



**ENVIRONMENTAL RIGHTS
ARE HUMAN RIGHTS**

PEDAGOGIES AND COMPETENCES GUIDEBOOK



**Co-funded by
the European Union**

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INTRODUCTION

In a world increasingly challenged by complex global issues, the role of education in the field of human rights and environmental awareness has become more critical than ever. It's evident that the interconnectivity of these two realms is profound, with the health of our environment being intrinsically linked to the upholding of human rights and the advancement of sustainable development. Recognizing this intricate relationship, the project **Environmental Rights Are Human Rights (ERAHR)** was launched with the goal of enhancing the youth work field by providing youth workers with comprehensive skills, knowledge, and tools in the sectors of human rights and environmental education. The project is coordinated by Together For Youth, based in France, in collaboration with two key partners - Crecimiento Verde from Spain and Gli Amici di Puck from Italy.

This Pedagogies and Competences Guidebook (PR1) is one significant component of the ERAHR project. It was developed to gain insight into the current pedagogical models, evaluate their effectiveness, and uncover the competency gaps among youth workers active in the field. To gather this information, a methodical data collection process was undertaken, including extensive online questionnaires and in-depth face-to-face interviews with youth workers. The data obtained from these efforts serves as the foundation for this report, providing a better understanding into the state of non-formal learning approaches in green human rights education.

The insights revealed here will guide us in developing a "Key Competencies and Methodology Matrix", a tool designed to present the knowledge, skills, and attitudes required for the effective delivery of green human rights education.

By developing the necessary competencies and skills, we aim to empower youth workers to employ a human rights-based approach to environmental protection. This approach actively engages youth, fostering participation, promoting responsibility, and ensuring that their voices echo in the struggle against environmental degradation and the fight for sustainable development. In addition, the resources generated by the ERAHR project, including this report, will be disseminated widely as OERs, promoting a culture of continuous learning and professional development among youth workers.

Finally, we invite you to explore the findings of our study.

First, you will encounter a comprehensive overview of the key findings from our online survey, including a detailed presentation of each question and the insightful responses we received. Following this, you will have the opportunity to explore the valuable viewpoints discovered through our face-to-face interviews, providing an in-depth understanding of environmental and human rights education.

SECTION 1

SURVEY REPORT KEY FINDINGS

To ensure the data collected from the survey accurately represents the diversity within our target population, the first part of the survey sought to collect basic demographic information from the respondents.

1. Gender Distribution

The gender distribution of the respondents was varied, indicating the diversity among the youth workers involved in environmental and human rights education. Out of the total respondents:

- 36% identified as male (45 participants)
- 52% identified as female (65 participants)
- 4.8% identified as non-binary (6 participants)
- 7.2% preferred not to disclose their gender (9 participants)

This distribution provides an initial understanding of the gender demographics in the field. However, it's important to note that these percentages are indicative of the sample surveyed and might not be representative of the entire population of youth workers involved in environmental and human rights education.

2. Age Distribution

The age distribution of survey participants indicates a wide range of experiences and stages of career development in the field of youth work. It's important to consider the age range of respondents as it might influence their familiarity with and perspectives on pedagogical models and competency needs. The responses received can be broken down as follows:

- 2.4% of respondents were under 18 years old (3 participants)
- 24% of respondents fell within the 18-24 age range (30 participants)
- 34.4% of respondents were between 25 and 34 years old (43 participants)
- 25.6% were within the 35-44 age range (32 participants)
- 10.4% of respondents were between 45 and 54 years old (13 participants)

The **majority of respondents (59.6%) fall into the 25-44 age range**, which typically corresponds to established professionals in the youth work field. Meanwhile, younger respondents (under 25) who are likely to be newcomers in this sector, make up a significant proportion (26.4%).

The presence of a substantial percentage of respondents in the 45-54 age range (10.4%) is also valuable as it represents the perspectives of experienced professionals who have been involved in youth work for an extended period.

Taken together, these responses indicate that the survey managed to capture the views and experiences of youth workers across various age groups and stages of their career. This diversity allows for a more comprehensive analysis of pedagogical models and competency gaps in the field of environmental and human rights education.

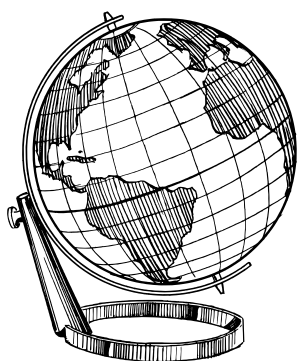
3. Country of Residence

The geographic distribution of survey participants is a critical aspect of our analysis, as it can reveal unique patterns and trends in pedagogical approaches and competency needs across different countries and cultures. The participants' countries of residence were spread across Europe, with a more substantial presence from certain nations likely due to the partnerships and networks involved in the ERAHR project.

The distribution is as follows:

- Italy represented the largest group of respondents, with 36.8% (46 participants)
- Spain followed with 28% (35 participants)
- France accounted for 18.4% (23 participants)
- Belgium represented 9.6% (12 participants)
- Smaller percentages were seen from Luxembourg (2.4%, 3 participants), Estonia and Greece (both 1.6%, 2 participants each), and Bulgaria and Croatia (both 0.8%, 1 participant each)

Given that our project primarily involves partnerships between NGOs from **France, Italy, and Spain**, the higher response rates from these countries were expected and provide important knowledge into practices and needs in these key contexts. Simultaneously, the input from youth workers residing in other European countries adds to the diversity of the data and helps to give a broader picture of the field across different regions.



4. Type of Organization

The type of organization that respondents work for is an essential factor as it can influence the pedagogical models, resources, and training opportunities available to them. Furthermore, understanding the type of organization can provide clarity on the structural context in which the youth workers operate, potentially offering insights into different organizational needs and challenges. The responses to this question were distributed as follows:

- **The largest group of respondents work for NGOs**, comprising 34.4% of respondents (43 participants)
- Following closely are those employed by youth institutions, making up 32% of respondents (40 participants)
- Educational institutions are represented by 21.6% of respondents (27 participants)
- Government agencies make up 12% of respondents (15 participants)
- No participants chose the "Other" option, indicating that the listed categories sufficiently encompassed the types of organizations participants work for.

This data shows a relatively balanced distribution of respondents across different types of organizations, providing a well-rounded view of the field. It indicates that our survey effectively reached youth workers across diverse organizational structures, from non-profits and youth-focused institutions to educational establishments and government bodies.

5. Job Title/Position

Understanding the roles of our survey participants within their organizations allows us to interpret their responses within the context of their duties, responsibilities, and experiences. This perspective can offer valuable data, as the way individuals view pedagogical approaches and competencies may be influenced by their job title or position. The distribution of responses to this question is as follows:

- **The largest group of respondents identified as Youth workers/Trainers**, comprising 40.8% of participants (51 participants)
- Volunteers were the second most common role, represented by 26.4% of respondents (33 participants)
- Administrative staff and Managers/Coordinators were equally represented, each making up 16% of the respondents (20 participants each)

These figures suggest that the majority of survey respondents are actively involved in implementing youth programs and directly engaging with young people, either as Youth workers/Trainers or Volunteers. This first-hand experience provides indispensable perspectives on the practical implementation of pedagogical models in the field and the essential competencies required for effective execution. Meanwhile, the perspectives of Managers/Coordinators and Administrative staff are essential for understanding the strategic and operational aspects of environmental and human rights education, including program planning, resource allocation, and organizational capacity-building.

6. Level of Experience

Assessing the level of experience of the participants in teaching environmental and human rights education is fundamental. This information provides a measure of the breadth and depth of practical experience within our sample and could correlate with specific preferences for pedagogical models, as well as influence the perceived competencies needed in the field. The data is distributed as follows:

- **Most respondents have between 1-3 years of experience**, accounting for 41.6% (52 participants)
- A considerable number of respondents also have 4-6 years of experience, constituting 36.8% (46 participants)
- Less than 1 year of experience is reported by 9.6% of participants (12 participants)
- 8% have been in the field for 7-10 years (10 participants)
- A smaller group of participants has more than 10 years of experience, making up 4% of respondents (5 participants)

The data suggests a moderate level of experience in the majority of respondents, with a significant percentage working in the field for 1-6 years. These youth workers are likely to have gained a solid understanding of the field's practical realities, but they may still be exploring different approaches and methodologies, indicating a potential openness to new ideas and learning opportunities.

Those with less than 1 year of experience represent a group at the very beginning of their journey in environmental and human rights education. Their feedback could be particularly informative when considering the needs and challenges of those starting in the field.

Respondents with 7-10 years of experience and more than 10 years of experience bring important long-term knowledge into the evolving nature of the field and may offer a more strategic, long-view perspective on competency needs and effective pedagogies.

As we proceed, the varying levels of experience will be taken into account when interpreting responses and considering the practical implications for competency development and pedagogical methodologies.



7. Pedagogical Models Used

Gaining insights into the pedagogical models employed by our participants in environmental and human rights education is of utmost importance. This provides a snapshot of the current teaching approaches being used in the field. The data collected is as follows:

- **Experiential learning appears to be the most common approach**, with 46.4% of participants (58 individuals) indicating they have used this model
- Participatory learning also seems widely adopted, being used by 42.4% of respondents (53 individuals)
- Project-based learning is employed by 33.6% of the participants (42 individuals)
- Inquiry-based learning is used by 13.6% of respondents (17 individuals)

Experiential learning, a hands-on approach that encourages learners to learn from their experiences, and participatory learning, where learners are actively involved in the learning process, seem to be the preferred pedagogical models. This could be indicative of the perceived value of engaging and interactive methodologies in environmental and human rights education, potentially owing to their effectiveness in stimulating critical thinking, empathy, and practical skills among learners.

Project-based learning, where learners explore real-world problems through projects, also sees significant usage, suggesting a recognition of the importance of practical, problem-solving skills in this field.

Inquiry-based learning, a method that fosters curiosity and self-directed learning, is used by fewer participants. This could reflect a variety of factors, including potential challenges in implementing this model or a preference for more structured, guided approaches.

In the subsequent analysis, we will explore the reasons behind the selection of these pedagogical models, their perceived effectiveness, and how they influence the skills and competencies required of youth workers.



8. Necessary Competences for Effective Teaching

Determining the competences that our participants believe are necessary for youth workers to effectively teach environmental and human rights education provides understanding into what skills, knowledge, and abilities are seen as key to success in this field. According to our data, the following competences were selected:

- Critical thinking and problem-solving skills were considered essential by the majority of participants, at 48% (60 individuals)
- Knowledge of environmental and human rights issues was also seen as crucial by 36.8% of respondents (46 individuals)
- Communication skills were considered important by 33.6% of participants (42 individuals)
- Interpersonal skills were selected by 30.4% of respondents (38 individuals)
- Leadership skills were identified by 22.4% of participants (28 individuals)
- Under 'Other,' one participant specified "empathy" as a necessary competence

These results highlight that **respondents see the combination of soft skills** (critical thinking, communication, interpersonal, and leadership skills) and **specific knowledge of environmental and human rights issues** as fundamental for effective teaching in the field.

Critical thinking and problem-solving skills came in first place, reflecting the complexity and dynamic nature of the issues involved in environmental and human rights education. The emphasis on these skills suggests a need for youth workers to help learners navigate complex issues, develop informed perspectives, and conceive practical solutions.

Knowledge of environmental and human rights issues, along with communication skills, are also seen as vital. This points to the need for educators not only to have a good understanding of the topics they are teaching but also the ability to articulate these concepts effectively.

Interpersonal skills and leadership skills are also identified as important, suggesting a recognition of the role of youth workers in fostering collaborative, respectful learning environments and guiding learners effectively.

The mention of empathy under 'Other' is noteworthy as it indicates a recognition of the emotional and human aspects of teaching, particularly in a field like environmental and human rights education, which often deals with challenging and impactful issues.

As we move forward, these identified competences will be crucial in shaping the contents of our "Key Competencies and Methodology Matrix".

9. Preferred Non-Formal Education Approach

Understanding which non-formal education approach our participants believe is best suited to address the interdependence between human rights and the environment is essential. This helps to identify effective strategies to engage youth in environmental and human rights education. The data collected is as follows:

- **Collaborative learning is the preferred approach for 48% of participants** (60 individuals)
- Outdoor education is closely favored, with 44.8% of participants (56 individuals) choosing this approach
- Youth-led activities are selected by 28% of the participants (35 individuals)
- Advocacy and campaigning are deemed best by 20.8% of respondents (26 individuals)

The preference for collaborative learning suggests a recognition of the benefits of cooperation, dialogue, and mutual understanding in addressing the complex intersection of human rights and the environment. Collaborative learning fosters skills like communication, teamwork, and problem-solving, all of which can be essential in this field.

Outdoor education, involving learning in and about nature, aligns directly with the themes of environment and human rights, enabling learners to experience first-hand the importance and impact of environmental conservation. This hands-on, experiential approach may also help to engage learners more deeply and personally with these issues.

Youth-led activities, where young people take a lead in planning and conducting activities, allow for agency and empowerment. This approach can foster a sense of ownership and engagement among young people, key elements in driving social change.

Advocacy and campaigning can enable youth to actively contribute to environmental and human rights causes, providing a sense of empowerment and purpose. However, this approach was less preferred compared to the others, which might suggest that respondents see education as more effective when it is more directly experiential and engaging rather than geared focus on activism.

Going forward, these preferences will guide the choice of pedagogical methods and strategies to be included in our "Key Competencies and Methodology Matrix".



10. Integration of Pedagogical Approaches

For the effectiveness of environmental and human rights education, it is critical to understand how different pedagogical approaches can be integrated. Participants were asked to indicate what they perceive as the best way to achieve this integration. The data is as follows:

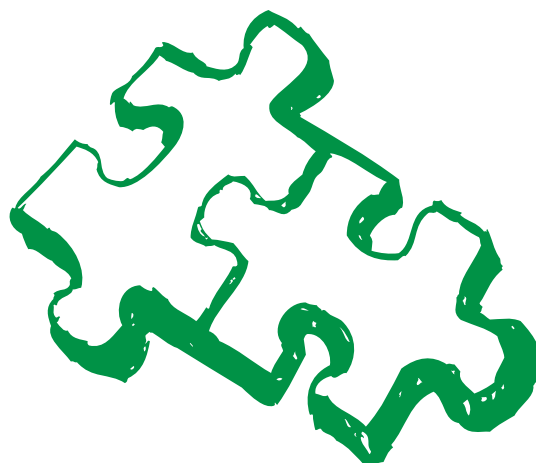
- All of the above (collaborative planning and development, integration of multiple approaches in a single program, consistent evaluation and feedback) was chosen by the majority of the participants (55.2%, 69 individuals).
- Collaborative planning and development was selected by 16.8% of the participants (21 individuals).
- Integration of multiple approaches in a single program was selected by 16% of the participants (20 individuals).
- Consistent evaluation and feedback was chosen by 12% of the participants (15 individuals).

The majority opinion, choosing "All of the above", reflects the complexity of integrating different pedagogical approaches. It suggests that an effective common approach would likely need to incorporate elements of collaborative planning and development, the integration of multiple approaches in one program, and a system for consistent evaluation and feedback.

Collaborative planning and development allow for the incorporation of multiple perspectives and expertise, fostering a comprehensive approach.

Integration of multiple approaches in a single program ensures a multi-dimensional learning experience, which can cater to varied learning styles and enrich the overall educational content.

Consistent evaluation and feedback help to continuously improve and adjust the program, keeping it relevant, effective, and responsive to learners' needs and the evolving context of environmental and human rights education. These findings underscore the need for a comprehensive, flexible, and iterative approach in the design of a common pedagogical framework.



11. Necessary Knowledge and Skills in Green Human Rights Education

Participants were asked to identify the knowledge and skills they believe are essential for green human rights education to impart to youth workers. The following options were provided:

- Understanding of human rights laws and policies
- Knowledge of environmental challenges and solutions
- Ability to create and implement educational programs
- Ability to engage and empower young people

From the results, we observe that:

The highest percentage of respondents, at 48% (60 individuals), emphasized the importance of the **"Ability to create and implement educational programs"**.

This was followed closely by **"Knowledge of environmental challenges and solutions"** which was selected by 46.4% (58 individuals).

The **"Ability to engage and empower young people"** was chosen by 40% (50 individuals).

Lastly, **"Understanding of human rights laws and policies"** was selected by 24.8% (31 individuals) of the participants.

These findings demonstrate that youth workers consider the creation and implementation of educational programs as a vital skill in their profession, especially in the context of green human rights education. This skill encompasses not just the delivery of content, but the entire process of curriculum design, planning, implementation, and evaluation.

Moreover, an understanding of the environmental challenges and possible solutions was ranked highly, indicating the importance of subject matter expertise in effective teaching.

The ability to engage and empower young people is seen as a fundamental competence. This underlines the importance of soft skills in youth work, particularly in motivating and inspiring young people to take action.

Understanding of human rights laws and policies, while rated lower than the other options, remains a crucial element of green human rights education. A thorough knowledge of the legal and policy context can enhance the effectiveness of advocacy efforts and support informed decision-making.

Overall, the diverse range of skills and knowledge areas identified by the respondents reflect **the multi-faceted nature of green human rights education** and will be central in the development of the **"Key Competencies and Methodology Matrix"**.

12. Integration of Environmental and Human Rights Education

To assess the prevalence of integrated environmental and human rights education in the field of youth work, participants were asked whether they had ever integrated these two aspects into a youth work program.

According to the survey data:

- A majority of respondents, 61.6% (77 individuals), reported that they had indeed integrated environmental and human rights education into a youth work program.
- In contrast, 38.4% (48 individuals) stated that they have not done so.

This finding indicates that integrating environmental and human rights education in youth work is already a common practice among a significant proportion of participants. It underlines the growing recognition of the intrinsic link between environmental protection and human rights, reflecting the principles and objectives of the ERAHR project.

However, **the sizeable number of participants who have not integrated these two fields suggests there may be challenges or barriers to doing so.** Further exploration of these potential obstacles could help inform the development of tools and resources that would assist youth workers in implementing integrated environmental and human rights education. This data is crucial to fulfill ERAHR's commitment to enhancing youth work by equipping youth workers with comprehensive skills, knowledge, and tools in these areas.

13. Training Youth Workers in Human Rights-Based Approach to Environmental Issues

Regarding **the best methods to train youth workers to apply a human rights-based approach to environmental issues**, participants were provided with several options, including professional development opportunities, training programs, collaborative learning and sharing of best practices, and the option to select all.

The survey data revealed:

- A substantial majority of participants, 52.8% (66 individuals), **selected 'All of the above'**, indicating a strong preference for a comprehensive approach to training, incorporating multiple methods.
- 29.6% (37 participants) chose 'Collaborative learning and sharing of best practices', reflecting the value of peer-to-peer learning and exchange of successful strategies within the sector.
- 14.4% (18 respondents) opted for 'Training programs', emphasising the need for structured and targeted learning opportunities.
- 'Professional development opportunities' were considered essential by a small fraction of participants, with 3.2% (4 individuals) choosing this option.

These responses demonstrate that while specific methods like training programs and collaborative learning are seen as valuable, there is a clear recognition among respondents that an integrated and multi-faceted approach to training is most beneficial. This preference aligns with the ERAHR project's commitment to delivering a diverse range of learning resources and opportunities, equipping youth workers with the comprehensive skills and knowledge required to address environmental challenges through the lens of human rights.

14. Engaging and Empowering Young People in Environmental and Human Rights Issues

When asked about how youth workers could engage and empower young people to take action on environmental and human rights issues, the survey participants had the following responses:

36% (45 respondents) highlighted the importance of **'Providing education and training opportunities'**, suggesting that equipping young people with relevant knowledge and skills is paramount in encouraging active participation.

'Incorporating youth voices and perspectives into decision-making processes' was selected by 28% (35 respondents), signifying a recognition of the importance of **giving young people a say in the matters that directly impact them.**

20.8% (26 respondents) pointed out 'Providing opportunities for youth to lead environmental and human rights initiatives' as a crucial way to foster empowerment and leadership skills among the young population.

'Supporting youth-led advocacy and campaigning efforts' was chosen by 15.2% (19 respondents), indicating a belief in the need for youth workers to back and facilitate the proactive measures taken by the young individuals themselves.

These results highlight the importance of adopting a multi-faceted approach in engaging and empowering young people. Providing education and fostering a sense of agency through leadership opportunities and decision-making roles emerge as central strategies. This aligns with the ERAHR project's ethos of fostering youth participation and engagement, recognizing young people as key agents of change in the intersection of environmental and human rights issues.



15. Contribution of Environmental and Human Rights Education to Young People's Development and Well-being

Survey participants were asked how they think environmental and human rights education could contribute to the overall development and well-being of young people. The responses were:

- 57.6% (72 respondents) selected 'All of the above', **implying a consensus that environmental and human rights education has multifaceted benefits for young people's growth and well-being.**
- 16.8% (21 respondents) noted the importance of 'Promoting environmental stewardship and sustainability'. This indicates the respondents' belief in the significant role of education in shaping young people's attitudes towards the environment and instilling a sense of responsibility for sustainable practices.
- 'Fostering a sense of community and civic engagement' was chosen by 15.2% (19 respondents), reflecting the idea that this type of education can cultivate community involvement and active citizenship.
- 'Promoting critical thinking and problem-solving skills' was selected by 10.4% (13 respondents). This underscores the role of environmental and human rights education in developing essential cognitive skills.

In conclusion, these results emphasize the integral role of environmental and human rights education in youth development. It not only fosters essential cognitive skills but also cultivates a sense of community, civic engagement, and responsibility towards environmental sustainability, all of which are crucial for the holistic development and well-being of young people.

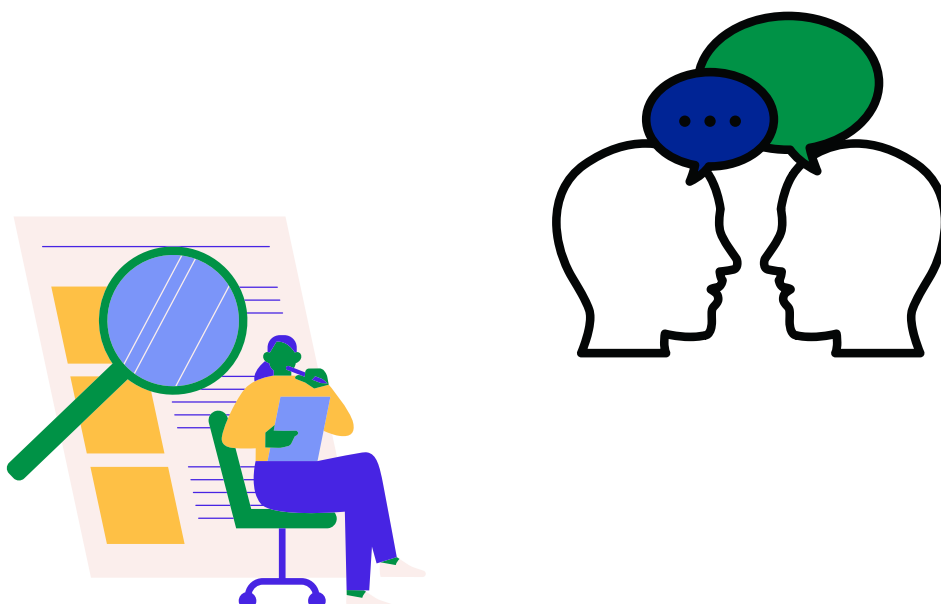


16. Essential Skills for Youth Workers in Environmental and Human Rights Education

Survey participants were asked to select which skills they considered most important for youth workers in the field of environmental and human rights education:

- **The skill most often chosen was 'Critical thinking and problem-solving'**, selected by 52.8% (66 respondents). This shows the belief that youth workers need to develop these cognitive skills to successfully navigate the complexities of environmental and human rights issues, and to help young people to do the same.
- **'Interpersonal communication'** was the second most popular choice, selected by 43.2% (54 respondents). This highlights the importance of effective communication in the role of youth workers, particularly in facilitating understanding, building relationships, and advocating for change in these areas.
- **'Cultural competence'** was selected by 33.6% (42 respondents). This demonstrates recognition of the significance of understanding and appreciating cultural differences in the context of environmental and human rights education, especially when working with diverse youth populations.
- **'Project management'** was chosen by 25.6% (32 respondents). This points to the value of organizational skills in implementing educational programs and initiatives.
- Lastly, **'Advocacy and campaigning'** was considered important by 14.4% (18 respondents). This reflects the role of youth workers as change agents who can mobilize youth and influence public policy on environmental and human rights issues.

These responses highlight a broad range of skills perceived as necessary for youth workers. The emphasis is not just on knowledge-based competencies, but also on transferable skills like communication, problem-solving, cultural competence, project management, and advocacy, all of which can enhance the effectiveness of environmental and human rights education.



17. Role of Youth Workers in Fostering Intercultural Dialogue and Understanding

The survey sought to understand the perspective of respondents on the role youth workers should play in fostering intercultural dialogue and understanding within the context of environmental and human rights education. The results were as follows:

- The majority, 40.8% (51 respondents), identified the 'Advocate' role as the most crucial. This suggests that participants believe youth workers should actively champion environmental and human rights causes, promoting intercultural understanding and respect as part of this advocacy.
- The 'Mediator' role was selected by 31.2% (39 respondents). This choice reflects an understanding that youth workers should help navigate and resolve potential conflicts or misunderstandings that might arise from cultural differences, using these as opportunities to educate and foster understanding.
- Lastly, 28% (35 respondents) believe that youth workers should primarily act as 'Facilitators'. This role involves guiding discussions, providing resources, and creating a safe environment for intercultural dialogue and learning.

These results underscore **the multifaceted role of youth workers in fostering intercultural dialogue**. Whether acting as advocates, mediators, or facilitators, it's clear that their role extends beyond traditional instruction to include social activism, conflict resolution, and creating spaces for open dialogue. This also highlights the complex skills and competencies required to work effectively in the field of environmental and human rights education.

18. Challenges Faced by Youth Workers in Diverse Settings

The survey results demonstrated that the respondents identified a range of challenges when working with diverse groups of young people in the context of environmental and human rights education. Participants were allowed to select all challenges that applied to their context.

- **The most significant challenge**, selected by 58.4% (73 respondents), was a '**Lack of understanding or sensitivity to cultural differences**.' This reflects the need for comprehensive training and resources to build cultural competence among youth workers.
- '**Limited access to resources or support**' was identified by 40.8% (51 respondents) as a major challenge. This indicates that many youth workers might not have the necessary tools, resources, or institutional backing to adequately address environmental and human rights education within diverse settings.
- 'Cultural differences' was another significant challenge, chosen by 34.4% (43 respondents). This underscores the complexity of navigating various cultural backgrounds and expectations in an educational setting.
- Lastly, 'Language barriers' were a challenge for 23.2% (29 respondents). This suggests that despite the importance of multilingualism in a diverse, globalized context, language differences can present challenges to effective education and communication.

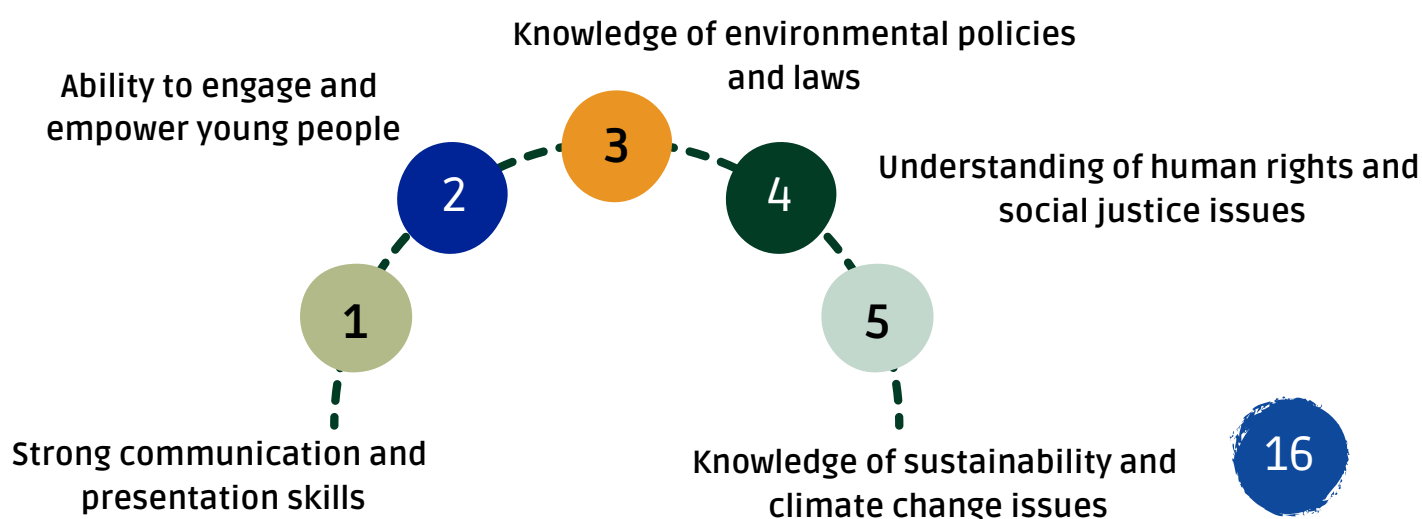
Summarizing, these challenges highlight the necessity for effective training programs and resources that can equip youth workers with the tools to navigate cultural differences, language barriers, and resource limitations. It underscores the importance of a comprehensive and adaptable approach in training youth workers for diverse and inclusive environmental and human rights education.

19. Skills Required for Effective Green Human Rights Education

The survey sought insights into the particular skills that respondents believe are imperative for youth workers aiming to teach green human rights education effectively. Respondents were allowed to select multiple options that aligned with their perspective.

- Leading the chart, **'Strong communication and presentation skills'** was selected by 42.4% (53 respondents). This result emphasizes the importance of effective conveyance and clarity in educational settings, particularly when dealing with complex issues like environmental policies and human rights.
- **'Ability to engage and empower young people'** was chosen by 37.6% (47 respondents), signifying the critical role of youth workers in not just teaching but also motivating and enabling young individuals to act on the knowledge they gain.
- **'Knowledge of environmental policies and laws'** garnered a response from 36% (45 respondents), reflecting the necessity of foundational knowledge in environmental regulations and legal structures for effective teaching in this field.
- Closely following, **'Understanding of human rights and social justice issues'** was selected by 34.4% (43 respondents). This indicates that a holistic approach to green human rights education should include a robust grounding in the broader spectrum of human rights and the inherent links to environmental justice.
- Lastly, **'Knowledge of sustainability and climate change issues'** was chosen by 30.4% (38 respondents). This underlines the importance of being well-versed in current environmental challenges and the broader implications of climate change when teaching green human rights education.

The results highlight the multifaceted skill set required for effective green human rights education. While foundational knowledge in environment and human rights is essential, equally crucial are the skills to communicate, engage, and inspire action among the youth.



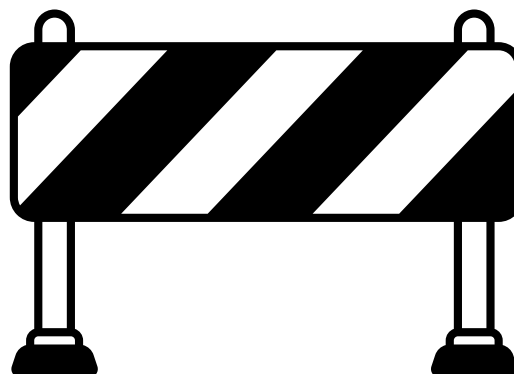
20. Barriers to Effective Environmental and Human Rights Education

Understanding the obstacles that hinder effective environmental and human rights education for youth workers is vital to developing strategies to overcome them. Participants were able to select all responses they found relevant.

- The majority, at 59.2% (74 respondents), flagged '**Limited access to training and professional development opportunities**' as a substantial barrier. This data underscores the importance of providing more comprehensive training resources and opportunities for growth and development for those working in the field of youth environmental and human rights education.
- '**Lack of interest or engagement from young people**' was identified by 41.6% (52 respondents) as a significant challenge. This could reflect the perceived difficulty in making these topics engaging and relevant for young people, or it may indicate a need for strategies to better involve youth in these crucial discussions.
- '**Limited funding and resources**' was highlighted by 39.2% (49 respondents) of participants, pointing to the financial constraints and resource limitations that can hamper the reach and effectiveness of these educational efforts.
- Lastly, 'Lack of support from the community and/or government' was selected by 30.4% (38 respondents). This highlights the need for wider societal and institutional backing to propel this essential education forward.

The responses suggest that both structural and engagement-related challenges need to be addressed. Ensuring consistent access to training, increasing resource allocation, fostering youth interest and engagement, and securing community and government support are all crucial elements in enhancing the efficacy of environmental and human rights education.

- 1 'Limited access to training and professional development opportunities'
- 2 'Lack of interest or engagement from young people'
- 3 'Limited funding and resources'



21. Incorporating Young People's Perspectives

The importance of incorporating the perspectives and experiences of young people into environmental and human rights education is recognized by youth workers. They were asked to identify the most effective ways to achieve this integration.

- A considerable majority of the respondents, 64% (80 individuals), agreed that 'All of the above' methods were vital to effectively incorporate the perspectives of young people. This response advocates for a **comprehensive approach that includes active listening, creating leadership opportunities, and providing relevant and meaningful education and training opportunities**.
- Offering 'education and training opportunities that are relevant and meaningful to young people' was individually highlighted by 16% (20 respondents). This underscores the importance of making educational content relatable and significant to the audience, enhancing their interest and engagement.
- The need for 'creating opportunities for young people to lead and participate in decision-making' was recognized by 11.2% (14 participants). This implies the importance of empowering young people and allowing them to feel ownership of the initiatives and programs that affect them.
- Finally, 'actively seeking out and listening to young people's perspectives' was identified by 8.8% (11 respondents). This indicates the importance of acknowledging the value of young people's opinions and experiences in shaping effective educational strategies.

These insights emphasize the need for a youth-centric approach in environmental and human rights education, one that values the input and involvement of young people. This could lead to more engaged, empowered participants and more effective educational outcomes.

22. Use of Technology and Digital Platforms

The potential role of technology and digital platforms in enhancing environmental and human rights education was explored in this question.

The majority of respondents, 66.4% (83 individuals), believed that 'All of the above' options could be useful in enhancing education in these areas. This **implies a strong preference for a multi-faceted approach that utilizes a variety of digital tools and platforms** to educate and engage young people on environmental and human rights issues.

'Virtual events and webinars' were individually highlighted by 15.2% (19 respondents) as a significant way to enhance education. This format can break down geographic barriers and allow for wider participation and access to information.

'Online learning platforms and resources' were individually identified by 12% (15 participants). These resources can provide readily accessible and diverse educational content, allowing young people to learn at their own pace.

'Social media and digital campaigns' were recognized as beneficial by 5.6% (7 respondents). Social media can be a powerful tool for advocacy and education, particularly given its popularity among young people.

'Other' was specified by one respondent (0.8%), but without detail, it's difficult to infer what additional methods they may be suggesting.

The overall responses indicate a strong consensus on the role of technology and digital platforms in enhancing environmental and human rights education. This underscores **the importance of digital literacy for both educators and learners**, as well as the need to continuously adapt and innovate in the face of changing digital landscapes.

23. Support and Recognition for Youth Workers

This question aimed to understand how the role of youth workers in environmental and human rights education could be better supported and recognized.

The most popular response was the need for 'Recognition of youth work as a valuable and important profession', which was chosen by 43.2% (54) of the participants. This suggests a desire for greater societal acknowledgement of the value and impact of youth work, and a need for it to be given status commensurate with its societal importance.

'Access to training and professional development opportunities' was also a popular choice with 40% (50) of the participants choosing this option. This implies a belief that ongoing training and development are key to improving the effectiveness of youth workers and keeping their skills and knowledge current.

'Greater involvement and support from the community and/or government' was chosen by 38.4% (48) of the participants. This may suggest a perception that youth work would be more effective if integrated more fully into community initiatives and supported by local and national governmental resources and policies.

'Increased funding and resources for youth work programs' was chosen by 31.2% (39) of the participants, reflecting a perceived need for more financial and other resources in order for youth work programs to be more effective and to expand their reach.

In general, these responses point to the need for greater societal recognition of the importance of youth work, increased resources and funding, more training and professional development opportunities, and greater support and involvement from both the community and the government. These elements could work together to bolster the effectiveness of youth workers in environmental and human rights education.

KEY SURVEY FINDINGS OVERVIEW

The survey conducted among various youth workers across different nations provided several key insights into the field of environmental and human rights education. A diverse range of participants from NGOs, educational institutions, government agencies, and other youth-oriented organizations took part in the survey, offering valuable perspectives from a broad spectrum of experiences and backgrounds.

The vast majority of respondents were from Italy, Spain, and France, reflecting the partnership's geographical focus. These countries represented over 83% of all respondents, demonstrating a strong engagement with the survey among the target audience.

In terms of age, **a significant proportion of participants (around 60%) were between the ages of 25 and 44**, with the 25-34 age range being the most represented. This might reflect the career stage at which individuals are actively engaged in youth work and environmental and human rights education.

Interestingly, **a significant number of participants (nearly 80%) had more than one year of experience in teaching environmental and human rights education**. This suggests that the respondents are relatively experienced and their insights are based on practical field experience.

Concerning pedagogical models, **the most utilized approaches were experiential and participatory learning**. This indicates a preference for methods that actively involve learners in the process, which is consistent with widely recognized best practices in youth work and non-formal education.

In terms of competencies, **respondents valued critical thinking and problem-solving the most**. This suggests the understanding that these skills are crucial in navigating complex topics such as environmental and human rights.

Interestingly, despite the high value placed on these competencies, there are challenges reported in the field. **The most significant barrier identified was a limited access to training and professional development opportunities**, followed by a lack of interest or engagement from young people and limited funding and resources. These challenges hint at the need for additional resources, both financial and in terms of capacity building.

Overall, the survey results underscore **the importance and complexity of environmental and human rights education within youth work**. The findings suggest the need for greater societal recognition, enhanced training and development opportunities, and increased resources to support the valuable work that youth workers do. By addressing these challenges, there is a potential for a more effective and impactful education in environmental and human rights, ultimately leading to a more informed, engaged, and empowered younger generation.

SECTION 2

FACE-TO-FACE INTERVIEW FINDINGS

In the following section, we analyse the personal experiences and perspectives of youth workers who are directly engaged in the field of environmental and human rights education. This segment of **the report is primarily based on face-to-face interviews** conducted with these professionals, whose privacy has been preserved throughout the process. The interviews allowed us to explore further the most effective pedagogical models for teaching in this specialized field, as well as the necessary competences and ongoing learning needs for youth workers. This qualitative data provides us with a rich and detailed understanding of the day-to-day realities and professional insights that surveys can often miss.

We invite you to explore these findings for a closer look into the realities of environmental and human rights education from the perspective of those who teach it.

We asked our youth workers the following questions:

Q1: From your personal experience, which pedagogical models have proven most effective in teaching environmental and human rights education to young people? Could you provide examples where these methods have been particularly successful?

Youth workers consistently reported the successful integration of experiential, inquiry-based, and project-based learning in environmental and human rights education. Some of them explained that experiential learning allowed young people to engage directly with their environment and community, fostering a meaningful understanding of the subjects. Inquiry-based learning stimulated curiosity and developed analytical thinking, with open-ended questions related to real-world issues encouraging young people to form their own conclusions. Project-based learning, meanwhile, was praised for its ability to promote interdisciplinary learning and teamwork.

Examples were given of successful projects where young people planned and implemented local environmental initiatives or human rights campaigns, simultaneously developing their understanding, problem-solving abilities, and leadership skills. This mix of pedagogical methods, as per the respondents, helped foster a sense of responsibility and empowerment among the youth about their potential role in environmental and human rights issues.

Q2: Based on the work you do, what specific competences do you believe are necessary for youth workers to effectively teach environmental and human rights education?

Youth workers emphasized that the competences necessary for effective teaching in environmental and human rights education go beyond the simple dissemination of knowledge. They argued that a comprehensive understanding of the current environmental and human rights issues is indeed foundational. However, they stressed the importance of complementing this with robust communication and interpersonal skills, allowing for the effective transmission of knowledge and facilitation of discussions.

Critical thinking was highlighted as a pivotal competence, not just for the youth workers themselves, but as a skill to be cultivated within the young people they work with. This facilitates the development of solutions-oriented thinking and problem-solving abilities, which are crucial in tackling complex real-world issues.

Moreover, **leadership was noted as a key competence**, with youth workers acting as role models for young people, demonstrating the importance of active participation in community and societal issues. Alongside leadership, the capacity to engage and empower young people was underlined as fundamental. Empowerment in this context refers to building the confidence and self-efficacy of young people to actively contribute to their communities and make a difference.

They further underscored that **along with technical knowledge, qualities such as empathy and understanding are instrumental**. Youth workers reflected that in their experience, these qualities build rapport with young people, creating a conducive learning environment that encourages active participation and promotes inclusivity.



Q3. In terms of upskilling and continuous learning, what types of training or resources have been most beneficial for you as a youth worker in the field of environmental and human rights education?

Discussing the necessity of continuous learning and upskilling, the youth workers interviewed brought into focus **the crucial role of professional development workshops, peer-learning opportunities, and online resources**. They shared their experience of how these platforms provided them with the latest methodologies, tools, and strategies to enrich their pedagogical approach, leading to a more impactful delivery of environmental and human rights education.

Particularly, they pointed out that the ever-evolving landscape of legal and policy changes related to environmental and human rights requires them to be regularly updated. These changes can directly impact their work, shaping the context within which they operate and influencing the issues that need to be addressed in their educational sessions. They, therefore, highlighted the importance of resources that provide timely updates on these matters.

Moreover, they emphasized the value of **peer learning**, citing instances where the sharing of experiences and best practices with fellow youth workers led to innovative approaches in their work. They also recognized the importance of digital literacy in the current era, underlining how technology can be leveraged to enhance teaching methods, reach a wider audience, and provide interactive learning experiences.

The youth workers acknowledged the significance of **ongoing learning** as a core aspect of their work, enabling them to stay informed and effectively deliver their educational programs, thus contributing to the overall development and wellbeing of young people.



Q4: How do you believe these pedagogical models can address the unique learning needs of young people in the context of environmental and human rights education?

When asked about addressing young people's unique learning needs, the youth workers underlined **the necessity of flexible and adaptable pedagogical models**. They stressed that education should be closely connected to the young people's lives, encouraging their participation and leadership. Recognizing diverse learning styles and tailoring teaching methods accordingly were highlighted as crucial aspects. Furthermore, interviewees mentioned that experiential learning promotes a deeper understanding of environmental and human rights issues, by enabling young people to apply their knowledge in real-world contexts. They emphasized that this approach helps **foster** crucial skills such as **problem-solving, critical thinking, and teamwork**.

Q5: As a youth worker, can you share any experiences where the lack of certain competences hindered the delivery of environmental or human rights education? How do you think these gaps can be addressed?

Some youth workers shared their experiences of **feeling unprepared or ill-equipped to deal with certain situations** in their teaching, due to a lack of understanding of specific cultural sensitivities, language barriers, or inadequate resources or training. They suggested these gaps can be addressed through **more targeted training programs**, access to necessary resources, and creating platforms for the exchange of best practices among youth workers.



IN THEIR WORDS



"I have found that a blend of experiential, project-based, and inquiry-based learning tends to work best. When the young people are actively involved and have a stake in the outcomes, their engagement and understanding dramatically increase. I recall a project where they created a local recycling program – the results were profound not just for them, but for the entire community." – **Federica (Italy)**

"Being a youth worker in environmental and human rights education is about more than just knowing the facts. Yes, we need a solid understanding of the issues, but we also need to empathize with the youth, engage and empower them. Strong communication and leadership skills are also crucial to facilitate their journey of discovery and action." – **Antonio (Spain)**



"In this field, constant learning is non-negotiable. Regulations and policies change, new challenges emerge, and we have to stay updated. For me, online resources and professional development workshops have been indispensable. Peer-learning opportunities are also incredibly valuable - we can learn so much from each other's experiences." – **Laurine (France)**

"It's important to remember that each young person comes with their own set of experiences and learning styles. Our role as educators is to provide a flexible, adaptable framework that accommodates this diversity. When we allow the young people to have input and take leadership, the education becomes more relevant and impactful for them." – **Damián (Spain)**



"One of the toughest situations I faced was trying to convey the gravity of certain human rights issues without the necessary training on the cultural and social context of the learners. It taught me the importance of continual learning, not just about the issues, but about the communities we serve. This gap can be bridged by specific training and open, sincere dialogues with the community." – **Roxane (France)**

SURVEY SYNTHESIS

It is clear that there is a strong desire and need for a **more integrated, holistic approach to environmental and human rights education**. The data collected have provided important understanding about the pedagogies of nonformal education, including the importance of experiential, inquiry-based, and project-based learning models, which have proven effective in actively engaging young people in critical thinking and problem-solving related to environmental and human rights issues.

Youth workers have emphasized the necessary competencies required for this work, including technical knowledge of environmental and human rights issues, strong communication and interpersonal skills, empathy, understanding, and leadership. These findings underscore **the need for ongoing professional development and continuous learning for youth workers**, highlighting the value of online resources, workshops, and peer-learning opportunities.

The data collected enabled us to begin consolidating a common approach that integrates different pedagogical methods in the field of environment and human rights. This approach incorporates the diverse learning needs and experiences of young people, promoting education that is relevant, flexible, and empowering. Furthermore, this process of data collection and analysis has exposed the knowledge and skills that youth workers need to impart through green human rights education.

In response to the current absence of a common framework of key green human rights competencies across the non-formal education sector, we are now better equipped to propose such a tool that can describe the knowledge, skills, and attitudes required for youth workers to effectively engage and educate young people on environmental and human rights issues.

Following, based on the results, **ERAHR team would like to suggest a potential framework for such a matrix that involves defining the essential skills, knowledge, and attitudes that youth workers should possess, and also the teaching methodologies most effective in the field of environmental and human rights education**. Our hope is that this matrix can provide a structure to further support, enhance, and acknowledge the key role youth workers play in environmental and human rights education.



Competencies	Description and Outcomes	Pedagogical Methodologies
<p>Knowledge of Environmental and Human Rights Issues</p>	<p>In-depth understanding of global and local environmental challenges and human rights issues, laws, and policies.</p>	<p>Inquiry-based Learning, Project-based Learning, Collaborative Learning</p>
<p>Communication and Interpersonal Skills</p>	<p>Ability to transmit complex information effectively and build strong relationships with diverse groups of young people.</p>	<p>Experiential Learning, Role Playing, Debates</p>
<p>Critical Thinking</p>	<p>Ability to analyze information, question assumptions, and devise innovative solutions to problems.</p>	<p>Problem-based Learning, Critical Pedagogy</p>
<p>Leadership and Empowerment</p>	<p>Capacity to motivate, guide, and empower young people to take action and assume leadership roles.</p>	<p>Project-based Learning, Participatory Learning</p>
<p>Cultural Competence</p>	<p>Ability to respect, understand, and value cultural diversity and to work effectively in diverse cultural settings.</p>	<p>Collaborative Learning, Intercultural Dialogue</p>

Project Management	Ability to plan, implement, and evaluate projects related to environmental and human rights education.	Experiential Learning, Project-based Learning
Advocacy and Campaigning	Ability to support and guide young people in advocating for environmental and human rights issues.	Project-based Learning, Participatory Learning
Empathy and Understanding	Ability to empathize with and understand the experiences and perspectives of young people.	Role Playing, Storytelling, Reflective Practice

Based on the key competencies and methodologies identified in the table, ERAHR team propose the following e-learning modules to be included in PR2:

1. Foundations and Application of Environmental and Human Rights

This module will provide an in-depth understanding of the fundamental principles and concepts at the intersection of environmental and human rights. The first part of the module lays the groundwork for grasping the interconnectedness of these two areas. The subsequent section focuses on the application of a human rights-based approach to environmental issues, demonstrating how human rights principles and obligations can inform and strengthen environmental policy-making, implementation, and accountability. This dual-focused module aims to establish a solid foundational understanding while also providing practical insights into the application of these principles in real-world environmental protection.

2. Effective Pedagogical Models and Cultural Competence in Environmental and Human Rights Education

This module is designed to strengthen the teaching practices of youth workers in environmental and human rights education. The initial section draws on the findings of PR1, showcasing effective pedagogical strategies such as experiential, inquiry-based, and project-based learning. The latter portion underscores the significance of cultural competence in the diverse context of learners, equipping youth workers with essential skills to navigate cultural differences and language barriers effectively. This dual-focused module will aim to empower youth workers with a balanced approach to teaching, blending impactful pedagogical techniques with sensitivity to cultural diversity.

3. Comprehensive Skill Development for Environmental and Human Rights Advocacy

This module is aimed at cultivating a set of vital skills required for youth workers. The first section of the module will be dedicated to nurturing critical thinking and problem-solving abilities, fundamental skills for navigating and addressing the multifaceted issues in the field of environmental and human rights. The next segment transitions into communication and advocacy, arming youth workers with effective strategies and knowledge of recent legal and policy changes pertinent to their advocacy work. Finally, the module will conclude with a segment on empowerment and leadership, offering a variety of strategies to engage and inspire young people to actively participate in environmental and human rights initiatives. By the end of this module, youth workers will have a well-rounded skill set to educate and advocate effectively in their respective fields.

4. Digital Tools for Environmental and Human Rights Education

Given the importance of technology in today's education landscape, this module will explore how digital platforms and resources can enhance the teaching and learning experience in this field. Moreover, the power of interactive learning platforms, such as simulations and virtual reality experiences will be discussed, highlighting their ability to offer immersive, real-world-aligned learning scenarios. The potential of digital campaigns for advocacy will be explored too, enabling educators to use digital tools, like social media, for heightened awareness and activism.



CONCLUSIONS

In conclusion, this PR1 document has provided a comprehensive insight into the key competences and pedagogical methodologies needed in the field of environmental and human rights education for youth workers. The research undertaken, which has been rigorously compiled through an online questionnaire and face-to-face interviews, has drawn attention to significant aspects of this domain.

The findings have underscored the importance of **specific skills, such as effective communication, critical thinking, and knowledge of pertinent issues**. The study has also highlighted certain challenges faced by youth workers and exposed the potential pathways for overcoming these obstacles.

Moreover, we have synthesized our findings into a "**Key Competencies and Methodology Matrix**," which acts as a guiding tool for our next phase. The development of the PR2 - e-learning modules is based on this matrix, and we anticipate that this structured approach will significantly enhance the effectiveness of environmental and human rights education. As we transition into PR2, we remain committed to enhancing the competency framework and ensuring that our e-learning modules remain relevant, effective, and grounded in the realities faced by youth workers.

We extend our gratitude to all the survey participants and interviewees for their valuable contribution. You all have been instrumental in shaping our understanding and will guide our future work in creating a cohesive and impactful educational program.

Tomorrow's change starts
with today's understanding.

Educate, empower, and echo
the voice of a **sustainable
future!**



Co-funded by
the European Union