



CARING FOR OUR PLANET: THE ECOALITY GUIDE FOR YOUTH



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This Guide is being undertaken as part of Ecoality, a three-year European Commission (EC) funded project that aims to increase the youth agency for global challenges, strengthening their cooperation with Local Authorities (LAs) and decision-makers and jointly convey the urgency and shared responsibility of taking collective action to support climate and gender justice.

Ecoality is led by the Tuscany Region and delivered in consortium with 4 Local Authorities, 5 associated Local Authorities and 10 Civil Society Organisations across 10 European countries.

CREDITS

Editors: Areta Sobieraj - Oxfam Italia | Areta Sobieraj - Oxfam Italia

Design and Layout: FILARETE Digital Agency | Valentina Berti - Tuscany Region

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SECTION 1

A Different Approach for working with Youth



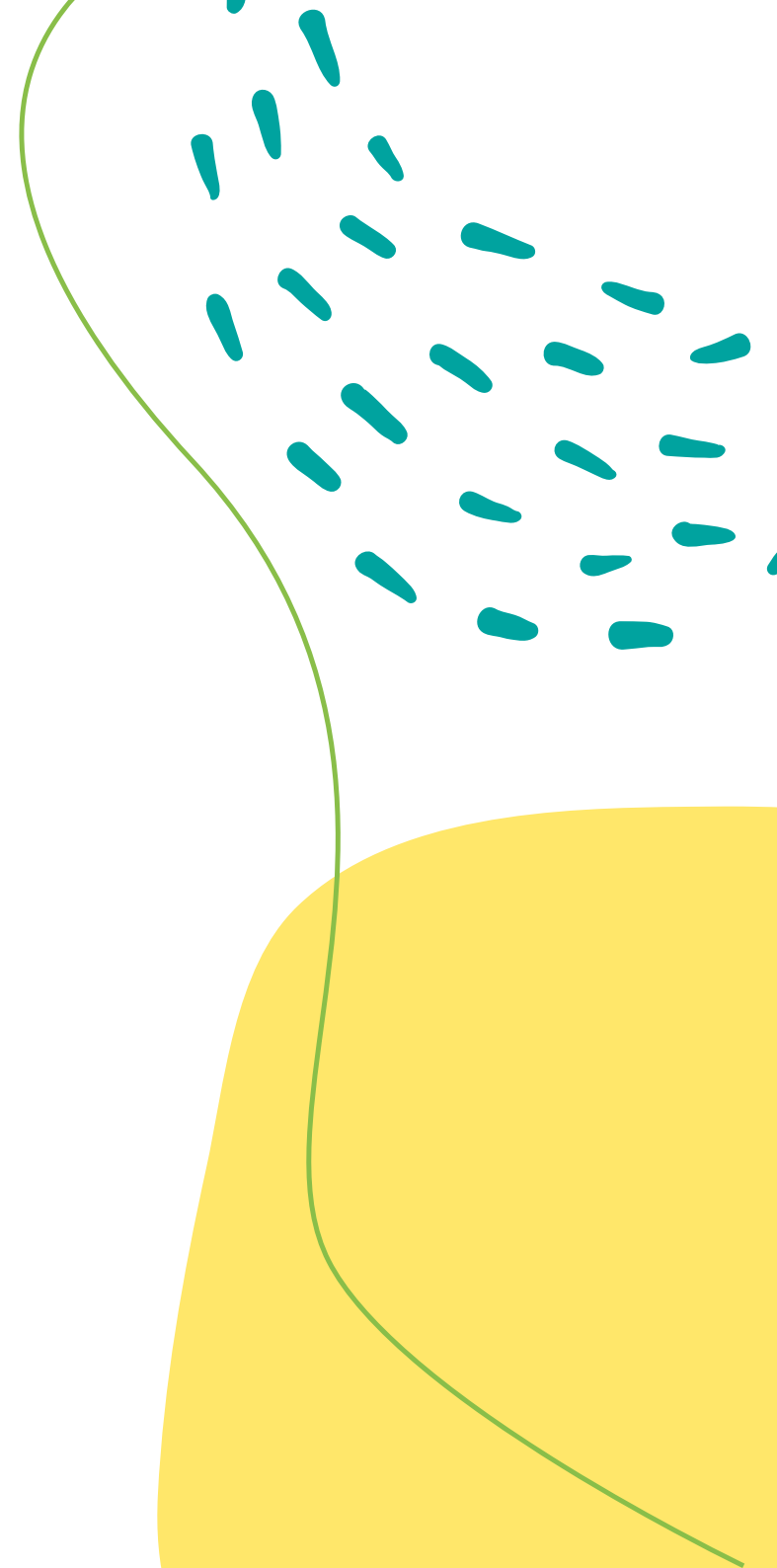
1. Introduction

Welcome to this educational journey, co-designed by a diverse group of education specialists and practitioners from across Europe, dedicated to **making a global impact in education.**

We invite both formal and non-formal educators, as well as young people, to join us in exploring the extensive resources available. **Together, we believe we can transform our communities and empower young people to become active citizens.**

Before we delve into the learning content, it is essential to understand the context behind this resource and the project it relates to. This resource has been developed as part of the **Ecoality: Youth and Local Authorities Together for Climate and Gender Justice project.**

This initiative aims to increase European citizens' awareness and sense of co-responsibility regarding the interdependence and intersectionality of ecological crises. Young people are at the heart of Ecoality and we seek to enhance their understanding of complex global issues, whilst also sustaining school and wider communities. Our goal is to empower all young people to face global challenges and to strengthen their cooperation with European Local Authorities (LAs) active or interested in Global Education in conveying the urgency and shared responsibility of taking collective action to support climate and gender justice.



Who is this Guide For?

Caring for Our Planet: the ECOALITY Guide for Youth is an innovative and interactive guidebook designed to support pre-service and in-service teachers, educators, and youth in volunteer groups and associations.

Through the guide, we aim to foster **Knowledge, Understanding, Values, Attitudes, and Skills (KUVAS)** related to the intersectionality and interconnectedness of global inequalities and ecological crises. This includes exploring power imbalances between people, examining relationships between people and the planet, and sharing appropriate and effective learning methodologies. There will be much talk about KUVAS in this guide.

In this context, the guide seeks to empower, foster solidarity and empathy, and inspire youth to become active citizens and instigate change. We encourage the development of activities in schools and associations or groups to drive community engagement. It is framed within the Global Education (GE) framework and is learner and youth-centred with a human rights-based, inclusive, and transformative approach.

STRUCTURE OF Caring for Our Planet: the ECOALITY Guide for Youth



SECTION 1

A Different Approach for Working with Youth



SECTION 2

The Intersectionality of Topics



SECTION 3

Step by step activities for teachers, educators and youth exploring global interdependencies, climate change & climate justice, gender justice, intersectionality and ecofeminism



Introduction to Global Education (GE) and Transformative Pedagogy:

- **Centring** around the learner's personal experience and interests.
- **Enabling** meta-critical thinking through collaborative learning processes.
- **Exploring** the interconnectedness of global issues such as environmental justice, equity, and human rights.
- **Understanding** how the five central aspects of the KUVAS framework can facilitate a better recognition of the intersectionality between climate change and gender inequality.



Intersectionality of Climate and Gender:

- **Reflecting** on the interdependencies between climate and gender.
- **Providing** necessary support to plan sessions for youth on these topics.
- **Understanding** the root causes, effects of ecological crises and inequalities, and the disproportionate impact that these can have depending on who people are and where they live.



Activities for Educators and Youth:

- **Offering** various Global Education activities, materials, and resources on themes mentioned in Section 2.
- **Applying** the KUVAS framework into practice through activities relating to intersectionality and interconnectedness of gender and climate justice.
- **Promoting** sustainability and values that inspire active citizenship and care for the environment and all people.

These sections will contribute to your **understanding** of global issues and allow you to plan at least four hours of **participatory and engaging sessions or activities for educators and young people.**



Why are climate change and gender inequality important?

Certainly, climate change and gender inequality are some of the defining challenges of our time, with complex and evolving dynamics. Ecological crises, poverty, and inequality are strictly interlinked. The root causes of these global issues (such as coloniality, patriarchy and the current economic model) have a great impact on the planet and people but affect people differently depending on who they are and where they live.

Gender inequality and climate change (and more broadly ecological crises) are interconnected and exacerbate each other. It is therefore crucial that we join forces in sharing responsibility and participate in shaping new transformative mindsets that are sensitive to both gender and ecological equalities. To achieve this, it is crucial that we embrace cross-cutting principles and values such as care, empathy, solidarity, connectedness, and empowerment. **We strongly believe that people of all ages, backgrounds, and cultures can play a vital part in both preventing further climate change and promoting gender equality, and that these are not merely issues of interest to women and girls.** This section will help you understand how gender and climate inequalities intersect and learn about the common values at the heart of gender and climate justice in more depth.



Over the past 25 years, the wealthiest 10% of the world population has contributed to over 50% of all carbon emissions, while the poorest 50% accounted for merely 7% of emissions (*Stockholm Environment Institute and Oxfam, 2022*¹).

¹UN Environment in World Economic Forum. (2024). Climate change impacts women more. We must legislate to protect their health. www.weforum.org/agenda/2024/01/women-health-climate-change

80% of those affected by climate change are women and girls who are moving to safer areas but are at an increased risk of poverty, violence, and unplanned births (*UN Environment in World Economic Forum, 2024*).

gender equality
connectedness
gender equality
strength
inclusion
balance
trust
advocating
empathy
responsibility
climate justice
impactful
diversity
education
care
feminism
empowerment
concern
friendship
democracy
teamwork
dynamic
social justice
equality
progress
participation
connection
potential
power
love
cooperation
collaborative
appropriate reciprocity
transforming
encouragement
sense of community
respect

2. Pedagogical approach

In this section, we discuss Global Education, which is the pedagogical basis of The Caring for Our Planet: the ECOALITY Guide for Youth resource learning activities and the five aspects of KUVAS framework.

What is Global Education?

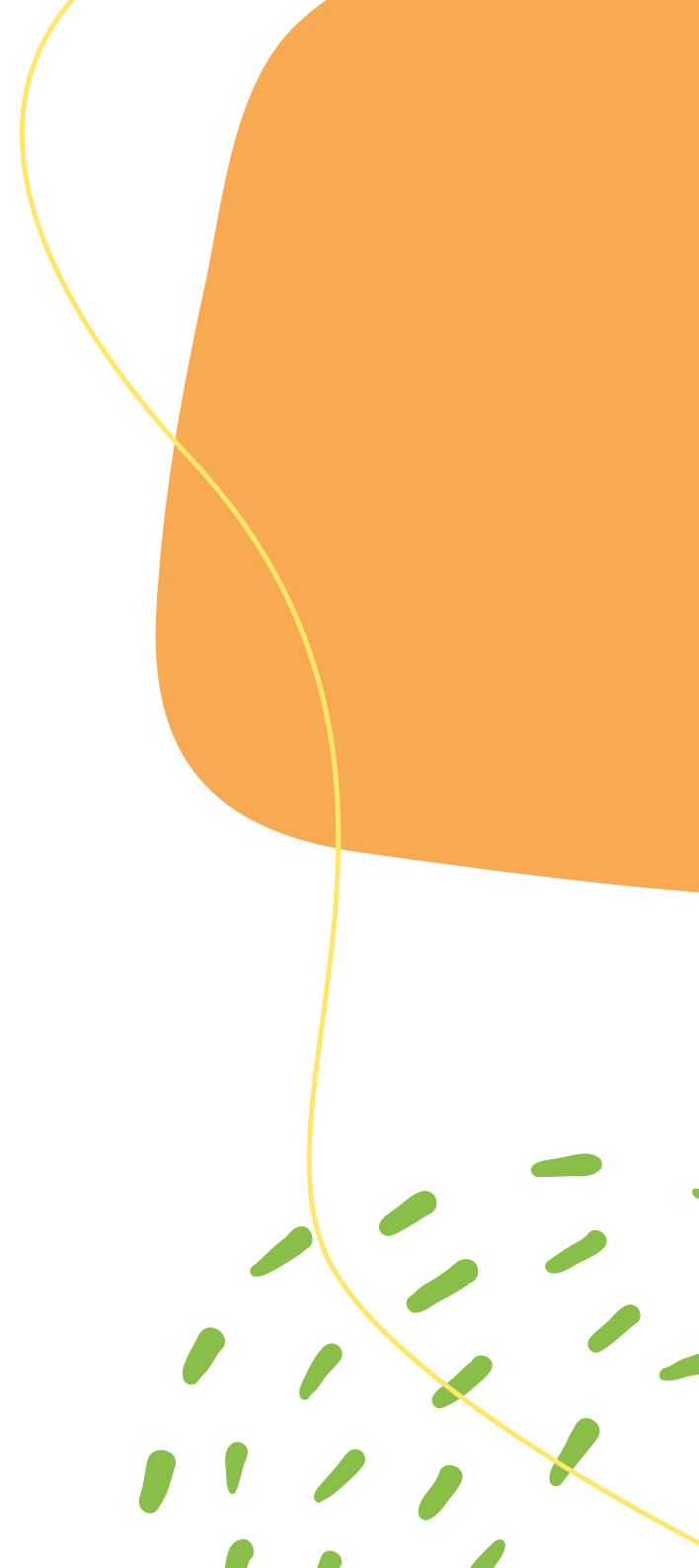
Global education, as defined by the European Declaration on Global Education to 2050 is:

... is education that enables people to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at local and global level. It empowers people to understand, imagine, hope and act to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding. It involves respect for human rights and diversity, inclusion, and a decent life for all, now and into the future ².

For those unfamiliar with the term, Global Education is an umbrella term encompassing many different terms such as Global Citizenship Education (GCE), Sustainable Development Education (SDE), and other intersectional educational approaches. It integrates environmental justice, equity, and human rights, encouraging us to critically think and explore how environmental issues intersect with social inequalities and to advocate for positive change in our communities.

While eliminating climate change and gender discrimination is extremely challenging, we—as teachers, students, youth, schools, and civil society organisations—can play a central role in advocating for these global issues. We can directly influence them through our everyday actions as agents of climate and social justice.

²GENE (2022) GE2050 Congress the Dublin Declaration. Retrieved from www.gene.eu/ge2050-congress



GLOBAL EDUCATION IN SCHOOLS:

Global Education comprises several educational strategies and approaches. A transformative approach supports work with significant, contradictory questions that evoke emotions. Transformative pedagogy focuses on justice and hope, building and acting towards a sustainable future, tackling climate change, encouraging caring lifestyles, responsible consumption and working towards equality, democracy and inclusion. These themes benefit from multidisciplinary work, as they can interlink with most school subjects; they are broad and affect everyone in one way or another. This kind of multidisciplinary study means moving away from traditional teaching which focuses on a 'single subject', and this is precisely what the KUVAS framework advocates. Studying, for example, climate change topics by integrating several subjects—such as science, technology, art, social studies, and mathematics—helps students discover multiple perspectives. This approach allows them to explore the Knowledge, Understanding, Values, Attitudes, and Skills (KUVAS) related to the same issue.

Critical Engagement and Multidimensional Perspectives

Critically engaging with multiple and differently positioned perspectives and experiences is essential to understanding the 'big picture'. Easy answers presented to complex problems are usually condensed and simplified, contributing to a lack of complete perspective. For this reason, it is essential that we develop **critical thinking skills**, where we seek out, listen to and incorporate various and marginalised perspectives to question, and possibly unlearn, simplified thinking patterns. A critical reflection of the existing power relations and discriminatory structures is necessary to reconstruct them³. For example, climate crises tend to disproportionately affect women and girls, which we will explore this further in Section 2. A **gender-transformative approach** seeks to reconstruct and transform gender inequalities, such as unequal roles and rights, and empower disadvantaged populations⁴.

“Any radical pedagogy must insist that everyone’s presence is acknowledged. That insistence cannot be simply stated. It has to be demonstrated through pedagogical practices. To begin, the professor must genuinely value everyone’s presence.” - Bell Hooks



³Pashby, K. and Sund, L. (2019). Teaching for sustainable development through ethical global issues pedagogy: A resource for secondary teachers. Retrieved from www.mmu.ac.uk/sites/default/files/2020-11/Ethical-Global-Issues-English.pdf

⁴UNICEF (2022). Gender Policy and Action Plan 2022-2025 Gender-Transformative Programming (UNICEF Background Paper Series). Retrieved from www.unicef.org/gender-equality/gender-action-plan-2022-2025

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