



Challenge-based Environmental Language Learning through Inspiring Stories

CHELLIS Investigative Field Analysis Executive Summary

IO1

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Website: <https://www.chellis.eu>

1. Introduction

Environmental pollution is increasing each year resulting in complex challenges the world had not envisaged or experienced. More than ever, there is an increased need for innovative educational projects to be established to inform people about the different environmental issues that currently exist and highlight opportunities for action. In response to such need, CHELLIS (Challenge-based Environmental Language Learning through Inspiring Stories) was developed to not only inform people about the different environmental issues that exist but also to cultivate people's environmental awareness while enriching their knowledge of a new language. The CHELLIS project (project number 2020-1-FR01-KA204-080222) is financed by the Erasmus+ Programme of the European Commission.

This executive summary will present the summary of findings acquired in a research that was conducted between November 2020 and February 2021 in six European countries (France, Cyprus, Ireland, Austria, Portugal and Italy). Detail of the research approach can be found below. Further information on each of the respective partners can be found in the full International Report or on the CHELLIS website.

1.1 Partners

The Chellis project involves six partners from six countries. The partners include:

- ALFMED (France): An accredited Language Training Center
- E.N.T.E.R (Austria): A European networking organization that supports EU strategies through dissemination and exploitation of project results
- SEAL (Cyprus): A non-profit organization which focuses on overcoming the results of urban division
- MEATH PARTNERSHIP (Ireland): An NGO which focuses on rural and community development
- PLAY SOLUTIONS AUDIOVISUALS (Portugal): A video producing company of documentaries, institutional and corporate films, news reports and viral videos.
- TUCEP (Italy): A non-profit Association of twelve Italian Universities, numerous Enterprises and Public Authorities who provide training and capacity building

1.2 Research Methodology

In order to produce a high quality comparable report on the, all partners produced a national report which introduces each country's main environmental issues, how the country is responding from both a policy level and on a local level and plans which their country has in place for the coming years to continue to address environmental degradation. Additionally, each partner presented the barriers which exist for migrants who recently moved to the respective country to learn the country language. The reports highlighted each countries integration policies and future plans regarding migration and integration.

1.2.1 Data Gathering

The following methodology was used to gather the required information for each national report:

Stage 1: Desk Research

All partners conducted in-depth desk research to complete their national reports on the state of environmental degradation and integration of migrants with regards to language learning. All partners were given a guide of what to include in each national report to ensure the highest quality possible when referring to specific policies and practices.

Stage 2: Field Research

The following target groups were included in the field research for this CHELLIS report:

- Target Group 1 (TG1): Adult learners and low-qualified migrants
- Target Group 2 (TG2): Adult educators, trainers and migrant support workers

All partners were required to conduct interviews with 4-6 people from the stated target groups per country. The partners used a guided questionnaire to lead the interviews to ensure a comparable report was conducted by the consortium. This investigative research aimed to show if TG1 and TG2 would be interested in both learning about different environmental issues and a new language at the same time, not by using the traditional language learning methods but by using a more innovative gamified, highly visual storytelling approach.

Stage 3: International Report – CHELLIS project

The third stage in the process was compiling a whole of consortium CHELLIS project International Report. This report is structured to give a detailed introduction to the project, an overview of each countries desk research which was conducted as part of stage 1, an overview of the findings from the field investigation which was conducted as part of stage 2, a conclusion of the report and further recommendations which resulted from the findings.

This Executive Summary highlights the key findings from the overall report. Please note that this summary does not go into extensive detail. Further information is outlined in the primary report. This Executive Summary has been translated into all partner languages (FR/AT/EL/EN/PT/IT).

Stage 4: CHELLIS Handbook Magazine

Based on the findings and references in the International CHELLIS report, a CHELLIS Handbook Magazine will be developed as a reference instrument for adult education professionals who are specialized in language learning or environmental learning and are working with low-qualified and low-skilled adult learners, migrants/refugees, and adult learners in general. This CHELLIS Handbook Magazine will highlight innovative approaches to gamified storytelling for language and environmental education which can be used by practitioners. The handbook will be supported by videos to ensure that all learners can engage with the materials.

2. Summary of findings

2.1 Desk Research

The following information will give an overview of the Desk Research conducted by all six partner countries. The primary objective of this desk research was to obtain a representative portrait of climate challenges most relevant to each country whilst referencing TG1's (represented here by low-qualified migrant adult learners) language learning skills. The following information is categorized by each partner country and reference is made to 1) Climate Change and Environmental Challenges and 2) Language Learning Skills and Barriers.

2.1.1 France prepared by ALFMED

Climate Change and Environmental Challenges

Like in all other countries around the globe, France has been facing a great number of environmental problems. The most common of them are air, water and soil pollution, climate change trends, poor erosion and forest degradation. In 2015 it has been noted that global warming continues to be the number one concern for France. This concerns permeates itself in the Paris Agreement which was historic in nature as it was the first universal agreement in the history of climate negotiations. The fundamental purpose of the Paris Agreement was to limit and lower global warming below 2 degrees Celsius (preferably to 1.5 degree Celsius by 2030). Throughout France, there has been notable weather change in the five different climates; oceanic, weathered oceanic, the semi-continental, the mountainous and the Mediterranean.

Following the signing of the Paris Agreement in July 2017, France introduced the Climate Plan to support the implementation of measures to achieve the goal of GHG reduction and environmental protection. Further information on the plan can be found on page 10 of the overall Research Report. Another strategy to note is the Territorial Climate-Energy Plan (PCET – Plan Climat Energie Territorial) which was developed in 2014 to address climate change at a territorial level developed by all local actors.

Language Learning Skills and Barriers

Diversity is a common concept in French communities. There are 13 different regions sharing the same government and official language. However, each regional has its own regional languages and dialects which account to near 400. According to the Eurobarometer (2012), French (12%) was the second most spoken language in Europe after English. Page 15 of the CHELLIS Research Report gives reference to learning the French language and some of the barriers faced.

In recent years France has become one among the most popular destinations for migration and immigration. In 2013, more than 100,000 people migrated to France. The French Integration and Immigration Office (OFFI) is responsible for supporting migrants upon entry to France with supports in place to offer first level French if required.

2.1.2 Austria prepared by E.N.T.E.R

Climate Change and Environmental Challenges

Austria, a country rich in biodiversity, beautiful landscapes and natural sights have made significant advancements towards a healthier environment, however further improvements are necessary in many areas. There is however awareness of the many issues which prevail themselves and concern with improving the situation. On page 21 of the report, the reader can refer the tropical clusters of environmental challenges which exist in Austria and the related problems. Some of these problems include climate change, traffic issues, sealing of the soil surface, waste management to name but a few.

As we look to further solutions for addressing climate change, the international phenomenon of the 'Fridays for Future' has become part of the Austrian reality. Students pave the streets weekly to stand firm on the fact that "There is no planet B". In addition, the government body responsible for ensuring adherence to global environmental indicators is the Ministry for Climate Protection, Environment, Energy, Mobility, Innovation and Technology with a budget of 784.7 Million Euro. An inter-governmental approach is taken in Austria with the Ministry for Agriculture, Regions and Tourism contributing 1 Billion Euro in 2021 for relevant environmental and climate related expenses.

Connecting the global to the local, page 23 of the report points to small everyday actions which individuals can do to take action and contribute to a more sustainable society. Additionally, page 24 and 25 of the report highlight what companies and government can do to further their impact and continue to take informed action.

Language Learning Skills and Barriers

The official language of Austria is German. In addition, Croatian, Slovenian and Hungarian are recognized as official languages of autonomous ethnic groups in individual regions. English is taught as the first foreign language in most schools and it the most popular foreign language to learn in Austria. For migrants, it is essential to learn German to be able to participate in Austrian society. In recent years, over three quarters of the population with a migrant background had a native language other than German. The Austrian government states that integration is an essential, multidisciplinary issues and needs a wide-ranging approach. In response to this, the National Action Plan for Integration (NAP.I) was created in 2010. Page 27 of the report outlines examples of languages courses available for learning German as a foreign language.

2.1.3 Cyprus prepared by SEAL

Climate Change and Environmental Challenges

Cyprus, as a Mediterranean island, is very vulnerable regarding climate change and its impact. The island is already experiencing more frequent heatwaves, dust storms, droughts, and other extreme weather conditions. Together with other countries (in particular all countries outlined in this report), Cyprus has ratified the Paris Agreement which was outlined in 2.1.1. Through signing this Paris Agreement, Cyprus hopes to take action on the noted issues and lower the GHG emissions. From 1990 to 2018, Cyprus' GHG emissions increased by 53%, excluding land use, land-use change and forestry (See figure 1 on page 32). In 2018 these figures meant that Cyprus had the second highest GHG emission growth in Europe (Eurostat 2019). The highest GHG emissions in Cyprus are produced in electricity and heat/cooling, transport, aviation and shipping and industry sectors. This is further explained from page 34 – 36 of the overall report.

Language Learning Skills and Barriers

Cyprus being a divided island has two official languages – Greek and Turkish. English is a widely spoken language across the island also. According to the Eurobarometer 2012, 73% of the population in Cyprus can speak English, while 7% can speak French and 5% can speak German. In recent years, Cyprus became a country that welcomed a high percentage of Europe's migrants and refugees which resulted in a diversity amongst the languages being spoken across the island. However, as the Greek language is not widely spoken globally, it creates many barriers for those entering the country. Many migrants and refugees continue to focus on learning English when entering Cyprus due to the widespread understanding of the English language across the island.

There are many language schools and courses located all around the island. One of the organisations' teaching languages using an interdisciplinary approach is Adult Education Centers. In addition, several local language training options are offered to help migrants and refugees find employment and integrate better in the community. Three public institutions provide this type of training: Adult Education Centers (AECs), State Institutions for Further Educations (SIFEs) and the University of Cyprus (UCY). Extra hours for teaching Greek as a second/additional language are given to migrant and refugee school children and a new curriculum for teaching Greek as a second language has been designed.

2.1.4 Ireland prepared by Meath Partnership

Climate Change and Environmental Challenges

The Department of Communications, Climate Action and Environment (DCCAE) are the government body in Ireland that is responsible for the implementation of the Paris Agreement and other climate related agreements (including the environmental pillar of the Sustainable Development Goals). Between 1990-2019, Ireland's GHG emissions have increased by 10.1%, with Carbon Dioxide (CO₂) accounting for 62.2% of the total GHG emissions (EPA, 2020). The sectors primarily responsible for these emissions in Ireland are the energy industries, transport and agricultural sectors which together make up 71.4% of total emissions. The Paris Agreement which has been aforementioned directly impacted and contributed to the development of Ireland's Climate Action Plan which outlines Ireland's intention to have a reduction in emissions of 7% per annum until 2030 (ibid). Other strategies and policies which are referenced in the overall report (page 41/43) include the EU Green Deal, the EU Climate Law, the Just Transition process, the United Nations Sustainable Development Goals (SDGs), Climate Action and Low Carbon Development Bill 2021 and the Climate Action Plan 2019.

Regarding the most urgent environmental and climate related challenges which remain in Ireland, the following is detailed on page 42: Air Quality and Health, Valuing and protecting the natural environment, building a resource-efficient low carbon economy, improving environmental legislation and ensuring that the environment is at the heart of decision making.

Language Learning Skills and Barriers

Ireland is a popular destination for people who are interested in learning the English language or improving their English proficiency. Generally English language learning is divided into two options: English as a Foreign Language (EFL) which is fee paying and privately run or English Speakers of Other Languages (ESOL) which is publicly funded and delivered by the Education and Training Boards (ETBs) across Ireland. In recent years, Ireland has become increasingly diverse and the demand FOR English Language Support for migrant's in FET centers with an average of 20,000 learners availing of ESOL support each year (SOLAS, 2018). Currently in Ireland there is no ESOL strategy, however a number of important strategies exist which are key in the delivery of ESOL education in Ireland. Some of these strategies include the SOLAS FET Strategy 2020 – 2024 and the Migrants Integration Strategy (Department of Justice and Equality) 2017. Page 47 of the CHELLIS report outlines the findings of a report titled 'My Language' which was conducted in 2017 by the Immigrant Council of Ireland to give voice to the 500,000 plus people living in Ireland who speak a foreign language. Additionally, findings from research conducted by NALA in 2010 is shared on page 47 to highlight the connections between societal inequality and language learning.

2.1.5 Portugal prepared by Play Solutions

Climate Change and Environmental Challenges

The last 30 years have been particularly dry in mainland Portugal with severe droughts in 2004-2005 and 2011-2012. Observations are shared on page 48 of the CHELLIS report to the tendency of more intense and frequent extreme weather and climate events. These trends are similar to those projected by the future climate scenarios, with mainland Portugal being noted as a climate change hotspot. Analysis of Portuguese climate change policies in the 1990s showed that Portugal was on route to failing to comply with its Kyoto target due to the increase in GHG emissions and poor energy efficiency. This was attributed to a weak environmental conscience of the population, lack of institutional integration of policies, and the absence of a real climate policy.

The national objectives for 2030 in Portugal are dealing with energy efficiency especially in the building sector and at the level of energy poverty. Other important opportunities which stand out in the Portuguese plan are the decentralized renewable electricity production, a greater investment in the railway on a national level and in the connections with Spain and Europe, as well as the commitment to reforestation with native species. Portugal's strategic vision for 2030 is promoting the decarbonization of the economy to achieve carbon neutrality by 2050. Page 49, 50 and 51 of the CHELLIS report outlines the attitudes in Portugal to Climate Change and Energy, the connection to the EU Green Deal and how the government plan to implement it.

Language Learning Skills and Barriers

Portugal has historically received refugees. The 2015/2016 surge of asylum seekers in Europe led to a tripling of asylum requests from 2014-2017 (although modest in international comparison). Although Portugal can be praised on its quick integration process, asylum seekers and refugees face three main challenges in preparing to enter the Portuguese labour market: learning the language, getting their credentials recognized and having their skills validated. There is a Portuguese language learning programme freely in place for all migrants with online platform to ensure access by all regardless of location. However, these classes do not lead certification and there are no minimum standards guaranteed.

2.1.6 Italy prepared by TUCEP

Climate Change and Environmental Challenges

The main challenges the Italian government is focusing on include the fight against climate change through the reduction of pollutants, nature and landscape protection, ensuring the territory safety through the prevention of environmental damage and leading the transition towards the circular economy and zero waste. A number of strategies have been put in place by the Italian government to tackle the above mentioned challenges including the implementation of green policies concerning decarbonisation of production and industry, focusing on sustainable mobility and preventing and combatting pollution, paying particular attention to air quality through sanctions. Page 53 of the CHELLIS report highlight other strategies and actions which have been put in place by the Italian government which can be read in future detail.

When discussing sustainability and lifestyle, the 6th National Observatory on Sustainable Lifestyle highlights that 43% of people agree that sustainability still appears as a “niche” topic, 2 out of 3 Italians put sustainability before the economic crisis, Italians’ interest in sustainability issues is growing and that 72% of respondents believe that environmental issues are becoming increasingly popular, starting from young people (Greta Thunberg effect). Overall one of the most significant outcomes from the report in 2020 highlights that 36 million Italians are either committed to or interested in topic of sustainability. A summary of daily choices of Italians is outlined on page 55 and 56 of the CHELLIS report.

Language Learning Skills and Barriers

When describing the language learning skills and barriers for Italy, reference is made to the Programme for the International Assessment of Adult Competences (PIACC). The primary findings from the report highlight that Italian Adults language skills are among the lowest in OECD countries. Of particular interest to this report, it is noted that there is a large difference between the language skills of residents born in Italy and those born abroad (see page 57). Additionally, the outcomes of the survey highlight the strong linkage of language learning and education levels.

Regarding foreign languages, 60.1% of the Italian population state that they know at least one language other than their mother tongue. This is divided as follows: English (48.1%), French (29.5%), Spanish (11.1%) and German (6.2%). At the beginning of 2018, there were more than 5 million residents born abroad residing in Italy which represents 8.5% of the total population. It is noted in the CHELLIS report that language learning mainly took place in the field through the use of the language in work and socialization contexts in comparison to the learning which took place via language courses although several opportunities exist. As a result of foreign immigration, Italy has become a country where a variety of languages is spoken, but Italian remains the language that connects all residents in the country.

2.2 Field Research

The following field research is based on the findings from interviews that were conducted with both TG1 and TG2 in each of the respective partner countries. The annex of the questionnaire can be found in the CHELLIS report. The findings presented below are based on summary reports produced by each partner country. Each report offers an introduction to the findings, a question analysis of the participants understanding of environmental issues and an understanding of the level of language comprehension and skills that exist among the interviewees.

2.2.1 France prepared by ALFMED

Research profile

TG1 – Unemployed adults with a migrant background: 4 participants

- Participants from Cyprus, Italy, Finland and Poland

TG2 – Adult Educators and Trainers: 3 participants

- Language teachers for migrants and refugees

Environmental climate change issues

When asked to highlight which environmental issues were the most important for TG1, responses focused on global warming, waste treatment, plastic pollution and food/water security. Regarding knowledge TG1 stated they had some understanding of the agricultural impact on climate change, others had an understanding of waste treatment, air, water and plastic pollution and deforestation. It is concerning to see that TG1 general understanding of environmental issues is lower than anticipated, however it should be applauded that all 4 participants are attempting to live as environmentally friendly as possible.

Level of language comprehension and skills

The interviews of TG1 highlighted their keen interest in learning new languages and highlighted that it affords them the opportunity to learn about a new culture, get to know new people, new civilization's and opens them to a whole new world. Interviewees made reference to their mother tongue and the impact that has on learning a new language. Interviewees of TG2 expressed an interest in learning a new language with all respondents highlighting that they are interested in learning a new language using the storytelling approach of the CHELLIS project. All participants expressed their eagerness to utilize the CHELLIS resources and engage with the project.

2.2.2 Austria prepared by E.N.T.E.R

Research profile

TG1 – Unemployed adults with a migrant background: 2 participants

- Participants with a migrant background

TG2 – Adult Educators and Trainers: 2 participants

- Language teachers in an Adult Education and Training Center

Environmental climate change issues

The interviewed migrants state that climate change in general and related issues are concerning to them. The most relevant issues mentioned by both participants is food waste. The interviewees are concerned with the amount of food being thrown away unnecessarily while the demand to produce food is ever growing. Other topics seen as almost as highly important by both interviewed are the transition to green energy and the alarming rise of energy consumption. It is of extreme interest that although both interviewed state they have some understanding of environmental topics, there is a keen desire to learn more. On page 69 of the report, there is a list of examples given by the interviewees to show what can be done in order to improve a person's ecological footprint. Page 70 of the report gives some possible ideas for how governments can improve the climate situation.

The educators (TG2) interviewed highlighted the interest expressed by their students in climate related topics and outlines that there are severe differences according to a person's country of origin when understanding environmental norms.

Level of language comprehension and skills

The interviewed migrants speak three languages each which the level of German differing depending on the amount of time they have spent in Austria. Both interviews stated that they enjoy learning new languages as it helps them to get in touch with many different people from different countries. When attempting to understand how difficult or not it is to learn a new language, personal effort was attested to. Interviewees agree that learning through storytelling is a great tool as it can teach readers about many life situations and there is always something to away from a story you read.

2.2.3 Cyprus prepared by SEAL

Research profile

TG1 – Unemployed adults with a migrant background: 2 participants

- Political refugee from Cameroon and a migrant from Poland

TG2 – Adult Educators and Trainers: 2 participants

- Adult Educator and AMIF Project Manager

Environmental climate change issues

Those interviewed as part of this field research highlighted their interest in and understanding of the importance of climate change and environmental challenges. The most important environmental issues for target group 1 are waste treatment, a general rise of temperature/global warming and water pollution. Both respondents stated they had some understanding of the general rise of temperature/global warming, biodiversity loss, plastic pollution and deforestation. None of the respondents had knowledge of food and water insecurity, green energy transition, electricity consumption and agriculture impact on climate change.

In relation to environmental habits, both interviewees mentioned recycling and waste sorting. One respondent mentioned adapting a more plant-based diet to reduce the impact of farming. Other ideas were shared on what actions the government could take such a decreasing oil dependency and implementing plastic laws.

Level of language comprehension and skills

Regarding languages, it is a trend that migrants speak more than one language. Both interviewees from TG1 agreed that they like learning new languages as it offers different opportunities. Both interviewees agreed that learning is difficult as it takes a lot of time and daily involvement and that human society has been divided based on language for too long. All those interviewed highlighted that they like the storytelling approach proposed in the CHELLIS project as it is interesting to see “what made the present”. Both educators expressed an interest in using the CHELLIS methodology and feel it would be effective in taking action on environmental issues.

2.2.4 Ireland prepared by Meath Partnership

Research profile

TG1 – Unemployed adults with a migrant background: 2 participants

- One person from Somalia currently seeking asylum and a mature student living in Meath

TG2 – Adult Educators and Trainers: 2 participants

- Community Guidance Counsellor and an Integration Support Worker

Environmental climate change issues

It was evident from the findings that all respondents are interested in the topic of climate change and understanding further environmental challenges which exist. When asked to rank in terms of importance, the following five topics rated the highest; Green Energy Transition, Food Waste, Biodiversity Loss, Plastic Pollution and Food/Water Insecurity. Participants interviewed highlighted that they had some knowledge on issues such as water and plastic pollution, deforestation and security issues however had no knowledge on WATER Treatment, Green Energy Transition, Consumption or the Melting Ice Caps. In addition, participants referred to some of the personal actions they engage in to live an eco-friendly life and on page 81 interviewees stated what they feel governments should do to take action. Educators from TG2 highlight that they feel that their learners are aware of environmental issues and are motivated to take action.

Level of language comprehension and skills

The two languages highlighted as part of this interview were English and Somali. It was evident that both participants enjoyed learning new languages and were interested in furthering their understanding. When asked about language learning methods, all participants expressed an interest in the storytelling method as you can connect with like-minded people. Educators from TG2 outlined that topics such as sustainable food models, climate change, pollution and its effects on health and biodiversity would be of interest for this model of engagement. All outlined their interest in using the CHELLIS model.

2.2.5 Portugal prepared by Play Solutions

Research profile

TG1 – Unemployed adults with a migrant background: 2 participants

TG2 – Adult Educators and Trainers: 2 participants

Environmental climate change issues

The interviewees from TG1 expressed an interest in the topic of climate change and environmental challenges with specific reference made to deforestation, agriculture impact, biodiversity loss and climate change. Both interviewees from TG1 highlighted that they had profound knowledge in a number of environmental topics such as rise of temperate and the green energy transition. Both participants also stated that they attempt to live an eco-friendly lifestyle through daily actions such as reducing the use of plastic. Participants stated that they feel the Portuguese government should promote greener solutions and increase educational initiatives. Respondents from TG2 alluded to the fact that they feel their learners are aware of climate change and motivated to learn more whilst taking action.

Level of language comprehension and skills

The interviewees from TG1 speak English, Spanish and Portuguese with one respondent feeling very passionate about learning new languages and the other stated that they do not particularly learning new languages with a variation in responses to the difficulty levels involved in learning new languages. Similar to Ireland, there was a certain level of motivation to learn a new language with both participants liking the option of using stories to learn. Another key theme through this report was the participants reference to learning about other traditions through storytelling. Both TG1 and TG2 expressed an interest in the CHELLIS methodology and are eager to utilize it.

2.2.6 Italy prepared by TUCEP

Research profile

TG1 – Unemployed adults with a migrant background: 4 participants

- Migrants coming from Bulgaria, Peru and English speaking African countries

TG2 – Adult Educators and Trainers: 3 participants

- Two migrant support workers and a lifelong learning trainer for adults

Environmental climate change issues

All interviewees from TG1 expressed an interest in learning about climate related issues with a specific interest in learning more about food waste and insecurity, melting ice caps and air and water pollution. The respondents highlighted that they had some prior knowledge about ecology and sustainable development mainly concerning water issues, food waste and insecurity. Participants from TG2 alluded to the fact they their trainees/mentees had some understanding of climate related issues and was interested in learning more. All respondents outlined some actions that they consider important to living an eco-friendly life and highlighted how they attempt to do so. Page 97 of the report gives reference to some of the actions the respondents feel that governments could take to make a positive contribution to climate change.

Level of language comprehension and skills

When asked about language learning, respondents stated they knew Italian, Bulgarian, Spanish and English. All respondents stated that they like learning new languages in order to be able to communicate better with both Italian and foreign people. Respondents believe it's very difficult to learn a new language as it demands a lot of time and commitment. As many expressed an interest in learning a new language, storytelling was seen as an attractive method if the stories reflect situations close to reality and if they foster self-reflection. All respondents are interested in participating in the CHELLIS project and using the methodologies and tools available.

3. Conclusion

Carrying out these investigations one can say it was a real eye-opening experience. In all partners' countries the TG1 participants, who took part in this investigation, seem to be interested in learning more about climate change and the environmental challenges. When it comes to learning a new language most of the interviewees are the migrants/low qualified adults who already speak more than one language and they are willing to learn the language of the country they are migrating to. In each country's report the answers to the question regarding the difficulty in learning a new language, are different but the most common one is the opinion that the difficulty really depends on one's motivation as well as on the language's level of difficulty. They appear to like stories and they find that the most attractive are those based on traditions and myths.

The second part of the investigation was based on the trainers' answers and it was not as predictable as we thought it would be. In all countries the trainers think that their trainees are interested in learning about climate change and other environmental challenges but only 4 out of 6 are completely positive that their trainees do understand the environmental norms and adopt their behaviour accordingly. When asked if storytelling can be an attractive methodology everyone answered positively. Finally, 6 out of 6 countries find that climate change/ global warming is the most popular topic. As for the themes that their trainees will be most interested in learning, the second most popular answers are: biodiversity, pollution, waste management, recycling and sustainable lifestyle.

What is positive and promising is the willingness of all countries and trainers to use a handbook magazine that treats the methodology of non-formal language learning combined with environmental learning and the platform that CHELLIS will shortly be creating.

Every single country on the planet is being affected by different environmental issues but what is the most important for all of them is climate change as we could see it through the present research. Ever since 2015, the countries that have signed the Paris Agreement have been trying to adopt some new environmental-friendly measures. Those measures aim to help succeed in eliminating the gas emissions in the atmosphere. Some countries have taken actions and things seem to be improving, while others have not managed to keep their promises and improve their numbers. Therefore, nowadays the countries are still trying to find solutions that they'll be able to put in practice and achieve some visible results within the next five years. CHELLIS project can be a part of these solutions as it is an innovative project that wants to help improve the positive results by educating people. The results of the present research are clearly showing us that people are willing to be a part of the solution instead of being a part of the pollution.

4. Recommendations

A number of recommendations were given by participants involved in this research and gathered by the specific researchers via desk research. These are detailed further on page 107 and 108 of the CHELLIS report. Some examples are as follows:

In language learning:

1. Giving free access to education in languages for everyone, especially in the first year of language learning, and for those with a refugee or migrant/immigrant status.
2. Creating more public or state institutions being able to accept a big number of people and help them.
3. Learning a foreign language should not only be about being able to communicate but also about helping migrants/immigrants to integrate smoothly into the society, and by this - cultivating the country's cultural understanding and awareness.
4. Trying to find solutions for people who are being stigmatized and who have low-self-esteem while learning a new language.
5. Cultivating environmental awareness while learning a new language.
6. Taking into account people's age and cultural/social background.

In improving environmental awareness:

1. The government should be more engaged in keeping their promises on eliminating the gas emissions.
2. To find solutions to promote the use of renewable energies.
3. To penalise, especially the companies that do not meet the criteria of a green organisation.
4. To raise people's awareness by creating seminars or environment-based events.
5. The government should also give financial aid to environmental organisations to help them in informing and promoting environment-friendly solutions in a more consistent way.
6. To provide financial benefits for those who reduce waste and protect the environment through everyday behaviour/ actions.