AT: 21; Rightchallenge – Associação, PT: 23; Callidus, HR: 21; Quality Culture, IT: 13; CSI, CY: 7.

In general, the age range of the target group of young people participating in the implementations was between 12 and 22 years, coming from schools, youth organisations, hub-projects, VET, environmental organisations and initiatives, and non-governmental organisations.

In the following paragraphs we will go into more detail about the national implementations:

Ireland implemented the “Eco-System Mapping” on the 14th of April 2023 with Foróige, an Irish organisation whose purpose is "to enable young people (12-18 years old) to involve themselves consciously and actively in their development and in the development of society". The organisation offers multiple clubs and youth cafés across Ireland. **Meath Partnership** contacted Milltown Foróige who have an established relationship with young people in their community which results in large numbers of young people in attendance at their weekly meetings.

When brought to the youth committee meeting in the club the young people were very interested in getting involved and engaged with the BEST project through the “Eco-System Mapping”. A meeting was organised with the Foróige youth workers prior to the implementation to ensure they were confident of their role and responsibility within the process.

[1] http://dx.doi.org/10.1108/14676370810842193

Austria, by contrast, reached out to young people participating in Vocational Education and Training, and in the hub-project "My Life" at one of the **Jugend am Werk** branches on the 4th of May 2023.

"My Life" is a support for unemployed young people aged 15 to 25 facing multiple obstacles, and who are registered with the labour market service (AMS) of the province of Styria as apprenticeship seekers. It supports young people in (re-)entering an apprenticeship or other training. The goals of "My Life" are to find out the strengths, wishes and goals of young people, practical preparation for working life, e.g., through internships at companies, and intensive support in finding an apprenticeship. The measure also covers topics such as fitness, health, and finances, and can be attended up to six months (up to a year in some cases, with special permission by the labour market service).

The target group - youth in between employment and apprenticeship – was also very interested in the BEST project, when offered the possibility to participate in the "Eco-System Mapping".

Portugal, on the other hand, contacted Vila Verde Secondary School (ESVV). ESVV is a school located in Braga, Portugal recognised with the Eco-Schools Badge to implement the national pilot on the 18th of April 2023.

Eco-Schools is an international program by the "Foundation for Environmental Education", developed in Portugal since 1996 by the European Blue Flag Association. It intends to encourage actions and recognise the work developed by the school, within the scope of Environmental Education for Sustainability. The multilevel coordination allows the confluence of objectives, methodologies and common criteria that respect the specificity of each school in relation to its students and characteristics of the surrounding environment.

In addition to the support of the people and Institutions of the National Commission, Eco-Schools also has the partnership of several municipalities and specific support from patrons for some of its activities. It also provides methodology, training, teaching materials, support and framework for the work carried out by the school.

A meeting was organised between **Rightchallenge** and the ESVV School Board. In the meeting the BEST Project, the consortium, the project's aims and expected results, and, more specifically, the scope of the "Eco-System Mapping" were presented. The school board evaluated the best options to develop the activity in their school and appointed an 11th Grade Class aged 16 to 17 years old to be part of the Eco-System Mapping.
One of the classes' teachers was also appointed to be part of the mediation and participate as a youth worker.

Croatia got in contact with various associations dealing with climate change, environmental and nature protection, and schools with invitations to join the BEST event on the 26th of April 2023. The information was also shared via social media, e.g., via a Facebook event, to reach a wider audience from the education sector and other interested young people.

Callidus additionally prepared a Google forms application form to collect the interested young people and youth workers with the aim of informing about the details of the workshop and sending the agenda beforehand, also providing project posters for the implementation of the "Eco-System Mapping".

Italy implemented the national pilot on the 26th of May 2023.

The event was advertised by **Quality Culture** through social media and direct contacts with local youth associations, and the location was selected among realities which constitute a good practice in the field of environmental and social sustainability.

The reality which hosted the event – Agriturismo Cobragor – made available open-air spaces in the countryside and provided local and biological food products. Representatives of Cobragor were invited to present their initiatives and sustainable agriculture and food production process as inspiring element.

The event was indeed structured as an open-air aperitif, with the aim of making it appealing to young people.

Cyprus implemented the national pilot on the 30th of May 2023.

CSI used different marketing tools to promote the event and invite people as participants, e.g., via emails and social media posts.: Extensive research had been made beforehand on social media to identify potential participants via online groups and communities, such as environmental movements, NGOs, volunteering groups, climate action groups, and environmental initiatives.

These groups of individuals were invited to participate and were asked to share and promote the event as well. Members of the organisation interested in climate action were also contacted to assess in the process of gathering participants as well as participating themselves.

3.2. National Implementations

All partner countries had the goal to conduct the "Eco-System Mapping" at outside locations to underline the scope of it and of the entire project.

Ireland provides the following information concerning the implementation of the "Eco-System mapping":
The "Eco-System Mapping" by **Meath Partnership** took place in a local Foróige club. Due to bad weather, the main body of the activity was hosted indoors with two briefing sessions outdoors when it was not raining. The sports grounds are in the countryside surrounded by trees, farmland, peatlands, and protected wetlands. Most of the young people in attendance have some kind of connection to the local area.

The activity started with an introduction of the involved staff, the graphic harvester, and an explanation what was happening during the workshop and the format. This was followed by an introduction to the "Eco-System Mapping" and the break-up into three groups, each of which dealt with the questions from the Head, Heart, Hands Model. Each group was supported by two youth workers. After answering and dealing with all the questions from each set, there was walk & talk activity with the graphic harvester which concluded with a mindful minute to ground everyone in the activity.

The last walk & talk contained a debriefing in which the group was asked to stay in their individual groups and reflect upon their experience through the mapping. The groups were asked to write a poem to summarise the reflection and used the words shared in the second debrief to inspire the poems. (Poetry to reflect provides freedom for expression and encourages personal understanding of the process that one is reflecting on).

Finally, the participants gave feedback and received a goodie-bag.

Austria decided to implement the "Eco-System Mapping" outdoor in a park close to the branch office. The involved staff gave an overview of the BEST project and its goals and what was about to happen in the workshop. After the icebreaker the participants were divided into three groups. Every group decided on a group speaker. They got their poster with the questions regarding Head, Heart and Hands Model and worked through them. As there were three staff from **Jugend am Werk** involved, they joined the groups and helped participants out in case of any uncertainties, doubts or if they had a question. The posters were rotated from group to group allowing all participants to deal with the questions for each section of the Transformative Model. The onboarded graphic harvester continuously switched from between the groups to catch all the impressions and thoughts for the first draft.

Afterwards, all participants came to discuss the most important points they found out and reflect on the contents. The group speaker was speaking on behalf of his or her group.

Finally, all written comments and thoughts by the participants were collected and put up on a large poster to have a good overview and support the graphic harvester; the group then gave feedback about the workshop.

Portugal conducted the "Eco-System Mapping" at the Vila Verde Secondary School. Firstly, it was decided to hold it outdoors in the school's recess area, but due to overlapping activities the event had to be moved indoors.
The Eco-System mapping was held during the timeslot where the students usually have an English class with their teacher (person appointed to be part of the mediation and participate as a youth worker).

The first included the introduction of **Rightchallenge**'s Project Manager and the graphic harvester, an icebreaker, the presentation of the BEST project and its aims, and of course the "Eco-System Mapping".

The participants then were divided into three groups of seven to eight participants per group and were consequently dealing with the questions based on the Head, Heart and Hands Model. This was followed by many discussions and reflections all of which were recorded by the graphic harvester. Staff worked individually with the groups, also to answer upcoming questions or any doubts, and to aid and provoke more profound lines of thought.
After a group reflection with all participants of their experience through the mapping, the group completed the evaluation questionnaire and gave feedback.

Croatia also decided to organise the workshop in nature at the Maksimir Park location in Zagreb. All the young people who had registered on the **Callidus** form gathered at the entrance of the park, where they took a walk through the park and introduced the participants to the theme of the project and the workshop. After a short walk they came to a place in the park where there are wooden tables and decided to stop there and bring all the participants

to the actual workshop. First, it started with an icebreaker, where participants were asked to briefly introduce themselves and name one negative fact related to climate change that they know they are doing wrong in their daily lives. There were some interesting answers, such as showering too much, travelling a lot by public transport or car, flying too often by plane, improper disposal of waste and rubbish, etc.

After that, participants were told a few words about the project itself and the goals of the project, and then about the topic of the workshop itself and the goals that the workshop should achieve. After that participants were divided into three groups and explained what their tasks were.

Italy reports that a common area with sustainable food and drinks was organised for the activities launch and the project presentation by **Quality Culture**: BEST objectives, activities, initiatives, and dissemination channels were presented to the participants. The proposed event was contextualized inside the project. An icebreaking activity was used to get participants to know each other and familiarise with the event context.

Three different tables were distributed in the countryside in inspiring spots, with canvas for discussions, sticky notes, and markers. The participants were divided into three groups and rotated between the tables. Each table was followed by an expert or youth workers invited to help and stimulate discussions and provide an interesting point of view on specific topics related to climate change and sustainability.

Additionally, two experts were involved in the activity: an activist and expert on climate change effects, and the municipality counsellor in the environmental section, researcher on environmental effects of climate change, activist and produce of the documentary “ControCorrente” (reporting on effects of climate change on water flows in Italy).

Cyprus states that the preparation of sessions included gathering of material props and graphic materials. In addition, some basic infographic illustrations were made to introduce the project. The structure of the sessions based on questions was prepared by **CSI** beforehand and transferred on flipchart paper to assist during implementation. Reading and revising important parts of the project proposal was necessary to make sure the correct information is shared with the participants, and that they well understand the project objectives. This revising was also important for reflecting to the project mission every time the participants were mentioning something related to specific aspects of the project during discussion.

Due to the limited number of participants for reasons explained below (see challenges section) the methodology applied had to be done slightly different than originally foreseen. There was no possibility to create several groups to use the world café method as a non-formal education tool for discussion. Therefore, the seven participants were a static group not moving in space but rather having a discussion with the event host (project manager) in the form of a meeting in a conference room (reasons for this location explained below). The event host had the role of generating an open discussion between all participants by raising all questions of the heads, heart, hands model one by one. The process followed for generating discussion was the following: Each set of questions (head, heart, hands) was presented on the board. A few minutes were given for participants to raise questions and clarify if they understood correct. About five minutes were given for each participant to think alone and in silence of what their answers are regarding the three questions. They were asked to write down their answers on post its. A discussion followed by every participant expressing their answers. Space was given for them to express their opinion on the answers

given, to provide feedback and or support to each other. As a last step, the answers were pinned on the board by the host so to have them down visually. The same process followed for all three sets of questions. The graphic designer did take part in the discussion as well by sharing her views and clarifying the views of the rest. At the end, a summary of major points of discussion was made by the host.

3.3. Challenges during the National Implementations

There were some challenges the project partnership was facing during the national implementations of the “Eco-System Mapping”, most of which apply to all partners.

Language in general was a challenge to many young people involved in the national implementations of the “Eco-System Mapping”. For example, when asked about values, some participants struggled with the term and as a result hesitated to answer that question. To overcome this, one partner-specific solution was that the young people were encouraged to look up words they were unsure about or ask their youth worker to define the word.

Another partner also reported that they had to re-phrase and explain a lot.

There was an additional statement, that while briefing the Eco-System Mapping, before the implementation, with the school board and the teacher they advised that the set of questions proposed could be too vague and difficult for the participants to understand. To face this issue, the project partner decided to develop a set of more specific questions where the focus on climate change, sustainability, the environment, and the planet was more explicitly identified by participants.

The same issue with the vagueness of the questions arose in the Evaluation Questionnaires. Some participants answered to the “What could have been improved?” question with actions they think can be implemented regarding climate change, instead of ways to improve the “Eco-System Mapping” implementation.

Knowledge

The general observation in most partner countries was that few participants had a solid knowledge about the topic.

Additionally, it was noticed that many participants were not aware of the ways in which they can impact climate change and what would be the first steps towards improving their habits in order to avoid unnecessary bad effects of climate change.

Interest

A major challenge for some project partners was also the lack of interest in this topic by many young people, as they seemed to lack information about it and interest.

One project partner reported that it was interesting that their young people were neither not interested nor interested in the topic of climate change. “It is what it is” and “we can’t change it” or “if something is about to happen it will” were some of their statements.

Intrinsic Motivation

It seems that a lot of young people participating in the implementations knew that they could improve activities concerning many aspects regarding climate change, recycling, food, etc., but only a small number showed a willingness to change their behaviour and their daily habits.

Other

One partner stated that participants showed a heterogeneous level of sensitivity and knowledge about discussed topics, which made it sometimes hard to take on analysis of complex topics. Even though the difference of points of view was enriching for participants, it was difficult to get to common answers or shared solutions. Most of the difficulties were met in the participants engagement phase.

Another partner said that the overlapping of activities on the outdoor space of the school posed as a challenge; to not delay the” Eco-System Mapping”, it was decided to move it indoors.

Moreover, one partner fed back that 34 young people were involved in the mapping, forming three groups. Upon reflection, these group sizes were too large, and some young people did not have an opportunity to share their thoughts in the group. A better breakdown could have been six groups of five people with one youth worker; however, the space was not available.

The weather prevented the mapping from happening outdoors for one partner. To overcome this, a venue was selected that would allow for indoor and outdoor facilitation. The group was encouraged to bring weather appropriate clothing and prepare for the poor weather. Unfortunately, high winds and heavy rain prevented the use of iPads and paper outdoors, so the group was only able to go outside for a short period of the session.

Another partner also reported about extreme weather conditions, resulting in a change of location and cancellations due to weather. They had originally planned to have the activity in a beautiful municipal park and to use the peaceful ambiance of the park for inspiration as well as having a location that fits the project’s theme. Unfortunately, there was an unforeseen thunderstorm on the same day, time and location of the activity and it was impossible to have the activity outdoors. Due to this fact, they received many last-minute cancellations and therefore carried out the activity in their office premises conference room as a last-minute resort. In addition, there was a need for last minute improvisation of the methodology used, as with such a small number of participants and a different event location the originally proposed method (world cafe technique) was impossible to implement.

3.4. Feedback from Participants

Overall, 77 out of 119 participants answered the evaluation questionnaires provided by the project partners in Google Forms format on a voluntary basis.

Choice of Venue was the first question to the participants. 30 respondents considered the location as 'very suitable', 43 people as 'suitable', whereas 2 respondents thought the location was 'not very suitable', or 'not suitable' (1). 1 person gave no answer.

Choice of Information provided was another question answered as follows: 33 respondents stated that it was 'very suitable', followed by 41 people stating 'suitable'. Surprisingly, 2 people said it was 'not very suitable', and 1 person thought it was 'not suitable'.

The duration of the event was considered as 'very suitable' by 26 respondents, 'suitable' by another 30 people, but 'not very suitable' by 17 persons, and 'not suitable' by 1 respondent. 1 person ticked NA.

The graphic harvester was answered as follows: 45 people said he/she was 'very suitable', and another 32 respondents stated 'suitable'.

Aspects of the events that worked well were, for example:

- Writing the poem, going outside, mindfulness minute
- Teamwork, influences, outlook
- Having the topic divided into bite sizes questions, meditation, variety of activity.
- Stimulating critical thinking, brainstorming/sharing ideas/ hopefully cause people to reflect on their own actions and maybe spur them into action.
- Learning the outcomes of climate change, the poem, what we can do to help stop climate change.
- Going outside, talking with friends, the poem.
- Learning, communicating.
- Teaching about environmental protection, talking about ways to protect the environment and quality socializing with others.
- Interesting discussion, presence of guests, place
- Beautiful outdoor event, perfect location to address certain topics!
- Fun and stimulating use of graphics.
- Time management, content, and possibility of comparison with others.
- The interaction and discussion between all colleagues. The questions were very interesting.
- The group work, the interesting questions, and the interaction.
- The way it was carried out and approached.
- The topic presented, the way it was presented and the activity itself.
- Teamwork, fun, design.

… and many more.

3.5. Recommendations

The project partnership tries to give at least some recommendations based on the faced challenges during the implementation of the “Eco-System Mapping” in the partner countries.

Language should be kept as simple and concise as possible given the fact of the target group characteristics. A lot of young people face many obstacles and are on the verge of marginalisation, often with missing educational backgrounds. Professionals working with the target group in this context should be aware of this fact and prepared for a lot of additional explanations and re-phrasing to cope with the linguistic barrier that might arise.

Knowledge concerning important topics regarding climate, environment, etc., is not well developed in this target group. Thus, when conducting such formats as the “Eco-System mapping” the project partnership recommends to already include environmental topics before conducting such a format, to allow for more knowledge and a better approach of the target group. One must not forget that many of the target group representatives do not possess knowledge acquired at school and often have difficult socio-economic backgrounds, where other topics than climate change are in the foreground.

Interest
Is key to changing behaviour and can most likely be achieved by making the target group aware that it is also them who are affected by the results of climate change, and that they can contribute to a change in the frame of their possibilities even on a small scale. Creating awareness in the target group is highly recommended.

4. Annex

4.1. Reporting Template

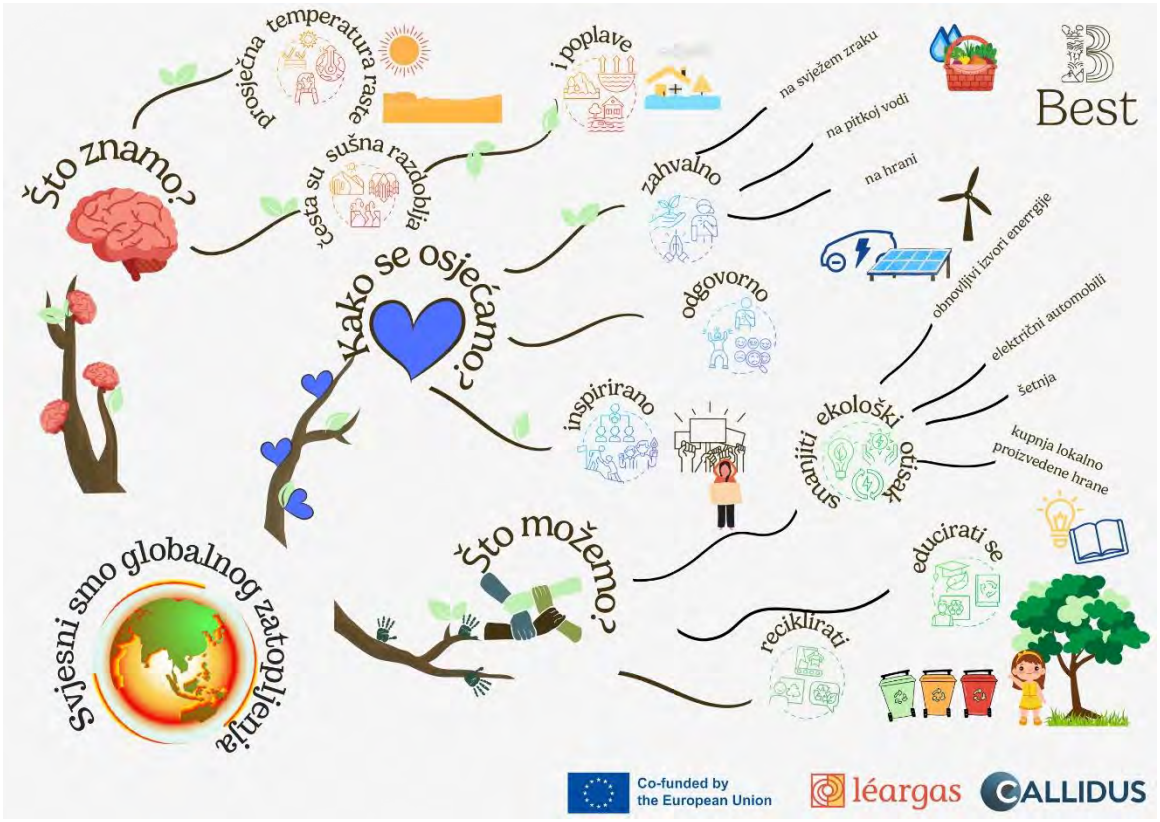
Partner organisation	
Date(s) of Eco-System Mapping	
Number of participants	
Proofs available: (please upload to GD)	☐ Signature List ☐ Photos ☐ other:

Please explain briefly the preparation of the Eco-System Mapping (acquisition of participants, organisational process, preparation of sessions, etc.).

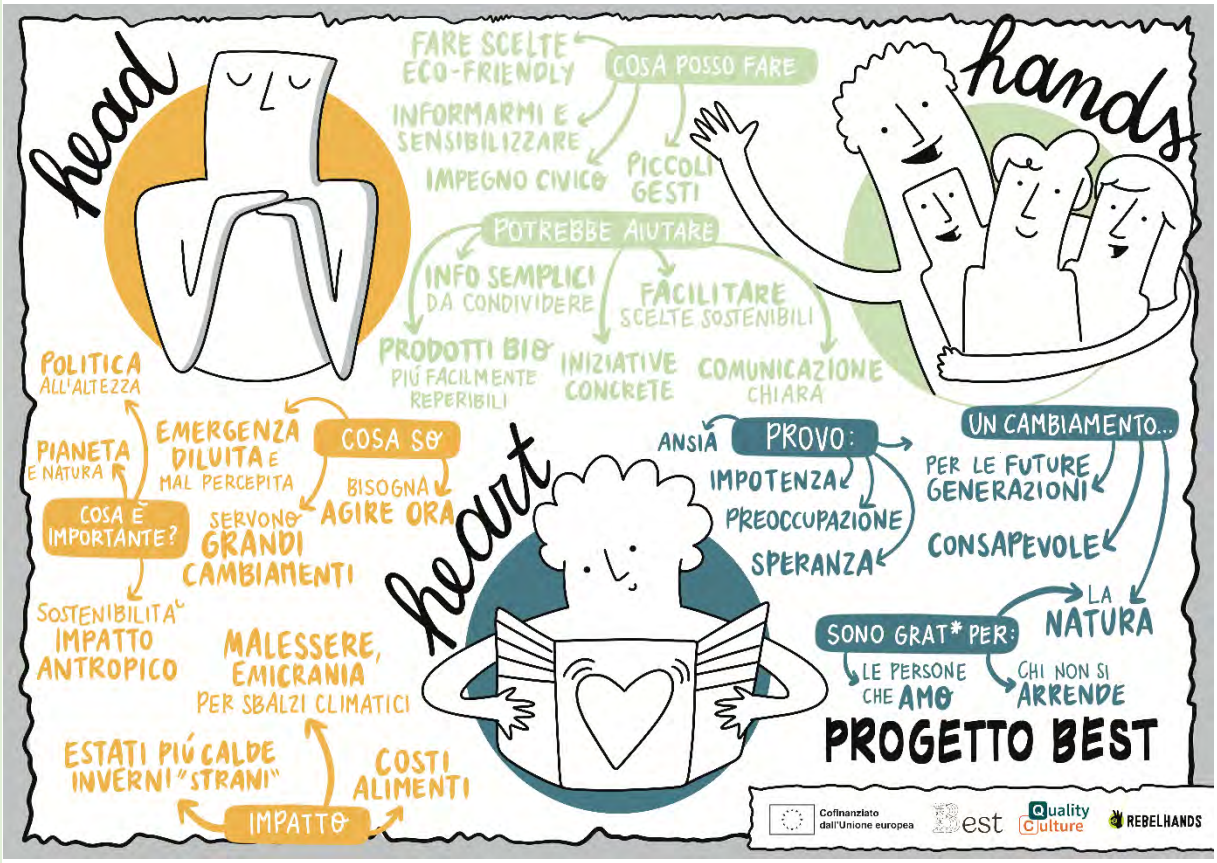
Please describe how the Eco-System Mapping was implemented in your partner country.
Please describe briefly if you have encountered any challenges during the implementation.
Please briefly summarise the feedback of your participants.

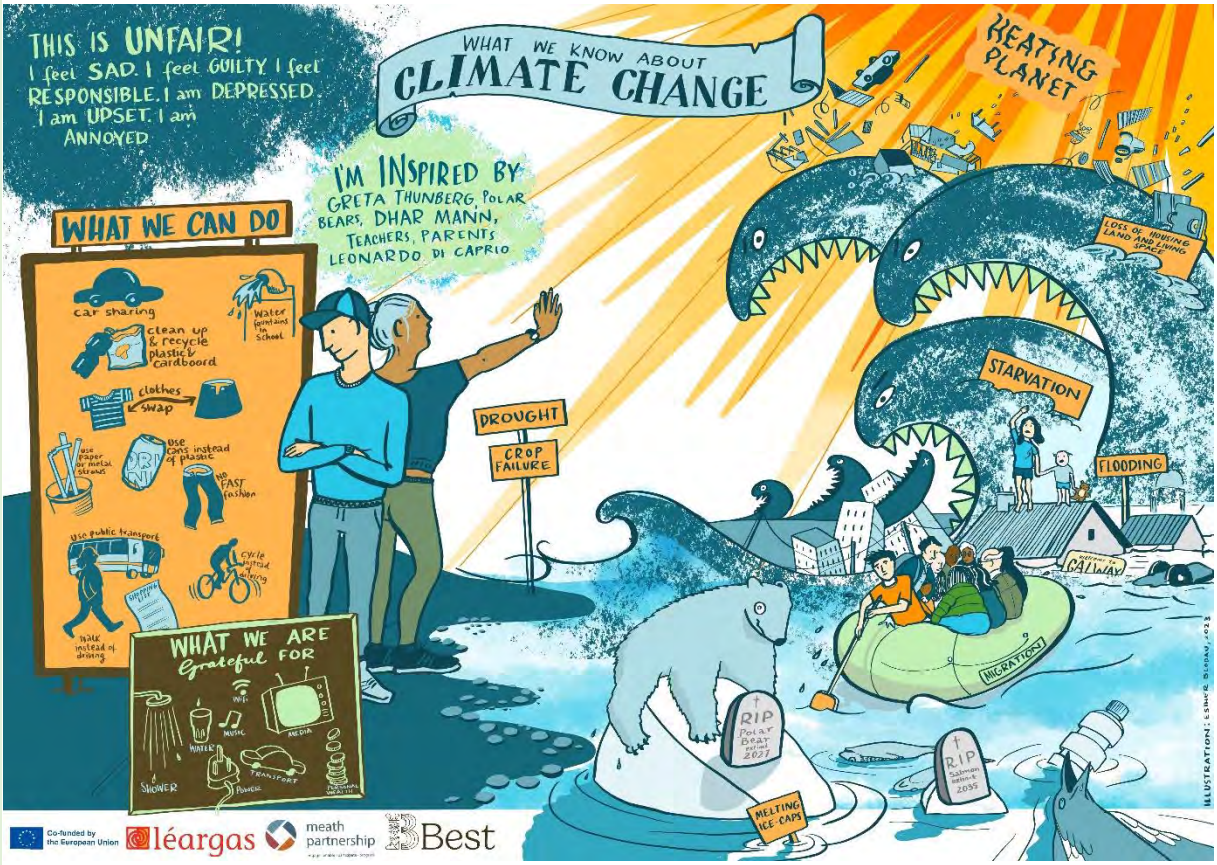
Is there anything else you would like to report?

4.2. Final Outputs of Graphic Harvesters per Organisation



ALTERAÇÕES CLIMÁTICAS
CATÁSTROFES NATURAIS
ONDAS DE CALOR
TEMPESTADES DEVASTADORAS
CHEIAS
IMPREVISIBILIDADE DOS ECOSSISTEMAS
INCÊNDIOS FLORESTAIS
POLUIÇÃO DOS OCEANOS
GASES DE EFEITO ESTUFA
IMPACTO
CAUSAS
SENTIMENTOS
DEGRADAÇÃO PELA BIODIVERSIDADE
SENSIBILIDADE
MISÉRIA PELA DESTRUIÇÃO DE HABITAIS
PREOCUPAÇÃO
APOIO
ENVOLVER A COMUNIDADE
UTILIZAR TRANSPORTES PÚBLICOS
POUPAR ÁGUA
RECICLAR
EXEMPLOS
PROFESSORES
GRETA THUNBERG
O QUE FAZEMOS
Cofinanciado pela União Europeia
RightChallenge


head
hands
heart
FARE SCELTE ECO-FRIENDLY
COSA POSSO FARE
INFORMARMI E SENSIBILIZZARE
IMPEGNO CIVICO
PICCOLI GESTI
POTREBBE AIUTARE
INFO SEMPLICI DA CONDIVIDERE
FACILITARE SCELTE SOSTENIBILI
PRODOTTI BIO PIÚ FACILMENTE REPERIBILI
INIZIATIVE CONCRETE
COMUNICAZIONE CHIARA
POLITICA ALL'ALTEZZA
PIANETA E NATURA
EMERGENZA DILUITA E MAL PERCEPITA
COSA SO
BISOGNA AGIRE ORA
COSA È IMPORTANTE?
SERVONO GRANDI CAMBIAMENTI
SOSTENIBILITÀ
IMPATTO ANTROPICO
MALESSERE, EMICRANIA
PER SBALZI CLIMATICI
ESTATI PIÚ CALDE
INVERNI "STRANI"
COSTI ALIMENTI
IMPATTO
ANSIA
PROVO:
IMPOTENZA
PREOCCUPAZIONE
SPERANZA
UN CAMBIAMENTO...
PER LE FUTURE GENERAZIONI
CONSAPEVOLE
SONO GRAT* PER:
LA NATURA
LE PERSONE CHE AMO
CHI NON SI ARRENDE
PROGETTO BEST
Cofinanziato dall'Unione europea
Best
Quality Culture
REBELHANDS


THIS IS UNFAIR!
I feel SAD. I feel GUILTY I feel RESPONSIBLE. I am DEPRESSED. I am UPSET. I am ANNOYED
WHAT WE KNOW ABOUT CLIMATE CHANGE
I'M INSPIRED BY GRETA THUNBERG, POLAR BEARS, DHAR MANN, TEACHERS, PARENTS LEONARDO DI CAPRIO
WHAT WE CAN DO
car sharing
clean up & recycle plastic & cardboard
Water fountains in school
clothes swap
use cans instead of plastic
NO FAST fashion
cycle instead of driving
walk instead of driving
WHAT WE ARE Grateful FOR
WATER
MUSIC
MEDIA
SHOWER
TRANSPORT
POWER
HEATING PLANET
LOSS OF HOUSING AND LIVING SPACE
STARVATION
FLOODING
DROUGHT
CROP FAILURE
MIGRATION
RIP Polar Bear extinct 2024
RIP Salmon extinct 2035
MELTING ICE CAPS
ILLUSTRATION: ESMÉE BLEEKAY, 2023
Co-funded by the European Union
léargas
meath partnership
Best

#Reflexion
#Ideen
#Erkenntnisse
#Empowerment
#Awareness
#Recycling
HERZ
HAND
KOPF
ERDE
ÖKOSYSTEM
GESELLSCHAFT
KULTUR BEEINFLUSST MEIN WELTBILD
POLITIK
DEMOKRATIE
ZUSAMMENHALT
GELD ZERSTÖRT UMWELT
AN REGELN HALTEN
ÖKOLOGISCHER FUßABDRUCK
ETHISCHE CODES
WAHLRECHT
MEINUNGSFREIHEIT
GÜNSTIGE OF TICKETS
SPEISEN
UMWELTVERSCHMUTZUNG VERMEIDEN
REGIONAL & SAISONAL MEHR INVEST
WERTSCHÄTZUNG LIEBE
DAS BIN ICH!
RESPEKT
FREUNDSCHAFT
FAMILIE
RELIGION
GESUNDHEIT
GELD
GLOBALE ERWÄRMUNG
KÄLTE
HITZE
SCHLECHTE LUFT
TROCKENHEIT
WETTERVERÄNDERUNG & UMWELTKATASTROPHEN
ERDBEBEN
ARTENSTERBEN
KEIN SCHNEE MEHR
AUSSTERBEN
MIKROPLASTIK
WENIGER FLEISCH
FAHRRAD FAHREN
WISSEN
AUSTAUSCH
DEMOS SIND WICHTIG!
BEZIEHUNG IST WICHTIG
GLAS-FLASCHEN
WENIGER PLASTIK
EIGENE EINKAUFSTASCHE
V.D. ELTERN
REGIONAL
BIO
FRISCH KOCHEN
MÜLL TRENNEN
CO2 ABGASE VERMEIDEN
VEGAN/VEGETARISCH LEBEN
OHNE WELT KEIN GELD
BEWUSSTER UMGANG
EIGENES HANDELN
AUTO TEILEN
MENSCHEN SIND FAUL & GEIZIG & EGOISTISCH
KLIMAWANDEL
EIN GLOBALES PROBLEM
UMWELTSCHUTZ
Best
Hallo!
04/05 2023
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