



Challenge-based Environmental Language Learning through Inspiring Stories

CHELLIS Investigative Field Analysis

IO1

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1.INTRODUCTION

Environmental pollution is increasing each year causing a great number of problems all around the world. With the intention of eliminating these problems, CHELLIS (Challenge-based Environmental Language Learning through Inspiring Stories), an innovative project, aims not only to inform people about the different environmental issues but also to cultivate people's environmental awareness while enriching their knowledge on a new language.

The Erasmus+ project CHELLIS is funded by the European Commission. Environmental issues and language learning are two topics that are quite important in society today: that is why this research is conducted, to study how much and how far people are concerned about it.

The project's goal is to reflect on the importance of current environmental and climate change issues for adults and use it as a base to keep your attention whilst learning a new language.

To achieve the first steps, six partners from six different countries around Europe have carried out national research concerning the environmental problems that their own country is facing and how their country is dealing with them. Those six partners are ALFMED in France, S.E.A.L Cyprus in Cyprus, Meath Partnership in Ireland, E.N.T.E.R in Austria, PlaySolutions in Portugal, and Tucep in Italy.

To introduce the partners, here are some brief descriptions of the six organisations that show how their experience and best practices were important for the core themes of this project and this present research.

ALFMED (France) is an accredited Language Training centre specialized in Languages (9 taught) and founded in 2005, active in the fields of VET, Adult and Youth. The core activity of ALFMED consists of 3 activity sectors: **1.** providing continuous Language training for French companies, **2.** offering French linguistic and cultural immersion combined with work-based learning, **3.** International and European Mobility projects management & counselling for VET schools, High Education training centres and SMEs.

For this very project ALFMED has the leading role. ALFMED's team has participated in 2009-2011, to the Linguistic platform project 'On the Saint James ways' that provided an online linguistic platform in 3 languages for the European St James ways lodges. In that first TOI project ALFMED was involved in, the school has gained experience in:



- ❖ providing specific contents and educational means to be used on the platform
- ❖ collaborating with training centres in a European context
- ❖ managing the assessment part of the platform pilot tests and evaluation

Thanks to their project-based experiences ALFMED can manage projects that deal with different aspects such as:

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- ❖ partner selection regarding their expertise
- ❖ project implementation in regards with objectives
- ❖ development of an ECVET joint understanding of learning outcomes orientation in vocational education and training
- ❖ quality assurance process regarding project steps
- ❖ development of innovative digital tools for language training purposes
- ❖ dissemination strategy regarding the target group and the expected sustainability of the project
- ❖ development of workshops among SMEs to promote WBL apprenticeships in Europe

E.N.T.E.R. (Austria) is a European networking organisation that supports EU strategies through the dissemination and exploitation of project results funded by European programmes. With over 15 years of experience in the field of European project work (currently Erasmus+, Horizon2020, AMIF) and a huge network spanning across Europe, E.N.T.E.R. has a vast command of tools and expertise to contribute to the successful implementation of EU projects. The organisation's network has a large reach of over 1500 persons and organisations, with currently 227 active members and 173 projects from 34 countries on our platform.

E.N.T.E.R. 's own international online platform for exchange and networking enables its members from all over Europe to share relevant information about their projects and their results to a broad variety of interested businesses, non-profit organisations, and public bodies as well as individuals.

As a project partner, E.N.T.E.R. is frequently:

- ❖ engaged as a dissemination expert
- ❖ develops didactical learning materials and curricula
- ❖ prepares trainings for online, offline, and blended learning implementation

Furthermore, the organisation has proven its expertise in mobile app development and web design on many occasions. In addition to this, E.N.T.E.R. publishes Focus Europe, an annual

magazine on a strategic EU educational level, in which best practice EU projects with varying core topics are presented and distributed to relevant stakeholders, experts and policy makers across Europe.

E.N.T.E.R. has participated in many international EU projects focusing on a wide variety of topics and has close contacts to organisations working in various fields. Drawing from its experience, network, and profound knowledge gathered in previous EU projects and from personal contacts, E.N.T.E.R. is a valuable and versatile project partner.

SEAL CYPRUS (Cyprus) is a non-profit organisation based in Nicosia, the ethnically divided capital of Cyprus. Within its activity, SEAL is trying to overcome the results of the urban division, and its team members come from both ethnic groups.

SEAL's objectives are:

- ❖ to provide continuing education to youth professionals and adult educators
- ❖ to improve the level of key competences and to boost employability of young people and adult learners
- ❖ to advocate the recognition of non-formal education, lifelong learning, and youth work
- ❖ to reinforce the link between the youth field, adult education, and the labour market

With participatory teaching and learning methods, SEAL Cyprus motivates and empowers youth and adult learners to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Starting from the needs of the learners, the organisation provides blended learning solutions based on scientific ground and uses a wide range of innovative interactive educational methods to provide open and distance learning, non-formal education, e-learning and on-the-job training, educational curricula etc.

SEAL CYPRUS also supports the professional development of youth workers through the implementation of international training courses (Erasmus+ / KA1). We have coordinated ten Erasmus+ mobility of youth workers; international training courses: Two projects on Dissemination & Exploitation of Results "Make an Impact!" (2015) and "Dandelion Effect" (2019). These projects provided the organisation with substantial experience that will be applied in this particular project to create a wide impact.

MEATH PARTNERSHIP (Ireland) is a dynamic partnership company, established in 2006 and it is a county-wide NGO responsible for the design and implementation of local, rural and community development programs in Meath. The organisation focuses on building the capacity

of communities through the delivery of a range of services and initiatives tackling persistent incidence of exclusion and disadvantage, playing a strategic role in the economic development of the county. Moreover, Meath Partnership is a not-for-profit organisation with charitable status. Their activities are guided by a bottom-up approach directly responding to the needs of its target groups, customers, and local partners.

It is important to point out that Meath is an expert in:

- ❖ designing tailored pedagogic training and induction
- ❖ use of multi-media platforms and applications for developing educational materials
- ❖ developing and piloting new curriculum resources
- ❖ research and working knowledge of the subject matter and previous EU Project experience as accredited training provider in the field of adult education

PLAY SOLUTIONS AUDIOVISUALS (Portugal) is a video producer of documentaries, institutional and corporate films, news reports, television programs and viral videos. Mainly directed for the dissemination of Science, Tourism, Nature and Biodiversity, PlaySolutions also develops projects in other areas. It has a vast audio-visual experience in image capturing and editing thanks to several documentaries and programs broadcasted on the main Portuguese Channels.

PlaySolutions Audiovisuals has participated in several projects related to the social involvement of communities in actions for nature conservation and the enhancement of active and conscious citizenship. For example, NGEurope (Erasmus +), Life Lines (Life program), Volunteer Escapes (Life program). In addition, the organisation has developed promotional videos for green and social NGO's. One of its team members is a biologist with experience of working in and with NGOs. It is essential for the multimedia production that will deliver the messages pertinent to this project's themes, as well as meet the expectations of the partners involved. PlaySolutions are also partners with Universities and Research Centres, whose principles, amongst others, rely on dissemination of the science to the public in general.

TUCEP - Tiber Umbria Comett Education Programme (Italy) is a non-profit Association of twelve Italian Universities and numerous Enterprises, and Public Authorities; it was created in 1992 under the EU COMETT Programme, the Community Programme on cooperation between universities and enterprises regarding training in the field of research, innovation, and technology.



The mission of TUCEP is to foster and develop collaboration between universities and the world of work through the implementation of research and training projects aimed at promoting:

- ❖ innovation and quality in education and training
- ❖ social inclusion
- ❖ entrepreneurship and European values at regional, national, European level

The main activities of TUCEP consist in organisation and management of training courses at national and European levels for youth and adults, including trainers, teachers and school students. TUCEP participated in over 100 European projects under TEMPUS Programme, Horizon2020, LLP Programme, COSME, ERASMUS+ (KA1 Mobility Higher Education, KA2 Knowledge Alliance, KA2 Strategic Partnership for School Education, KA2 Strategic Partnership for Youth, KA2 Strategic Partnership for Adult Education, KA2 Strategic Partnership for VET, KA3 Policy Inclusion) EU for CITIZENS, JUSTICE.

Finally, TUCEP has coordinated many projects under Socrates, Leonardo and was also responsible for the management of research programs. In the past, the organisation was the coordinator of projects related to Lifelong Learning Programme - Comenius, to Youth in Action Programme, to past Minerva and Grundtvig programmes.

As previously stated, each country had to carry out research and prepare a national report. Each national report aims to introduce each country's environmental problems and how the country is dealing with them – not only on a national, but also on a local and personal level. On top of that, each country had to present the migrant's barriers in learning a new language and how the nation is coping with their integration.

After completing their reports that represent the first part of this research, the partners had to conduct a field investigation that is illustrated in a second part of this report. To carry out this investigation every partner was provided with a CHELLIS Questionnaire in each country's national language. Each country had to send this Questionnaire to two different groups of people, named also "target groups". In the first Target Group (TG1) were interviewed adult learners and low-qualified migrants, while for the second Target Group (TG2) the interviews were conducted among adult educators/trainers as well as migrant support workers. This investigation aimed to show if TG1 & 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 in a more unusual and, at the same time, inspiring way.

This introduced didactic methodology combines successful existing and well-proven pedagogical techniques in a non-formal and openly accessible digital learning environment that fosters environmental attitudes and language learning and uses a gamified and highly visual storytelling approach. After the field investigation, a CHELLIS Handbook Magazine will become a reference instrument for adult education professionals who are specialised in language learning or environmental learning and are working with low-qualified and low-skilled adult learners, migrants/refugees, and adult learners in general. Finally, a CHELLIS Platform will be created, and it will be a responsive and highly visual non-formal online learning resource that puts the innovative CHELLIS methodology into practice.

This International report is a compilation of both countries' national research and investigation that aims to present each country's national reports and results.

The CHELLIS report is divided into two different parts. The first step is a desk research by all six partners in which they provide information about their countries' climate challenges, the measures that have already been taken or need to be taken on a national and individual levels to resolve those problems, and finally the situation and statistics about the language skills of target group 1 (low qualified adults/migrants).

The second step consisted in carrying out a field investigation in which the partners interviewed two target groups, the adult learners/ low-qualified migrants (TG1) and the adult educators (TG2), and whose answers are represented in this report.



2. PART I – DESK RESEARCH

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In Part 1, all six countries had to prepare Desk Research with a goal to obtain a representative portrait of climate challenges most relevant to their own country, regions and of course a global image of the TG1's (represented here by low-qualified migrant adult learners) language learning skills.

2.1. FRANCE

France is a picturesque country and one can say its nature is diverse and full of contradictions. Unfortunately, its rich landscapes, which the local population and tourists admire and take pictures of, have changed over the years. Climate change has been affecting nature to a large extent.

Key challenges caused by the climate change

Like in all other countries around the globe, France has been facing a great number of environmental problems. The most common of them are the air, water and soil pollution, the climate change, the poor erosion, and the forest degradation.

But what is the number one problem that must be resolved? According to a survey that took place in 2015, global warming has always been the number one concern for France. A concern that would eventually fade towards 2007 to 2011 and paradoxically come to the surface once again 4 years later in 2015, when the Paris Agreement would be voted on and along with other measures in finding a solution. The 12th of December 2015 was characterized as a "Historic day" for the whole world as it is the ***first universal agreement in the history of climate negotiations***. Its fundamental purpose was to limit and lower global warming below 2, and preferably, to 1.5 degrees Celsius until 2030, as well as to achieve a full carbon neutrality by 2050.

For decades this global issue has seen a sharp increase causing a lot of problems. Being one of the biggest countries in Europe and due to its climate diversity, the only way to understand

to what extent this issue has affected France, we should examine not only the effect on the national level but also on the regional and the local ones.

First, we must keep in mind that there is not one but 5 different types of climate in France. The **oceanic** (almost all the regions and cities in the west of France), the **weathered oceanic** (western and northern foothills of the Massif Central, the Paris Basin, Champagne, eastern Picardy and the Hauts-de-France; Paris is an example), the **semi-continental** (north-east of France - Alsace, Lorraine, Ardennes, Argonne, Franche-Comté et a part of Bourgogne), the **mountainous** (the Alps and the Pyrenees) and finally, the **Mediterranean** (regions located in the south-east between the sea and the mountains; Perpignan is an example.)

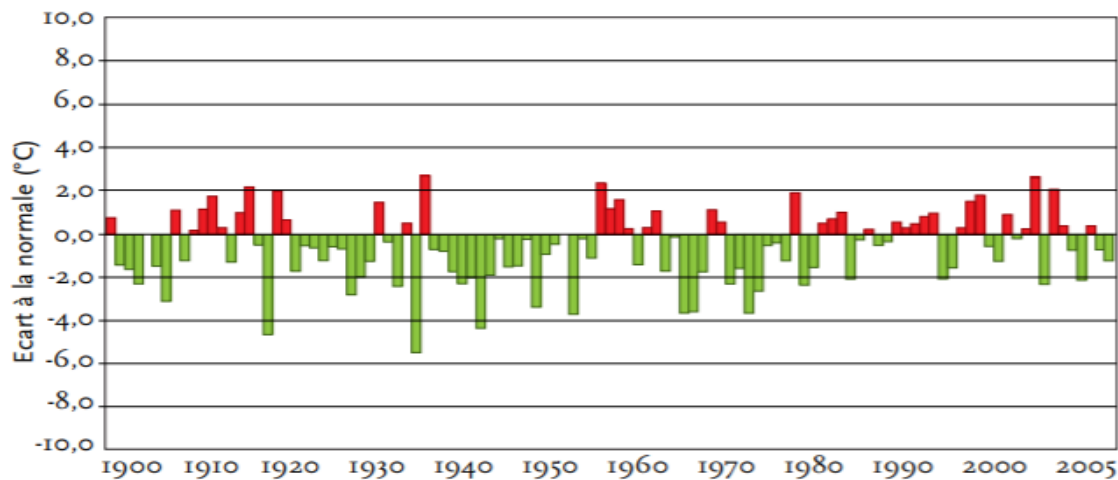
Even though on a national level, France has a mild climate, in the past years a great deal of climate changes has occurred in all the regions. Extreme weather conditions such as temperature changes, hailstorms, heatwaves, snow, and precipitation are some of the factors that have been affected during this change which started from the 20th century to this day.

Different studies have shown that the global warming in mainland France in comparison with the rest of the globe is an additional 30%. France's temperature has risen by 0.95 °C when in the rest of the world it has risen to 0.74 °C. More specifically from 1950 to 2000 the temperature has increased from 1.1 to 1.5 °C, and from 1959-2009 to 1.5 °C.

When it comes to the mountainous areas such as the Mont Blanc (French Alps) and the Pyrenees there is also a significant change in the temperature. More precisely in the French Alps by 0.14 per decade and in the Pyrenees from 1910-2013 by 0.06 to 0.11 per decade as well as from 0.23 to 0.57 within 1970-2013. During the springtime, the scientists have concluded that there is an increase in the temperature by 0.4 for the minimum temperature and 0.9 for the maximum temperature.

In almost 60 years' time the heatwaves have become more and more common during summertime. The summer of 2003 was characterised as the hottest summer in Europe. The heatwave that hit Europe in the summer of 2003 was 3 to 5°C above seasonal norms in southern and central Europe. This heatwave was responsible for 15,000 deaths in France (of which only 2,100 people were "statistically" destined to die before the end of the year). Scientists tend to believe that soon enough the 2003 heatwave will be representing a cool summer compared to average summers from 2070 onwards.

TEMPÉRATURE ANNUELLE EN FRANCE DEPUIS 1900 (ECART À LA MOYENNE DE RÉFÉRENCE 1971-2000) (Source : Météo France)



The chart shows the annual temperature of France since 1900. Towards the end of the 80s the temperature tends to be systematically higher than the average of 1970-2000. During 2003 and the big heatwave France as in the chart appears to have approximately an increase of 3 degrees in the temperature. In general, the periods of heat are getting longer and longer, and the frost periods are decreasing.

Except for heatwaves, global warming causes a lot of damage in the environment.

Precipitation tends to be another factor that has changed in the last few years. On a general scale precipitation differs for each climate in France. Therefore, in the regions close to the Mediterranean Sea, Paris, and Anjou the annual rain can be from 500mm to 1,500 mm (especially for the mountain regions). In the south of France, a more violent rainfall has occurred. It appears to reach 2 meters in one day causing severe floods.

As to the ice and snow, studies showed that since 1840 the French and Pyrenean glaciers have been in recession. This recession has been in acceleration ever since 1982 and because of the heatwaves that have occurred in the mainland. As a result, the sea level rises. The last time that the sea level was measured in 1850 it had risen about 20 cm.

Agriculture and Biodiversity are as well affected by this change. The plants and crop's cycle has changed. The harvest comes earlier than it did before. In biodiversity it seems that some species are not migrating anymore. The seasons changing is not helpful for the birds flying from south to east to find warmer places to live.

Actions against climate change

To fight against climate change, the Paris Agreement was signed on the 12th of December, 2015. As mentioned before this agreement targets lowering the Greenhouse Gas (GHG) emissions by

2030. In the expectation of succeeding both in a national and local/regional level, some changes need to be made.

National Level

After signing the Paris Agreement on the 16th of July 2017, the former minister of Ecology, Nicola Hulot, introduced the Climate Plan (*Plan Climat*). This Plan was created to help implement some measures to achieve the goal of GHG reduction and environmental protection. The plan's requirements were:

1. To introduce a budget to get people motivated enough to participate and to help in saving the environment. "**The Participation budget**" was an idea of the Environment and Energy Management Agency (ADEME) and The French Biodiversity Agency (AFB).
2. To develop a kind of clean and accessible mobility by replacing cars that are not meeting the criteria of Crit'Air as a way of reducing the air pollution.
3. To help to create well isolated homes so they will not use a lot of energy and to make the heat loss in houses disappear in the next 10 years.
4. To give permission to the citizens to produce and use their own energy.
5. To adopt a circular economy to reduce waste and by 2025 to have 100% of plastics recyclable.
6. To eliminate the use of carbon by using renewable sources such as the sun, the wind, the sea, and the biomass.
7. To prohibit any new hydrocarbon and fossil fuel exploration projects.
8. To converge the tax between diesel and gasoline before the end of 2022, as well as to raise carbon prices. Especially the price of HydroFluoroCarbures (HFC) which is used in refrigerators and air-conditioners.
9. To go **ZERO CARBON** on a government level, therefore, to try and stop the sale of gasoline or diesel cars and try to encourage the automobiles constructors to innovate.
10. To mobilize agriculture and try to reduce the GHG emission created by the energy use and buy that to improve soil carbon sequestration in five ways:
 - a) Reduce the food waste
 - b) Reduce the quantities of nitrogen fertilizers
 - c) Try new technologies
 - d) Find an action plan to protect the soils
 - e) Strengthen carbon sequestration in soils

11. To ban the importation of products that lead to the demolition of the 3 main forests of the world, such as the palm oil and non-sustainable soybeans.
12. Finally, to support non-governmental actors that act for the climate.

Regional /Local Level

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Climate change has affected every region in France in a different way. Their geographical place and climate as well as their proximity to the sea or mountains are some of the reasons for this change. Therefore, the measures that must be taken have to be adapted to each region's characteristics. To be adapted properly, the region's climate and other activities such as agriculture, wine production, tourism, and port industry must be taken into consideration to create new sustainable regions and become a territory's priority. However, to succeed in creating such sustainable regions, certain decisions need to be taken not only with a focus on the region's needs but also based on the general interest. Only then positive results will increase and create a healthy & eco-friendly environment.

Creating sustainable towns/regions will be an opportunity for local authorities to take up the climate challenge with their citizens.

The climate challenge though, is twofold:

- ❖ to adapt to climate change
- ❖ to reduce greenhouse gas (GHG) emissions, which are at the root of these disturbances

In 2004 a Territorial Climate-Energy Plan (PCET - **Plan Climat Energie Territorial**) is a strategy for fighting climate change at the territorial level, developed by all local actors (communities, companies, associations, citizens, etc.). Its objective is to integrate into each decision of the community the requirement to reduce the impacts on the climate and to encourage all actors to do the same. It is organized around 2 axes: mitigating climate change, i.e., reducing greenhouse gas (GHG) emissions; adapting to the impacts of observed or expected changes in the territory.

How to create sustainable towns/regions

A clean energy for the territory

- Use local renewable sources (sun, wind etc.)
- Create local jobs by working with renewable and sustainable energies rather than importing energy (oil, gas, uranium)

	<ul style="list-style-type: none"> • Reduce pollution (greenhouse gases, nuclear waste)
Urban planning that respects the balance	<ul style="list-style-type: none"> • Better cities organization • Functional mix of spaces (housing, offices, services, green spaces) that will help reduce the artificialisation of land • No other costs for extending networks
More energy-efficient buildings	<ul style="list-style-type: none"> • Build houses with better insulation • Build and renovate low energy buildings that produce more energy than what they consume
Move less and differently	<ul style="list-style-type: none"> • Install bike lanes • Install bike-sharing systems • Encourage carpooling • Encourage public transportation or car-sharing • Use electric vehicles for municipal activities (utility vehicles, school buses, etc.)
Produce less waste	<ul style="list-style-type: none"> • Collect and treat the waste in a right way • Implement a waste prevention program • Develop bulk sales • Introduce deposit systems • Develop the reuse sector with a recycling centre • Treat organic wastes separately (produce compost and biogas)
Make room for agriculture and forests	<ul style="list-style-type: none"> • Develop short food chains • Promote the maintenance and exploitation of forest areas • Preserve certain lands for agriculture

Companies

A recent study shows that 78% of the world's industrial CO₂ and methane emissions in 2010 were emitted by just 90 companies, notably through the production and sale of hydrocarbons and cement. This choice of allocation of greenhouse gas (GHG) emissions assigns climate responsibility to the producer - the companies. The GHGs of products sold to final consumers, such as fossil fuels for heating or transport and cement for house construction, are accounted for in the carbon balance of the producing companies.

In preparation of reducing the GHG levels that the companies are producing, an international verification and monitoring system must be created. That system will help set the GHG reduction targets according to their size, their production tools etc.

A great number of companies have already been trying to reduce their GHG emissions. More specifically, a lot of them are part of the **"Science based target" project**. A project founded in 2015 by the **Science Based Targets initiative (SBTi)**.

This project carries two main goals.

- ❖ reduce greenhouse gas (GHG) emissions
- ❖ prevent the worst impacts of climate change

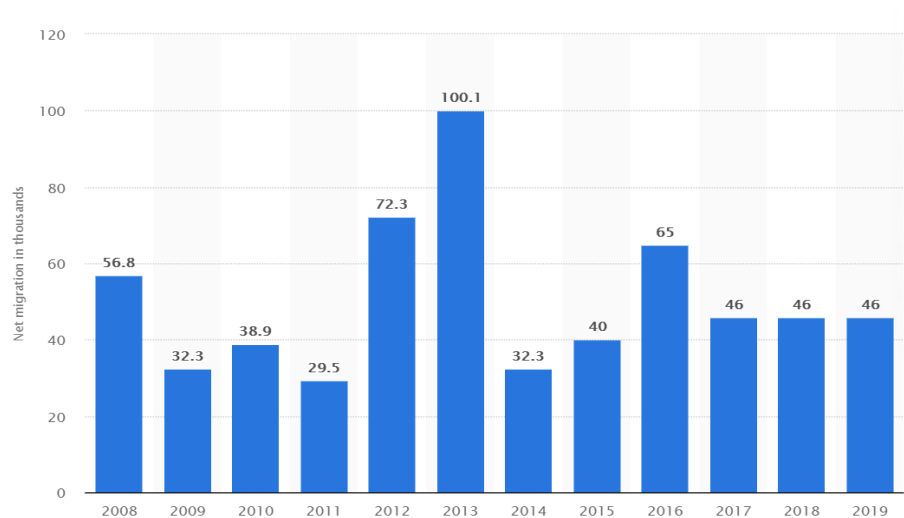
Since its foundation in 2015 more than 1000 companies have joined and are trying to reduce their gas emissions. Until now most of the companies are trying to reduce the scope 1 and scope 2 emissions (scope 1 is direct greenhouse emissions coming from the company's vehicles and facilities when the scope 2 is indirect GHG emissions concerning the electricity, cooling, steam, services, or the purchased goods that the company is buying).

As previously stated, a lot of French companies have joined this project since 2015: banks, insurance companies, automobiles & components, construction and engineering sectors, and some others. Some of them declare being fully committed to the project which means that their business ambition is to help reduce global warming to 1.5 C. There are four categories and some ambitious companies such as RENAULT & Saint Gobain who are willing to try and go "well below 2 C".

Target Group's 1 Language Skills

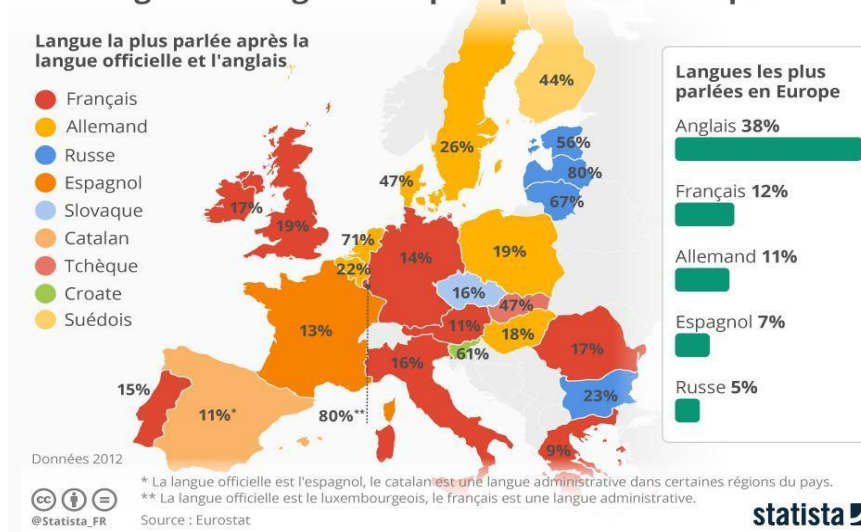
Diversity is something very common in France. For example, it has 5 different climate types. It also has 13 different regions. Those regions share the same government and official language, which is French, however sometimes one can identify multiple differences between them. Another diversity is the regional languages or dialects. Each region has its proper regional language or dialect and there are at least 400 of them. For example, in the Grand-Est and more specifically in Alsace people used to speak Alsatian, a language that is now dying. In the Occitanie, and more specifically in the close to the Spanish borders (Perpignan), people not only speak French but many of them also speak Catalan and Spanish.

Diversity also comes from the people that migrate to France. For the last few years France has become one among the most popular destinations for migrating and immigrating. Most of the time these people are either trying to save their lives because of army conflicts that exist in their countries, either for economic reasons while seeking a better future.



This chart shows the net migration in thousands within the past 11 years. As we can see, in 2013 more than 100,000 people migrated to France. The following years we can see a decrease in numbers and from 2017 – 2019 a stability at 46,000 people. New migrations appear to be also high in other European countries such as Germany and the UK.

Les langues étrangères les plus parlées en Europe



French language for the past few years holds the second place as the second most spoken language within Europe. In the chart you can see that French 12% comes right after English 38% and right before German 11%.

However, according to the Eurobarometer “The Europeans and their languages” issued in February- March 2012, the most spoken language is not English but German. German seems to have 79 million speakers (15.71% of which are living in the EU). Then comes English with 65 million, Italy follows with 63 million and then the French with 60 million speakers.

Barriers of learning French

Trying to learn a new language is always challenging. But what if the language you are willing to learn is one of the most difficult in the world? UNESCO created a list with the 10 most difficult languages in the world. French was given the 10th position. A lot of people would have agreed.

What makes French a difficult language anyway?

- ❖ **Its multiple origins**: It is part of the Latin languages, but it was influenced also by some other languages such as Celtic and Gaelic.
- ❖ **An evolving language**: new vocabulary and slang language that is difficult for the elders to understand. Furthermore, many influences and loan words from other languages and especially from English.
- ❖ **Difficult grammatical norms**: The distinction between two genders feminine and masculine (and not between three that some other languages have). The conjugations that often change as well as the spelling, not only while conjugating but also when you try to distinguish if a word is in plural or singular form.
- ❖ **Different pronunciation and writing**: When you are talking or reading you do not pronounce the final letters of the word; therefore, it can be really confusing when you must write down something that people are dictating.
- ❖ **The numbers above 60**: the numbers above 60 are just made for mathematicians. Things really get complicated and the only way to resolve this “problem” is by learning them by heart.
- ❖ **The regional influences**: In some regions people may be using different words in order to describe something.

Migrants & Refugees and Low skilled adults

The **French Integration and Immigration office (OFFI)** and its system is helping people who migrate or immigrate to France not only to have access to language learning but also to protect them from intolerance and make sure that they will have both a social and professional progress. The people who migrate first must sign the **Contract of reception and integration (CAI)**. Then the state offers them at first a one-day introduction in civic education (presenting the French institutions and the Republic's values), then they take a French language test. If they fail the test, since 2007 the State decided to pay for their first level of French. That means they get to have 400 hours' maximum in free language learning if they pass the DILF exam by the end of the courses.



From the annual report of 2010 and the results of the migrants passing the DILF examination (level A1.1), 92 % had passed the exam with a really good mark. Therefore, migrants are trying their best to succeed and to be given the opportunity to stay, work and live in France.

As for low skilled adults, their biggest problem is reading and writing in French. Therefore, not long ago an association was created (Agence Nationale de Lutte Contre l'Illettrisme) which aims to decrease or even to stop illiteracy.

Options in learning French and other popular languages

Popular languages

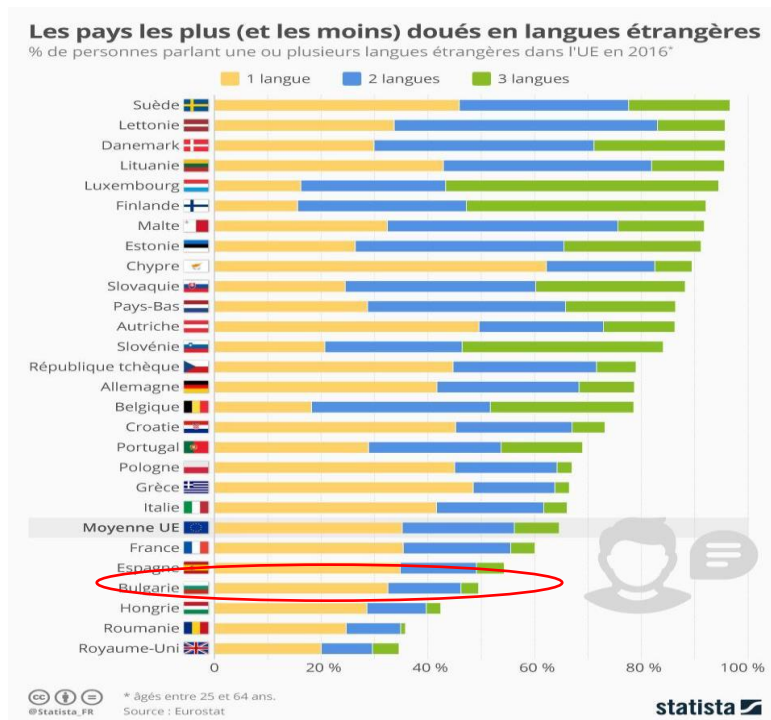
The French language itself lies among the most popular languages to learn in multiple countries such as Spain, Germany, Italy, Greece and of course Luxembourg. But, what happens when the French try to learn a foreign language?

When it comes to the French learning a second language the results are disappointing.

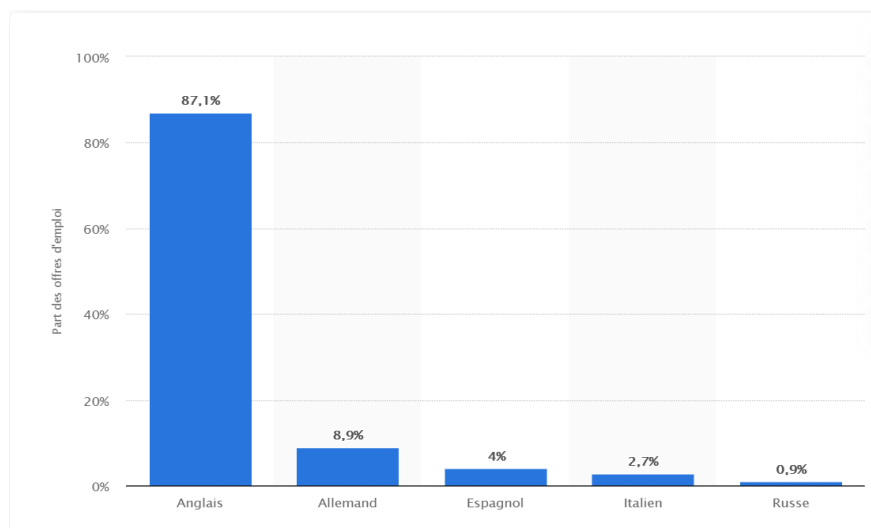
One could say that since France is a multicultural country, French people would have the tendency to speak at least one foreign language to be able to communicate with other people.

A study showed that 2/3 of 65 million habitants are not speaking any foreign language fluently and that 1 out of 5 French is speaking English fluently. The other 1/3 is monolingual.

The new generation, that means adults 25 and under, are learning new languages when 1/3 of the population finds it unnecessary to learn a foreign language. As to the French that are keen on learning new languages, France has a really low position among other European countries. Only 14% of French people end up having a good level in the foreign language they are studying and 40% of them only have a basic level.



As you can see from the chart given by Statista, only 60% of the citizens indicate that they are speaking at least one foreign language. At the same time, we can see that almost the 40% of them are monolingual



The results of a research carried out in 2016 have shown that 87.1 % of French chose to study English as their foreign language. Even though Spanish & Italian come from the same language group as French, only a few people decide to study them (just 4% for Spanish and 2.7 % for Italian). German however comes in second place but only with 8.9% interest in learning it.

Options

There are a lot of language learning centres in France. But migrants for example need to find a language centre that will help them pass the exam the government obliges them to.

Language Learning Centres in France for migrants	
ALFMED - Académie de langues (Perpignan) https://perpignan.alfmed.com/	1) French, Spanish, Catalan, German and English courses. 2) TCF (Test de Connaissance de Français) diplomas – exams for the knowledge in French
a. Accent Français Montpellier https://www.accentfrancais.com/	1) French course 2) Preparation for TCF (Test de Connaissance de Français) 3) DELF – DALF examination
Alliance Française Toulouse https://www.alliance-toulouse.org/	1) French course 2) TCF (Test de Connaissance de Français) 3) DELF – DALF examination
Alliance Française de Lyon https://www.aflyon.org/	1) French course 2) TCF (Test de Connaissance de Français) 3) DELF – DALF examination
ALIP (Alliance Linguistique Interculturelle de Paris) https://www.qualitefle.fr/centre/alip-90693	1) French course 2) TCF (Test de Connaissance de Français) 3) DELF – DALF examination 4) Professional Diplomas
Institut Starlang – Strasbourg https://www.qualitefle.fr/centre/institut-starlang-strasbourg-90162	1) French course 2) TCF (Test de Connaissance de Français) 3) DELF – DALF examination

There is also another option that is for the benefit of both the migrants and their children. From 2008 a new governmental “project” started. This time it is a project whose main goal is to **welcome the parents in school (OEPRE -Ouvrir l'École aux parents pour la réussite des enfants »)** and help them integrate into the society.

The smooth integration into the society is done by helping them learn French so they can easily find a job, teach them the values and the principles of France and finally a better knowledge of the school institution, of the rights and duties of students, as well as of the modalities of parenthood to give them (the parents) the means to help their children during their education. These courses last for a total of 120 hours, free of charge and take place in schools, secondary



and high schools during the week, at times that allow all the parents to attend. Parents are also given the possibility of taking the DILF (LEVEL A1.1)





2.2 Austria

Environmental challenges

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Austria is blessed with beautiful nature and rich biodiversity, with a variety of landscapes and natural sights. It is of utmost importance to preserve the country's nature and continue the fight for a healthier environment, trying to reduce negative influences wherever possible. Over the last few decades, many challenges have already been tackled and numerous issues have been improved or even resolved; however, there is still a lot to be done and improvements are necessary in many areas.

Current climate challenges in Austria

A study published in 2019 showed that people in Austria are very concerned about environmental issues, above all they worry about the traffic situation in their country and climate change in general. The government tries to be engaged in the fight against climate change and implements a variety of actions for this purpose. It is important to mention that there is a focus on supporting low-income households as they should not have any additional (primarily financial) burdens¹.

Climate-related issues are not equally spread around the country – some issues are more relevant in certain areas according to population density, geographical conditions, socio-economic and educational levels, and other circumstances.

Topical clusters

There are many urgent climate-related topics in Austria and the protection of the environment is a national priority. Among the population, there seems to be awareness of many issues and concern with improving the situation.

Topical clusters of environmental challenges in Austria

¹<http://www.derstandard.at/story/2000098312809/klimawandel-und-verkehr-fuer-oesterreicher-dringlichste-umweltprobleme>

Topic	Related problems
Climate change	Danger of heatwaves and drought, rising sea levels, pests in agriculture, diseases spreading more easily, altering the planet's climate in general.
Traffic	The traffic situation is already very bad in the country's larger cities. Congestion, noise, resulting pollution and more, are an increasing problem. Resulting from this, public transport needs to be reinforced and there should be a search for innovative concepts.
Sealing of the soil surface	Problems arise because there is less area to contain water, less space for growing food for humans and animals, and for raising animals. Sealing of soil destroys natural spaces and habitats.
Waste management	Incorrect disposition of waste causes severe damage to the environment, as waste is frequently toxic and non-degradable. In many cases, there is a lack of knowledge regarding how to recycle correctly.
Pollution and poor air quality	Depending on geographical conditions there are some regions with high air pollution levels (city of Graz) due to exhaust gasses.
Energy production and consumption	Austria is concerned with trying to find green alternatives to traditional ways of energy production such as solar and wind power. There are no nuclear power plants in Austria. Due to an ever-rising demand of energy, there is fear of black outs and severe energy shortage.
Reduction of greenhouse gas emissions	Reducing greenhouse gas emissions is a very relevant topic for companies, production facilities, traffic as well as for individuals.
Protection of species	Preserving biodiversity and saving endangered species.
Pollution of water	Making sure that rivers and lakes get cleaner and stay clean.

Solving issues

To work on environmental challenges and to solve problems, it is important that everyone is aware of the dangers that a polluted and mistreated environment poses for the population. The well-known saying “There is no planet B” holds true in many respects. The effects of climate change must be addressed by the people and the government together. One international effort in raising awareness is the international phenomenon of the “Fridays for Future” demonstrations, which has also become part of the Austrian reality.



Austria stirs its interests of climate and environmental protection primarily through its Ministry for Climate Protection, Environment, Energy, Mobility, Innovation and Technology. The 2021 budget available to this Ministry for expenses concerning environmental and climate protection amounts to 784.7 Million Euro. Additionally, the Ministry for Agriculture, Regions, and Tourism set aside about 1 Billion Euro in the year 2021 for relevant expenses in the environment and climate fields. This large sum of money is used for subventions and other expenses which work towards contributing to the goal set by the EU of a reduction of greenhouse gas emissions of at least 40% in relation to the year 1990².

In order not to put even more financial strain on demographic groups which already have to fight low income and financial hardship, the Austrian government tries to put a focus on low-income households in terms of accessibility of public transportation, for example. The goal is to make energy transition also a question of social justice³.

² https://service.bmf.gv.at/Budget/Budgets/2021/beilagen/Umwelt- und Klimaschutz_2021.pdf

³ www.derstandard.at/story/2000098312809/klimawandel-und-verkehr-fuer-oesterreicher-dringlichste-umweltprobleme

What can individuals do?

There are many actions that individuals can do to live a more environmentally conscious lifestyle. Some useful and recommended tips for small everyday things people can do:

Every action counts: examples for positive everyday changes	
Food	Don't waste food. Don't throw away food that you can still eat. The "best before" date is just a recommendation and most food does not go bad immediately after this date.
	Eat responsibly: meat and fish in moderation, but indulge in vegetables
	Choose locally grown products over imported goods
	Make sure to check for quality seals that show environmentally friendly products
Energy	Choose your energy provider and make sure they offer "green" energy such as wind or solar power instead of coal and nuclear power
	Try to reduce your energy consumption, e.g., by turning off the lights when you leave a room, put a lid on pots during cooking
Waste	Recycle and learn how to do it correctly
	Repair items whenever possible instead of throwing them out
	Use environmentally friendly materials and try to avoid unnecessary plastics
Transportation	Whenever possible, use ecologically friendly means of transportation (e.g., bikes, trains)
	Use cars sustainably and efficiently
Personal choices	Choose sustainable investment options – many banks let you decide on what they should invest your money in.
	Join associations that protect the environment, whether it be international, globally active associations or local clubs
	Be informed about the choices you make, e.g., when shopping
	Many items can be rented – this is especially efficient for items that you do not need often

On its website, the Austrian government offers a large number of interesting and useful tips and tricks on changing to a more environmentally friendly lifestyle. Many of these suggestions

can be easily implemented in daily life and will have a positive and lasting effect on the environment. More information can be found on the Austrian government's official website⁴:

Another interesting tool is offered online by the Austrian Agency for Energy: using an online calculator, individuals can do an immediate check of the energy efficiency of their household. Additionally, the tool offers an option to calculate energy costs and points out possible saving measures⁵:

What can companies do?

The European Union has committed to making the reduction of greenhouse gases a priority in its member states and as a result, has presented a comprehensive package of measures and obligations, setting certain limits and benchmarks. Industrial companies and energy suppliers in Austria participate and must comply with the regulations set in this package⁶.

The regulations determine the companies and branches which fall under these rules such as iron and steel smelting, cement production, glass, ceramics and brick industries, paper, and cellulose production. This European directive is implemented in Austria through a federal law.

A positive example from the Austrian economics sector is an initiative of almost 200 Austrian organisations including large insurance, food, electronics, and logistics companies which was formed in 2017 with the goal of appealing jointly to the Austrian government for more climate protection. These companies were ready and willing to pursue a path to a low carbon economy and demanded suitable political framework conditions.

In general, to ensure better energy efficiency and a greener path in the Austrian economy, companies should train their employees, implement sustainable policies, reduce waste (e.g., print only when really necessary, recycle...), and invest money to make their premises more energy-efficient. Production companies should update and upgrade their equipment to reduce emissions and invest in more sustainable production methods.





What can the government do?

The Austrian government puts a focus on sustainability, participating in several initiatives and actions against climate change, creating and maintaining national parks, offering incentives to update buildings to make them more energy efficient, investing in technologies that will reduce greenhouse gas emissions and in alternative energies, and investing large funds through the relevant Ministries to cover expenses for climate and environment protection. Austria also participates in the UNO's "Agenda 2030" and implements the UNO's sustainable development goals.

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Austria is a partner in several multilateral conventions concerned with a variety of topics in the field of environment protection such as access to information and public participation in environmental matters, environmental impact assessment in an international context, air pollution, protection of transboundary waters, protection of wetlands as habitats for birds, and the conservation of migratory wild species.

The Ministry for Climate Protection, Environment, Energy, Mobility, Innovation and Technology founded an initiative for climate protection called *klimaaktiv*⁷ which puts its focus on four topics: construction and renovation, energy saving, renewable energies, and mobility. The initiative uses integrative working methods to support municipalities, households, and companies in their climate protection activities. It is an innovative governance instrument that uses ideas and actions from the federal states to strengthen and implement them on a federal level. This includes the setting and formulation of transparent standards, simulation of advisory and qualification campaigns, the realisation of quality assurance measures, and networking opportunities between business, administration, research, citizens, and interest groups are networked. One of the main goals is the transportation of "green skills" to multipliers such as training and further education for experts, energy consultants, planners, architects, etc.⁸

Language Learning in Austria

The Integration report of the Ministry of Exterior says that the situation in schools is difficult in terms of language use. A study showed that in the academic year 2017/2018, 26% of students did not use German as their everyday, colloquial language. There is a great need for support and additional tutoring, especially among second generation migrant students in schools.

As the Austrian government states that integration is an essential, multidisciplinary issue and needs a wide-ranging approach, the *National Action Plan for Integration* (NAP.I) was created

⁷ www.klimaaktiv.at/

⁸ https://service.bmf.gv.at/Budget/Budgets/2021/beilagen/Umwelt_und_Klimaschutz_2021.pdf

in 2010. It combines “all integration policies of Provincial Governments, Local Authorities, Cities, Social Partners and the Federation⁹ and facilitates the cooperation between different entities. The NAP.I report states that this plan is directed not only at one group of migrants, but at persons with various kinds of backgrounds and in various kinds of situations, and, in addition to that, it is also directed at the public in general¹⁰.

As the Austrian Federal Ministry for Europe, Integration and Foreign Affairs states, NAP.I applies a very broad approach: “In addition to general guidelines for integration policies, the NAP.I covers challenges, principles and objectives in the following fields of action in a profound manner: language and education, work and employment, rule of law and values, health and social issues, intercultural dialogue, sports and recreation, as well as living and the regional dimension of integration.”¹¹

Options, possibilities, and offers for language learning

There are many offers for language learners in Austria, both for foreign languages and for German. However, it’s important to note that personal interaction and contacts to locals are always an additional – and essential – part to training and eventually perfecting a language.

The following table shows a list of language course providers, some also focusing on integration in general, and gives an overview of available language learning options in Austria. Many of these courses and providers focus on teaching German as a foreign language. As it has been found that having a good level of German is highly important for migrants moving to Austria, this collection of available courses can be a useful resource. In addition to the course offers presented here, there is of course a much larger variety of language teaching available.

EXAMPLES OF AVAILABLE LANGUAGES COURSES IN AUSTRIA

Name	Description	Specifications
Startpaket Deutsch und Integration (Starter toolkit German and Integration) More information: www.menschen-leb	<u>Alphabetisation and A1 German</u> The organisation focuses on integration, education, language, asylum, women's work, psychological care and youth work.	Blended learning 5 months duration

⁹ www.bmeia.gv.at/en/integration/national-action-plan/

¹⁰ www.bmeia.gv.at/en/integration/national-action-plan/

¹¹ www.bmeia.gv.at/fileadmin/user_upload/Zentrale/Integration/Integrationsbericht_2018/Statistisches_Jahrbuch_migration_und_integration_2018.pdf

en.at/startpaket-deutschkurse		
<p>Deutschkurse der Volkshochschule (Adult Education Centre German courses)</p> <p>More information: www.vhs.at/de/k/sprachen/deutschkurse-daz</p>	<p><u>German courses</u></p> <p>German for children with German as a second language and languages courses on the levels A1-B2</p>	<p>Blended learning</p> <p>Various durations depending on the course type</p>
<p>Starten mit Deutsch und Integration Alpha (Start with German and integration Alpha)</p> <p>More information: www.bfi.at/kurse/kurssuche</p>	<p><u>Teaching Latin alphabet and teaching basic reading and writing skills of German language</u></p> <p>BFI is one of the largest language schools in Austria. It offers German integration courses and specific exam preparations for internationally recognised language certificates.</p>	<p>Blended learning</p> <p>160 units per course</p>
<p>Deutschkurse (German courses)</p> <p>More information: www.caritas-steiermark.at www.isop.at</p>	<p><u>Language courses on various levels (A2-C1)</u></p>	<p>Blended learning</p>
<p>Sprachkurse am Wifi (Language courses)</p> <p>More information: www.wifi.at/kursbuch/sprachen/online-sprachkurse/online-sprachkurs</p>	<p><u>Deutsch, Englisch und weitere Sprachen</u></p> <p>Online courses are available.</p>	<p>Free online placement test</p>
<p>Sprachkurs Deutsch A1 mit Werte- und Orientierungswissen (A1 language course and knowledge in citizen values)</p> <p>More information: www.updatetraining.at/kurse/sprachen/oeif-kurse.html</p>	<p><u>Basic German course</u></p> <p>Language learning at A1 level, preparation for language exams, teaching Austrian cultural values in a comfortable group atmosphere tailored to the students' needs.</p>	<p>Blended learning</p> <p>Language, culture, values</p>

<p>Loqui-Deutschkurse (German courses by Loqui)</p> <p>More information: www.loqui.at/de/deutsch_gruppe.html</p>	<p><u>Language courses at different levels (beginner, advanced, specific knowledge)</u></p> <p>Certified by the Austrian Integration Fund and the City of Vienna and can hold integration courses including value and orientation knowledge.</p>	<p>Language, values and orientation, specific language knowledge</p>
<p>Werte- und Orientierungskurs - Mein Leben in Österreich (Orientation and values course - my life in Austria)</p> <p>More information: www.integrationsfonds.at/kurse/werte-und-orientierungskurse/werte-und-orientierungskurse</p>	<p><u>Teaching many aspects of the life in Austria to migrants, especially for refugees</u></p> <p>Description of the organisation: "The Austrian Integration Fund (ÖIF) is a fund of the Republic of Austria and a partner of the Federal Ministry for Europe, Integration and Foreign Affairs along with many responsible authorities on integration and migration in Austria."</p>	<p>Values of the Austrian culture, democracy, local behaviours, Austrian lifestyles, health system and similar topics</p>
<p>Deutschkurs – Dialekt der Volkshilfe Vöcklabruck (Austrian dialect training)</p> <p>More information: www.nachrichten.at/oberoest erreich/salzkammergut/Ois-vastehn-In-einem-eigenen-Kurs-lernen-Migranten-auch-unsere-Mundart</p>	<p><u>Dialect training course</u></p> <p>This course offers special training in getting used to a dialect variety of German Austrian.</p> <p>Regional offer.</p>	<p>Everyday communication</p>
<p>Tandem learning</p>	<p><u>"Buddy system" or tandem learning</u></p> <p>People with different backgrounds team up to train and improve each other's languages. Offered by various organisations and entities (e. g. universities)</p>	<p>Informal learning situation</p>

Popular languages to learn

The official language of Austria is German. Especially in working and economic life, as well as in social interactions, knowledge of German is important. Croatian, Slovenian, and Hungarian are recognised as official languages of autonomous ethnic groups in individual regions.

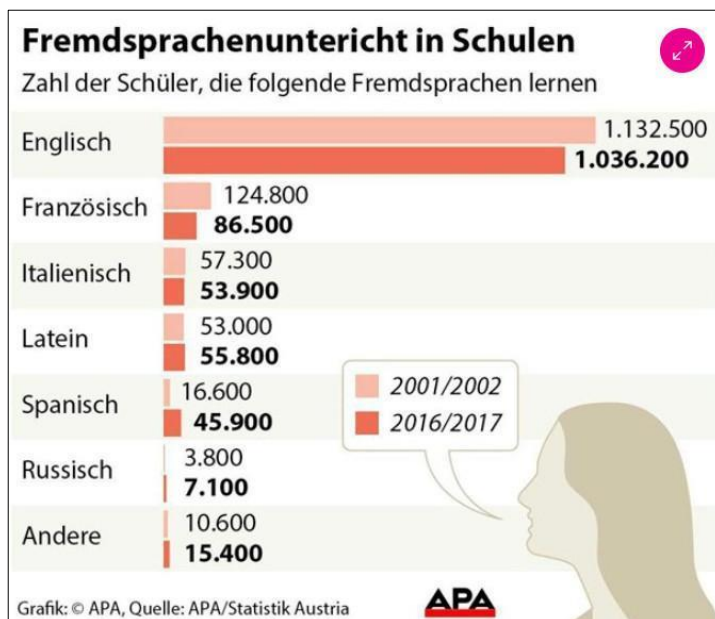
English is taught as the first foreign language in most schools. And it is also the most popular foreign language to learn in Austria. Children start learning English at a young age in primary



school and study it throughout their school course. English words and expressions are prevalent in the German language, especially in pop culture media. Other foreign languages typically studied by Austrian students are French, Spanish, and Italian.

For migrants, it is essential to learn German to be able to participate in Austrian society. Migrant support workers as well as migrants themselves confirm the importance of learning German and stress the benefits of having a good knowledge of the language. As mentioned before, there are various options and offers for migrants to learn the language and, at the same time, get an insight into Austrian culture.

Language levels of TG1 members vary significantly according to a person's personal background, home country, level of previous education, job situation, level of integration. In recent years, over three quarters of the population with a migration background had a native language other than German. Of this group, one fifth had an excellent command of German, and one third had an advanced level of German and another third had an average command of German. One sixth had no or little knowledge of German. These numbers show that there is certainly room for improvement.



TRANSLATION:

Foreign language teaching in schools

Nr. of students learning the following languages

English

French

Italian

Latin

Spanish

Russian

2.3. CYPRUS

Key challenges caused by the climate change in Cyprus

Cyprus, as a Mediterranean island, is very vulnerable regarding climate change and its impact. The island is already experiencing more frequent heat waves, dust storms, droughts, and other extreme weather conditions. In this respect, as a part of the European Union and individually, Cyprus has taken responsibility and has undertaken several projects to regulate the climate change impact.

Together with other European Union countries, Cyprus has ratified the Paris agreement. The agreement's main goal is to lower global warming within this century to below 2° C, preferably to 1.5° C. As well as globally, the average annual temperature in Cyprus has an increasing trend. The average increase in temperature is 1-1.58° C in the 20th century (Climate Change Post, 2020), while a more significant increase is noted in the island's urban areas. The temperature rise brings many issues. One of them is more frequent heat waves. Even though the temperature during the heatwaves has not changed and stays more or less stable, the annual number of such days has risen. The expected increase of extremely high temperatures (over 35° C) is around 25 days in the mountain areas and 10 days in other areas (Climate Change Post, 2020). The increased number of hot days is a significant factor because, together with other factors such as droughts, it highly affects both wild plantation and cultivated fields of the island and can lead to extended distress and, finally, desertification. The heatwaves also affect the public health and tourism sectors since the weather is too hot, people experience discomfort and heat has an impact on health.

Because of climate change, Cyprus also experiences prolonged lower precipitation (except 2019). Annual precipitation in Cyprus has, on average, decreased by about 100mm in the last 85 years (Climate Change Post, 2020). Even though the change is not drastic, rainfall distribution has markedly changed throughout the year, showing longer periods of drought and shorter but more extreme rainfall. This, together with the rising temperatures, highly affects the limited natural resources of the island. Since rainwater is the only natural supply of water and Cyprus does not get enough of it, seawater is desalinated mainly to cover the demand for irrigation. The process of desalination is highly energy consuming, therefore, expensive. Droughts also cause overexploitation of groundwater resources, and mountain areas are very vulnerable and highly affected because of the insufficiency of water supply works. Cyprus' clean water resources are not enough most of the time to meet drinking water demand,

especially in summer when people consume more water because of high temperatures and increase of island's population due to tourism.

Low precipitation and long-lasting high temperatures add to forest fires and are threatening ecosystem biodiversity. As droughts damage plants, change their distribution and even cause the extinction of some species, associated animal populations are affected because their habitats and food availability change. Even more so when the forests are destroyed with forest fires. Forest fires lead to the enlargement of grasslands, and to the extinction of plant and animal species. In 2003, it was indicated that about 300 plant species face extinction, while some of them are already extinct. Ten Cyprus endemic plant species are critically endangered, 5 are endangered and 25 are vulnerable (Ministry of Agriculture, 2012).

Furthermore, desertification is a serious threat because 57% of soil is now classified as critical to desertification, 42.3% as fragile and 0.7% as potential and no land was classified as neutral to desertification (Papadaskalopoulou, 2014). Erosion and desertification affect the local rural economy as agricultural land gets abandoned.

Actions against climate change in Cyprus

To fight climate change, the Paris Climate Agreement targets at lowering the Greenhouse Gas (GHG) emissions; therefore, Cyprus has submitted the Nationally Determined Contributions (NDC), where the EU Member States committed to "binding target of an at least 40% domestic reduction in greenhouse gas emissions by 2030 compared to 1990" (*Intended Nationally Determined Contribution of the EU and its Member States*) and by 20% by 2020. A similar goal was set in December 2019 with the European Green Deal to cut GHG emissions by 55% by 2030 compared to 1990.

From 1990 to 2018, Cyprus' GHG emissions increased by 53%, excluding land use, land-use change and forestry (LULUCF) (Figure 1).

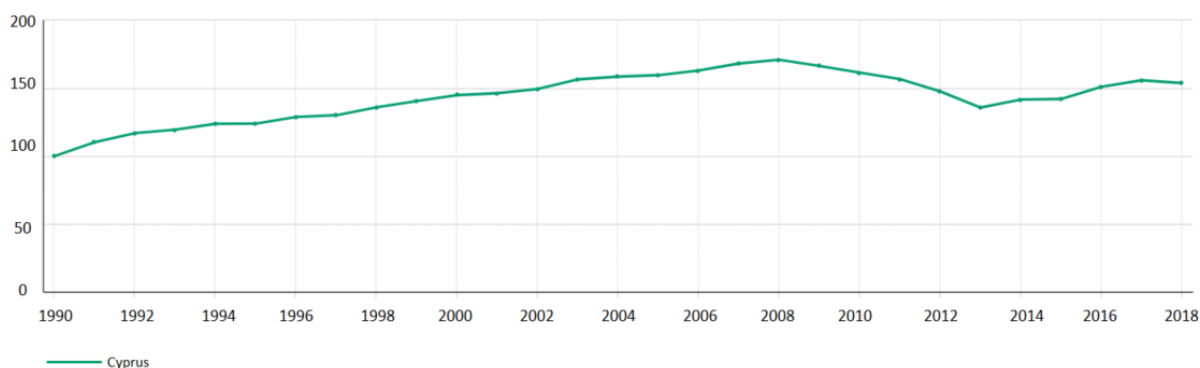


Fig. 1: Cyprus' trend of total GHG emissions from 1990 to 2018, excluding LULUCF. Source of data: Eurostat (online data code: SDG_13_10).

According to Eurostat data, setting 1990 to be the starting point for each country, through the years to 2017, Cyprus was always among the first three countries in the EU with the highest increase of GHG emissions, and in 2018 it had the second highest GHG emission growth (53.8%) after Iceland, compared to 1990. Cyprus' GHG emission was growing from 1990 to 2008, then was getting lower until 2013 due to the economic downturn period and decrease in the land transport sector and has been growing again since then. From 1990 until 2018, Cyprus did not manage to reach the GHG emission levels of 1990, when it was the lowest, and did not reach the planned GHG emissions level. Meanwhile, the European Union's (27 countries from 2020) average GHG emissions levels were mostly stable with some decrease since 2010 (Figure 2). Compared to the EU average, Cyprus was always exceeding the levels of GHG emissions growth.

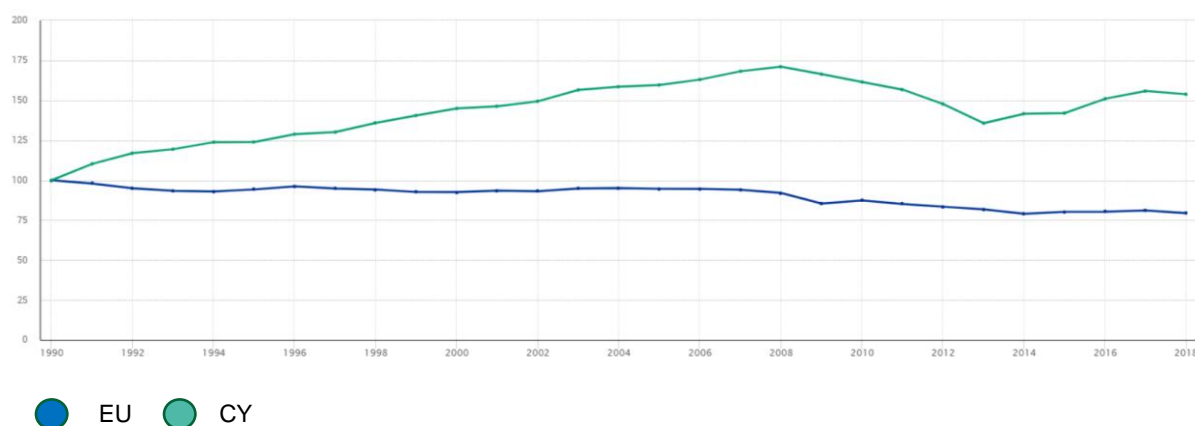


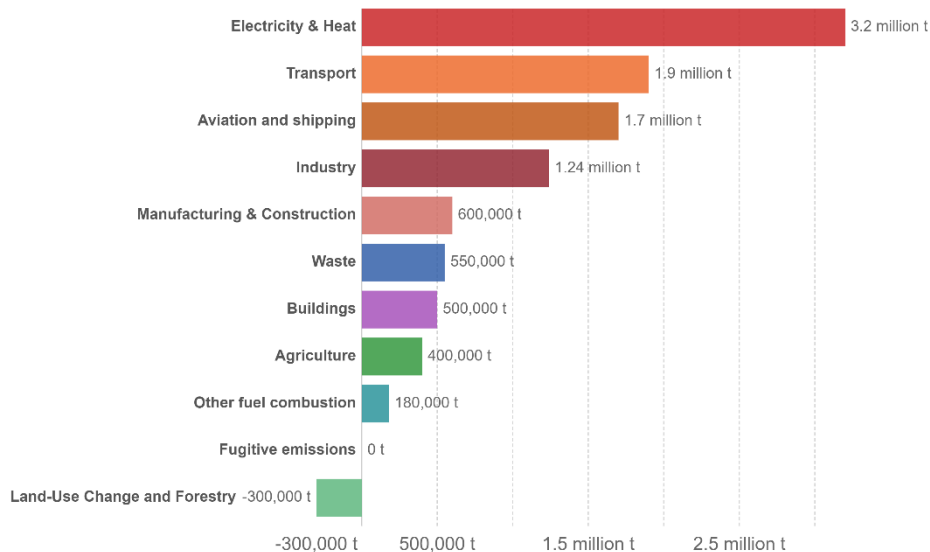
Fig. 2: Green house gas emissions EU-27 (source: EEA) Source of data: Eurostat (online data code: SDG_13_10)¹²

The highest GHG emissions in Cyprus are produced in electricity and heat/cooling, transport, aviation and shipping, and industry sectors (Figure 3).

¹²<https://ec.europa.eu/eurostat/databrowser/bookmark/63fd5a3a-ea45-48cf-81c6-6f1abb1a791f?lang=en>

Greenhouse gas emissions by sector, Cyprus, 2016

Greenhouse gas emissions are measured in tonnes of carbon dioxide-equivalents (CO₂e).



Source: CAIT Climate Data Explorer via. Climate Watch

OurWorldInData.org/co2-and-other-greenhouse-gas-emissions • CC BY

Fig. 3: Ritchie, H., & Roser, M. (2017). CO₂ and Greenhouse Gas Emissions. Our World in Data. Retrieved January 26, 2021¹³

European Commission identifies similar sectors to be the ones which will require the most actions to be taken, as in 2018, 53% of GHG emissions in the EU were generated in the energy sector, 25% in transport including international aviation, and the remaining 22% in industry, agriculture and waste management (Eurostat, Greenhouse gas emission statistics - emission inventories, 2020).

Electricity and heating/cooling

At the beginning of 2020, the government of Cyprus announced that Cyprus had to increase the price of gas to comply with the European Green Deal Directives to promote the use of energy from renewable sources. The goals set within the Paris Agreement and European Green Deal forces a faster and more efficient move from fossil fuels to renewable sources such as solar and wind power. Cyprus is continually investing in renewable energy technologies, therefore, an increase in the share of renewable energy is observed (Figure 4). A more significant one is expected in 2030, with solar thermal technologies and heat pumps in buildings being the main drivers.

¹³ <https://ourworldindata.org/co2-and-other-greenhouse-gas-emissions>

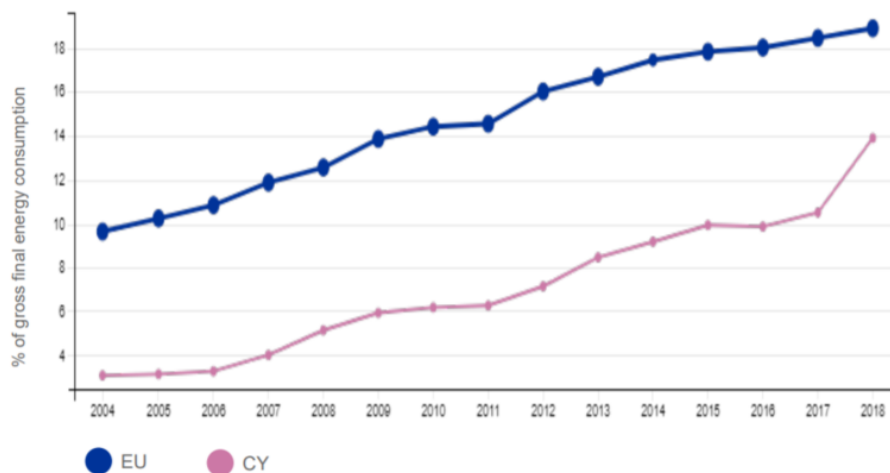


Fig. 4: Share of renewable energy as % of gross final energy consumption. Data source : Eurostat¹⁴

As we can see in Figure 4, both the EU and Cyprus' share of renewable energy has been rising since 2004, with a bigger increase in Cyprus from 2017.

As a country having from 300 to 340 sunny days per year, Cyprus is more capable of producing enough solar energy than the rest of Europe. The island uses this advantage mostly for solar heating when special solar thermal collectors absorb sun heat and collect it to heat water. Cyprus government has made it a requirement to install solar water heaters in new houses since 2010 (Cyprus Ministry of Energy, 2017). However, regarding photovoltaic solar power, Cyprus needs to install more solar power systems and replace the old ones to produce more electricity. A significant amount of energy in Cyprus is consumed for space cooling during summer months and heating in winter. This happens as currently, most of the buildings' energy efficiency on the island is not high because buildings are very thermally conductive. This is one of the areas where renewable energy technologies, together with building renovations, would greatly impact energy consumption levels. For this reason, new minimum energy performance requirements were indicated in 2018 (Mesimeris, et al., 2020). These requirements specify that new residential buildings and offices should be nearly zero-energy buildings, while the renovated ones should have much higher energy performance but do not need to reach the zero energy buildings level.

¹⁴<https://ec.europa.eu/eurostat/cache/digpub/sdgs/index.html?country=CY&goal=SDG7&ind=1&chart=line>

Transport

As mentioned before, the transport sector is the 2nd biggest GHG producer in Cyprus after electricity and heat/cooling. Currently, Cyprus together with Finland, is on the third place in Europe as a country with the highest number of passenger cars per thousand inhabitants (629 cars per 1000 inhabitants) (Eurostat, Passenger cars in the EU, 2020). Some factors may cause this: very hot weather during summer months which does not allow walking or cycling the distances comfortably; lack of pedestrian and cycling roads; poorly developed public transport system. Cyprus, being an island and geographically remote from other EU countries, makes it impracticable to develop a railway network or other fixed traffic systems.

This huge amount of transport on the island causes serious traffic issues in the cities of the island, puts more danger on the roads, negatively affects the environment (air pollution) and causes a lot of noise.

To reduce the private transport loads in Cyprus and thus, the GHG emissions level, several projects are being implemented. These projects aim at promoting other means of transportation by creating and developing cycling lanes among main roads and designating more areas in the city centre to be pedestrian ones.

Cyprus public transport – busses – system is also being upgraded. In July this year, new busses started operating in Nicosia and Larnaca cities. The busses are more modern and provide features like USB charging, Wi-Fi connection, and daily disinfection for passengers' satisfaction. The new buses have low-emission EURO-6 engines, so they are a greener and more environmentally friendly public transport option than the old busses. However, not all areas on the island are accessible by public transport, especially mountain areas. Also, the city bus routes need to be expanded and the waiting times should be minimised, with the frequency of busses increased for the locals to rely on public transport.

Cyprus is already taking some actions to reduce the impact of the transport sector on the environment. However, the island's infrastructure needs to be revised to achieve better results.

Language Skills of Target Group 1 in Cyprus

Cyprus being a divided island, has two official languages – Greek and Turkish. In the Republic of Cyprus, most people speak the Greek language, which is a strong Cypriot dialect. English is a very widely spoken language on the island too. According to the Eurobarometer 2012, 73% of the Cyprus population can speak English, while 7% can speak French and 5% can speak German. Other mostly spoken languages on the island are Romanian, Russian, Bulgarian, Arabic and Filipino. In the last decade, the percentage of people speaking these languages must have changed, because of multiple social, political, and financial situations, as Cyprus became a country receiving a lot of migrants and refugees.

Barriers among migrants for learning Greek

Refugees and migrants face several barriers if they want to learn Greek in Cyprus.

First, the Greek language is not very widely spoken globally, except in Cyprus and Greece. It is not as popular as English, French, or German. Usually, Greek is not taught at school as a second language, and for this reason, almost no migrants or refugees have any knowledge of Greek prior to arriving in Cyprus.

Other European languages are quite widely spoken on the island. English is the main foreign language in Cyprus as most local Cypriots are fluent in English because of historical reasons, and because English has become an international language. There are many English-speaking immigrants in Cyprus from all around the world. These reasons make the English language the first target if a migrant or refugee speaks another language(s) but not English and Greek.

Language learning options in Cyprus

There are many language schools and courses located all around the island teaching various levels of languages like English, French, Russian, German, Chinese, Arabic, Bulgarian, Romanian, Turkish, Spanish, Italian, etc.

One of the organisations' teaching languages is Adult Education Centres, which provide various interdisciplinary courses focusing on teaching foreign languages, arts, cultural programmes, and other general interest issues. Adult Education Centres have language training for English, Arabic, Bulgarian, French, German, Greek (for repatriated Cypriots, repatriates, foreigners, asylum seekers and illiterates), Spanish, Italian, Romanian and Turkish. Courses are available for a relatively small annual fee for adults and teenagers over 15 years old.

Several local language training options are offered to help migrants and refugees find employment and integrate better in Cyprus' community. The language programmes are provided by various NGOs, volunteer groups, and the government.

Three public institutions provide this type of training: Adult Education Centres (AECs), State Institutes for Further Education (SIFEs), and the University of Cyprus (UCY):

1. The aforementioned Adult Education Centres provide Greek language courses for non-native speakers for a relatively low annual fee and free of charge to children of repatriated Cypriots, political refugees, and Turkish Cypriots. Weekly classes are held in both rural and urban areas of the island, providing the opportunity for more people to attend them.
2. State Institutes for Further Education offer Greek language courses for non-Greek speakers and are only available for people living in Cyprus permanently. The lessons are free of charge for migrants and target adults, but students over 15 years old can also attend. The intensity of the language training provided by SIFEs is higher than the one provided by AECs, as the lessons take place twice a week and can prepare students for accredited language literacy exams.
3. The School of Modern Greek of the University of Cyprus offers Greek language courses for anyone interested. These courses are not free, and the price depends on the duration and intensity of the courses. However, all students of the University of Cyprus, members of the academic and administrative staff of the University and Turkish Cypriots can attend the courses free of charge.

To deal with the language barrier, transitional classes for non-Greek speaking students were developed by the Ministry of Education. Extra hours for teaching Greek as a second/additional language are given to schools for each student for two years so that the migrant and refugee children would have the opportunity to learn the language and integrate better and faster. For that reason, a new curriculum for teaching Greek as a second language was designed.

Despite the public institutions, there are different associations, NGOs, voluntary initiations, and projects teaching Greek for migrants and refugees. One such initiation was implemented from February 2019 until October 2020 by The Cyprus Labour Institute (INEK-PEO) in collaboration with the University of Cyprus. "Greek Language Learning Programme" was funded by the Asylum, Migration and Integration Fund and the Republic of Cyprus. It was focused on simple communication to facilitate migrants' integration into the local society. The programme has



offered Greek language courses for adults that are third-country nationals, including recognised refugees, people who have applied for refugee status, people legally working/living in Cyprus. The training was free of charge to all beneficiaries and provided language courses in two levels: Level A1 and Level A2. It was estimated that the courses were joined by 600 learners from 20 different countries and had positive feedback from the participants.

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For adults who wish to learn other languages than Greek, there are many different options. One of them is the aforementioned Adult Education Centres where these foreign languages are taught: English, Arabic, Bulgarian, French, German, Greek (for repatriated Cypriots, repatriates, foreigners, asylum seekers and illiterates), Spanish, Italian, Romanian and Turkish.

Also, many language schools and courses are located all around Cyprus, teaching languages like English, French, Russian, German, Chinese, Arabic, Bulgarian, Romanian, Turkish, Spanish, Italian, etc.

However, due to the worldwide situation of Covid-19, most of these lessons had to be stopped or moved to the online environment.



2.4 Ireland

Paris Agreement and its relevance in Ireland

The 2015 Paris Agreement sets the international agenda for addressing and responding to climate change by setting clear temperature goals to be addressed at national and sub-national levels. Together with the United Nations Sustainable Development Goals (SDGs) 2030, the Paris Agreement on climate change requires a transformational shift towards climate resilient communities and economies that are sustainable in their development.

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. Between 1990-2019, Ireland's Greenhouse Gas emissions have increased by 10.1% with Carbon Dioxide (Co2) accounting for 62.2% of the total GHG emissions (EPA, 2020)¹⁵. The sectors primarily responsible for these emissions in Ireland are the energy industries, transport and agriculture sectors which together make up 71.4% of the total GHG emissions.

Regarding the Paris Agreement and Ireland, the DCCAE highlight that the following is essential in order to meet the objectives of the agreement; "holding the increase in the global average temperature to well below 2°C above pre-industrial levels and to pursue efforts to limit the temperature increase to 1.5°C above pre-industrial levels, recognising that this would significantly reduce the risks and impacts of climate change; Increasing the ability to adapt to the adverse impacts of climate change and foster climate resilience and low greenhouse gas emissions development, in a manner that does not threaten food production; Making finance flows consistent with a pathway towards low greenhouse gas emissions and climate-resilient development" (DCCAE, 2019)¹⁶.

Overall the Paris Agreement has directly impacted and contributed to the development of Ireland's Climate Action Plan which outlines that Ireland will have a reduction in emissions of 7% per annum up to 2030 (Ibid.), however critics of the plan, such as Professor Kevin Anderson, highlight that in order to fully comply with the Paris Agreement obligations, Ireland needs to be cutting its emissions by at least 12% per annum.

¹⁵ [2020-05-14_I-rs-note-the-european-green-deal-and-its-implications-for-ireland_en.pdf \(oireachtas.ie\)](#)

¹⁶ [d7eb004da7a340a29bd3921d464711a8.pdf \(assets.gov.ie\)](#)

EU Green Deal and its relevance in Ireland

The European Green Deal is said to be the EU's long-term strategy to securing a healthy planet for both the present and future generations. It commits Europe to becoming the world's first climate neutral continent by 2050 (EC, 2018)¹⁷. The Green Deal requires the EU to restructure policies across a number of different areas to deliver its commitments to reduce carbon emissions from 30% to at least 50% (Ibid.). The EU Green Deal has a number of potential implications for Ireland that were outlined in the Oireachtas Library & Research Service (2020)¹⁸ and summarised below:

➤ Climate Law and the 2050 target

The EU Commission has recently presented their proposal on the first European 'Climate Law' in March 2020. This proposal outlines the 2050 climate neutrality objective in legislation. In order to meet the 2050 targets which have been outlined, several sectors including the agricultural sector, the built environment, energy and transport sectors will be directly affected as some sectors will be required to fully decarbonise and deliver negative emissions through carbon sinks or carbon capture and storage technologies.

➤ Just Transition

Regarding the Just Transition process, a Just Transition Fund was recently announced in January 2020 and Ireland has been initially allocated 30 million euro to support vulnerable areas of the country to engage with the green transition which is planned for the EU. This fund will directly support areas such as the Midlands of Ireland to ensure they are not left behind in the process.

Overall, it has been noted that in order to meet the targets set out in the Green Deal, significant investment and behavioural change is required across a number of sectors in Ireland. Ensuring that no community or individual is left behind is at the heart of Ireland's commitments.

Sustainable Development Goals and its relevance in Ireland

The United Nations Sustainable Development Goals is the world's most ambitious plan yet. Within the agenda the environmental pillar provides the basis for all action. Specific goals within the agenda (SDG 6 – Clean Water and Sanitation, SDG 13 – Climate Action, SDG 14 – Life Below Water and SDG 15 – Life on Land) set to ensure that globally there is continued focus on laws, regulations and other policy mechanisms concerning environmental issues.

¹⁷ [Financing the green transition: The European Green Deal Investment Plan and Just Transition Mechanism \(europa.eu\)](https://ec.europa.eu/economy_finance/financing-the-green-transition-the-european-green-deal-investment-plan-and-just-transition-mechanism_en)

¹⁸ [2020-05-14 I-rs-note-the-european-green-deal-and-its-implications-for-ireland_en.pdf \(oireachtas.ie\)](https://www.oireachtas.ie/en/media/2020/05/14/2020-05-14-I-rs-note-the-european-green-deal-and-its-implications-for-ireland-en.pdf)

Ireland has committed to fully addressing the SDGs domestically by 2030 however commitments within this agenda are not legally binding. Within Ireland's Climate Action Plan 2019, it is stated that “we will lead the whole of government effort to foster public awareness and participation around the goals and coordinate the Government action on embedding the SDGs into the programmes and policies of every Department” (DCCAE, 2019)¹⁹.

Ireland's most urgent environmental and climate related challenges

In recent years, Ireland has received criticism from many regarding its efforts to address the global environmental challenges surrounding climate change. According to the World Health Organisation, for the EU-28 countries, 13% of deaths in 2012 were attributed to environmental factors with Ireland's figures also standing at 13% (equivalent to 53 deaths annually per 100,000 population) (WHO, 2012)²⁰. The deaths in Ireland are predominantly connected with various cancers, heart disease and stroke. Some of the major environmental issues affecting Ireland are as follows:

➤ Air Quality and Health

Air pollution is one of the leading contributions to health issues in Ireland with an estimated 1300 premature deaths being caused by air pollution in 2017 alone (EPA, 2018)²¹. Air pollution in Ireland is mainly caused by burning solid fuel for home heating. Further monitoring of air quality has been implemented in communities across Ireland through monitoring systems.

➤ Valuing and protecting the natural environment

Similar to many parts of Europe, Ireland faces continued challenges in halting biodiversity loss. In 2019, the National Parks & Wildlife Service (NPWS) highlighted that 85% of assessed habitats were found to be unfavourable. Additionally, none of Ireland's grassland, heathlands, bog, mire or fen habitats were considered favourable which is of major concern.

➤ Building a resource-efficient low carbon economy

It is regularly highlighted that Ireland has significant work to do in the transition to a low-carbon economy. Although awareness of said issue has increased in Ireland, a gap remains regarding the implementation of strategies.

➤ Improving environmental legislation

As mentioned in this report, Ireland has drafted many progressive legislations regarding environmental protection, however a key issue regarding progress is the implementation of

¹⁹ [c97cdecddf8c49ab976e773d4e11e515.pdf \(assets.gov.ie\)](https://assets.gov.ie/c97cdecddf8c49ab976e773d4e11e515.pdf)

²⁰ https://www.euro.who.int/_data/assets/pdf_file/0004/197113/EHR2012-Eng.pdf

²¹ [Air :: Environmental Protection Agency, Ireland \(epa.ie\)](https://epa.ie/)

these legislations. There continues to be poor adherence on a number of levels starting from individual adherence to council and government adherence.

➤ **Putting the environment at the heart of decision making**

One positive outcome in 2020 for Ireland regarding environmental protection is the election of the Green Party to the government. Ireland's reputation as a clean and green country has been tarnished in recent years for a number of reasons. However, the Green Party leader Eamon Ryan commits the next government to reduce Ireland's emission of greenhouse gases by an average of 7% annually.

What is the Irish Government's role in taking action?

The government department responsible for the delivery of policies and programmes related to environmental sustainability in Ireland is the Department of Environment, Climate and Communications (DCCAE). The department, currently being led by Minister Eamon Ryan, must ensure that all of the policies produced are in line with the EU and Global Obligations. According to its 2019 – 2021 strategy, the DCCAE'S missions is to “make Ireland a leader in the successful transformation of communications, climate action and environment and ensure that we have early mover advantage in harnessing new opportunities and putting Ireland on a sub trajectory for years to come” (DCCAE, 2019)²².

Ireland's strategic focus

Climate Action and Low Carbon Development Bill 2021

The most recent bill that has been announced in Ireland to support the fight against climate change is the Climate Action and Low Carbon Development Bill 2021. This bill aims to support Ireland's transition to Net Zero and achieve a climate neutral economy by no later than 2050. The bill will establish a legally binding framework and include the following key elements (as directly outlined on the DCCAE's website):

- Places on a statutory basis a 'national climate objective', which commits to pursue and achieve no later than 2050, the transition to a climate resilient, biodiversity-rich, environmentally sustainable and climate-neutral economy;
- Embeds the process of carbon budgeting into law, Government are required to adopt a series of economy-wide five-year carbon budgets, including sectoral targets for each relevant sector, on a rolling 15-year basis, starting in 2021;
- Actions for each sector will be detailed in the Climate Action Plan, updated annually;

²² [c97cdecddf8c49ab976e773d4e11e515.pdf \(assets.gov.ie\)](https://assets.gov.ie/c97cdecddf8c49ab976e773d4e11e515.pdf)

- A National Long Term Climate Action Strategy will be prepared every five years;
- Government Ministers will be responsible for achieving the legally-binding targets for their own sectoral area with each Minister accounting for their performance towards sectoral targets and actions before an Oireachtas Committee each year;
- Strengthens the role of the Climate Change Advisory Council, tasking it with proposing carbon budgets to the Minister;
- Provides that the first two five-year carbon budgets proposed by the Climate Change Advisory Council should equate to a total reduction of 51% emissions over the period to 2030, in line with the Programme for Government commitment;
- Expands the Climate Change Advisory Council from eleven to fourteen members, and provides that future appointments to the Council provide for a greater range of relevant expertise and gender balanced;
- Introduces a requirement for each local authority to prepare a Climate Action Plan, which will include both mitigation and adaptation measures and be updated every five years. Local authority Development Plans will also align with their Climate Action Plan;
- Public Bodies will be obliged to perform their functions in a manner consistent with national climate plans and strategies and furthering the achievement of the national climate objective.

Climate Action Plan 2019 – To Tackle Climate Breakdown

The Climate Action Plan 2019 is Ireland's all of Government Plan to tackle climate breakdown and achieve net zero greenhouse gas emissions by 2050. The full report contains almost 200 actions to ensure Ireland meets its established targets. Some of the key actions outlined in the plan are as follows:

- 70% of all electricity generated to be from renewable sources
- 950,000 electric vehicles on the road
- 500,000 existing homes to be upgraded to B2 Building Energy rating (BER)
- All plastic packaging should be reusable or recyclable
- 50% reduction in food waste
- Specific single-use plastic convenience items banned including polystyrene food and drinks
- 1,200 low-emissions buses in cities for public transport
- Homeowners to generate their own electricity and sell back to the grid under scheme for micro-generation
- 600,000 heat pumps installed (400,000 in existing buildings)
- Carbon proofing all Government decisions and major investments



- CO2 emissions from the public sector to be reduced by 30%
- 8,000 ha of newly planted forest per year

Language Learning Research

Overview of language learning amongst TG1 in Ireland – Migrants/Refugees

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Ireland is a popular destination for people who are interested in learning the English language or improving their English language proficiency. Generally English Language learning is divided into two options: English as a Foreign Language (EFL) and English Speakers of Other Languages (ESOL). EFL centres are predominantly fee paying and privately run and ESOL is publically funded and delivered by ETBs (Education and Training Boards) across Ireland. For the purpose of this research, ESOL as a form of English Language learning will be outlined.

In recent years Ireland has become increasingly diverse with people coming to live in Ireland from a range of cultural, social, and educational backgrounds. There has been a rapidly growing demand for English Language Support from new migrants in Further Education and Training centres with an average of 20,000 learners availing of ESOL support each year (SOLAS, 2018)²³.

Policy overview

ESOL has been simply defined as “English language provision for adult speakers of other languages” (NIACE, 2006)²⁴. It has been recognised that ESOL should meet the needs of diverse learners who want the English language for different purposes. Currently in Ireland there is no ESOL strategy, however a number of other important strategies outlined below have a key role in ESOL education in Ireland.

SOLAS FET Strategy 2020 – 2024

SOLAS is currently the Further Education and Training Authority in Ireland that is responsible for providing funding and strategic oversight to the Further Education and Training sector. Fostering inclusion is one of the strategy’s priorities and within that literacy and numeracy support is outlined as being essential - “There is significant net migrant into Ireland with 33,700 additional migrants in 2018. While many have a range of educational qualifications, supports are required to provide the requisite language training and other skills to help support their transition into the labour market and wider society” (SOLAS, 2020)²⁵.

²³ [english-language-provision-and-language-assessment.pdf \(solas.ie\)](#)

²⁴ [NIACE Committee of Inquiry on English for Speakers of Other Languages: More than a language - Learning and Work Institute](#)

²⁵ [solas_fet_strategy_web.pdf](#)

Migrants Integration Strategy (Department of Justice and Equality, 2017)

This strategy sets out the government's commitment to the promotion of migrant integration. The strategy states that "migrants [should] have language skills sufficient to enable them to participate in economic life and in the wider society" (DJE, 2017). The document outlines a framework to support the integration of migrants to Ireland.

Overview of language learning amongst TG1 in Ireland – Low Qualified Adults

According to the OECD Adult Skills Survey, 17.9% or 1 in 6 Irish adults are at or below level 1 on a five-level literacy scale (NALA, 2013)²⁶. In Ireland it is recorded that nearly 30% of the workforce has completed only their junior certificate or less (IBID. 2013). The figures in Ireland for those attending literacy courses in Ireland stands at over 50,000 nationwide. NALA (The National Adult Literacy Agency) is one of the leading organisations who work to support literacy education in Ireland, including Plain English training. Adult literacy is co-funded by the Irish Government and the European Union and operated through the ETBs (Education and Training Boards).

In relation to the PISA 2012 report²⁷ Ireland performed well above the EU average (523 vs 489 EU average). However, it should be noted that the gap according to the learner's socio-economic background was marginally lower than the EU average (85 vs 89 on average). This also reflects the gender gap whereby Ireland is significantly lower (39 vs 44 on average). It has been noted by Kett & Lynch (2013) that in Ireland, priority in adult literacy should be given to ESOL learners, group tuitions in ETBs should be promoted, 6 hours of intense literacy options should be given to learners in ETBs and learners should be encouraged to avail of accredited options.

Policy Overview

Currently in Ireland there is no Adult Literacy strategy in place, however the new Programme for Government (June 2020) states a commitment to "develop and implement a new 10-year strategy for adult literacy, numeracy and digital skills within the first year of Government". SOLAS has been tasked with the development of this strategy and is currently undertaking a public consultation process to create the strategy which should be developed by the end of 2021.

²⁶ [justice.ie/en/JELR/The Migrant Integration Strategy 2017-2020.pdf/Files/The Migrant Integration Strategy 2017-2020.pdf](https://justice.ie/en/JELR/The%20Migrant%20Integration%20Strategy%202017-2020.pdf/Files/The%20Migrant%20Integration%20Strategy%202017-2020.pdf)

²⁷ [Microsoft Word - Ireland Short Report \(eli-net.eu\)](#)

The barriers to language learning amongst TG 1 in Ireland

In 2017, the Immigrant Council of Ireland conducted research to form a report which focused on the linguistic landscape of Ireland and gave voice to the 500,000 plus people living in Ireland who speak a foreign language. In 2016, the Census in Ireland highlighted that 8,669 (0.2%) of the overall population said they were 'not at all' able to speak English, with a further 14% stating they could speak English but 'not well'. A summary of the report findings from the 'My Language' survey are as follows²⁸.

- 43.4% of respondents stated they had difficulties in communicating with institutions in Ireland primarily Medical Institutions, Revenue, Social Welfare and Education Institutions.
- Many of the respondents highlighted challenges/barriers to communication such as accents, technical language being used, talking on the phone, paperwork difficulties and the speed at which people communicate. Others highlighted that there is often aggressive, racist, and rude behaviour by many people working in institutions.
- Another challenge outlined was cultural issues. The report highlighted the need for greater cultural understanding and awareness.
- 79% of the respondents claimed they have had to act informally as an interpreter for family and friends.

In 2010, NALA²⁹ conducted research to identify barriers to participation in Adult Literacy Learning and they had two main findings:

- School experience: Participants highlighted that their reluctance to take part in adult literacy programmes stems back to their initial negative experience of formal education during the childhood years. For many it was noted that school was difficult for them on both a personal and/or academic level and had instilled in them a sense of failure or disappointment which continued to affect their engagement going forward.
- Stigma: Regarding stigma, the findings suggest that many people are reluctant to return to education due to the stigma attached to participation in education in later life. It has been connected to low self-esteem and lack of confidence when it comes to learning. Fear is also a major contributing factor and many fear filling in forms or being asked to read aloud.

²⁸ [Language and Migration in Ireland.pdf \(immigrantcouncil.ie\)](#)

²⁹ [Identifying-and-reducing-barriers-to-participation-in-adult-literacy-and-numeracy-tuition-NALA-2010.pdf](#)

2.5. Portugal

Climate change in Portugal

The last 30 years have been particularly dry in mainland Portugal with severe droughts in 2004–2005 and 2011–2012. The year of 2005 was the driest in the last 78 years, followed by 2007 and 2004 respectively. Another probably significant trend in the current century is the occurrence of extremely wet winters such as in 2010 and 2013. All these observations are consistent with a tendency of more intense and frequent extreme weather and climate events, in particular heatwaves, droughts, and annual number of very wet days. The observed trends are very similar to those projected by the future climate scenarios as regards both temperature and precipitation. In fact, the Mediterranean region, including mainland Portugal, is a climate change hotspot. By the latter decades of the 21st century, the Mediterranean is expected to experience the greatest drying among 26 regions across the globe.

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 an increase in GHG emissions and a poor energy efficiency record. They attributed this to a weak environmental conscience of the population, the lack of institutional integration of policies, and the absence of a real climate policy.

The National Strategy for Climate Change was approved in 2001 and included three main instruments: The National Programme for Climate Change, the National Plan for Allocation of Emissions Allowances, and the Portuguese Carbon Fund. Yet, it was only in the middle of the decade that public policies for mitigation of climate change started to gain relevance. A second version of the National Programme for Climate Change (PNAC) was approved in 2004, comprising measures for various sectors, such as electricity generation (with a target of 39% from renewable sources by 2010), biofuels, energy efficiency in buildings, public transport, driving, and agriculture and forestry.

The national objectives for 2030 are dealing with energy efficiency. However, at the same time, it presents opportunities for greater performance at this level, especially in the building sector (which has been very low), and at the level of energy poverty, a reality that is finally beginning to be recognized in Portugal. Other important opportunities that stand out in the Portuguese plan are the decentralized renewable electricity production (even due to the recent creation of the so-called energy communities), a greater investment in the railway on a national level and in the connections with Spain and Europe (which had recently a significant setback in terms of

passenger transport) as well as the commitment to reforestation with native species, with a view to greater resilience to fires.

Portugal's strategic vision for 2030³⁰ is promoting the decarbonisation of the economy to achieve carbon neutrality by 2050. This requires the total decarbonisation of the electricity generation system and urban mobility, profound changes in the way we use energy and resources, focusing on circular models, along with promoting carbon sequestration capacities through forests and other land use. In this respect, it is necessary for the country to reduce GHG emissions by between 45% and 55% by 2030, and between 85% and 90% by 2050, compared to 2005.

Climate change and energy: the attitudes of the Portuguese

Climate change and energy issues have been high on the international and national political agenda and pose crucial challenges for contemporary societies. The attitudes and behaviours of the populations on these issues are of decisive importance for the implementation of the recommended measures and policies, whose success depends precisely on the involvement and commitment of the citizens. In this sense, the last European Social Survey applied a set of questions on these two articulated themes, given that mitigation and adaptation to the phenomenon of climate change (CA) are directly related to the production and consumption of energy.

The results point to a high degree of certainty as to the fact that the climate is changing, with 76.4% of the Portuguese affirming it. Regarding the causes of CA, respondents in general give greater weight to human action, placing secondly the double cause of natural and anthropocentric factors. The degree of concern about the problem is very widespread, with the Portuguese and Spanish at the top of the table. As well as the notion that the impact of CAs will be negative, and extremely negative for the world population as a whole - this being the issue that gathers the most consensus among respondents in all countries.

³⁰https://irpcdn.multiscreensite.com/be6d1d56/files/uploaded/ANNEX%20II_National%20Energy%20Climate%20Plans_final.pdf
<https://caneurope.org/content/uploads/2020/05/Opportunities-and-Gaps-in-final-NECPs.pdf>

EU Green Deal and its importance for ecosystems' conservation in Portugal

Adaptation to climate change, aiming at the concrete implementation of material measures recommended in the various existing planning exercises, of a territorial nature (local or regional).

Reduction or minimisation of risks associated with floods, to reduce risk and increase the resilience of infrastructures and ecosystems, species, and habitats to the effects of climate change, maintaining or restoring riparian galleries and fostering the creation of refuges and ecological corridors for vulnerable species.

Promotion of adopting structural and natural-based solutions, using ecosystem-based services whenever possible.

Promotion of the projects that incorporate good practices for adapting to climate change, with a demonstrative character and replicability.³¹

Portuguese government's compromise to implement EU Green Deal actions

In Portugal, two fundamental documents were approved by the Council of Ministers in accordance with the Green Deal: in June 2019 the Roadmap for Carbon Neutrality in 2050 (RNC2050) was approved and in December the National Energy and Climate Plan was approved (PNEC 2030) with concrete targets for 2030 aligned with carbon neutrality for 2050. The PNEC's mission is "to promote the decarbonisation of the economy and the energy transition with a view to carbon neutrality in 2050, as an opportunity for the country, based on a democratic and fair model of territorial cohesion that promotes the generation of wealth and the efficient use of resources". To fulfil this mission, the PNEC identifies 8 objectives:

1. Decarbonize the national economy
2. Give priority to energy efficiency
3. Reinforce the commitment to renewable energies and reduce energy dependence
4. Ensure security of supply
5. Promote sustainable mobility

³¹ https://www.fundoambiental.pt/ficheiros/rcm-130_2019-programa-de-acao-adaptacao-as-alteracoes-climaticas-pdf



6. Promote sustainable agriculture and forest and enhance carbon sequestration
7. Develop an innovative and competitive industry
8. Ensure a fair, democratic, and cohesive transition

It also identifies a set of goals for 2030:

- Reduce greenhouse gas (GHG) emissions between 45% and 55% (already in line with the European Commission's new 55% ambition)
- Achieve 47% of renewable energy sources in gross final energy consumption
- Achieve an energy efficiency target of 35%
- Achieve 20% of renewable energy in the final consumption of energy in Transport
- Lower energy dependence to 65%
- Obtain, at the sectoral level, the goals for reducing CO2 emissions are services by 70%; residential by 35%; transport by 40%; agriculture by 11% and 30% in waste and wastewater (when compared to 2005)

Language Learning Research

Policy Overview

Portugal has historically received refugees. The 2015/16 surge of asylum seekers in Europe led to a tripling of asylum requests from 2014 to 2017. Despite this increase, the number of asylum requests per capita remains modest in international comparison. That being said, the efforts of the Portuguese Authorities to develop a brand new and comprehensive system to relocate and facilitate the integration of asylum seekers needs to be praised. Two thirds of the increase in asylum requests was driven by Portugal's active participation in the EU emergency schemes. In challenging times for EU solidarity, Portugal received 1,550 asylum seekers transiting from Italy and Greece under the EU relocation programme, and 142 Syrian citizens under the 1:1 EU Turkey scheme, according to which, for every individual returned to Turkey from the Greek islands another was resettled to the EU. The remaining third of the increase (and 60% of all requests) was accounted for by spontaneous asylum seekers, mainly from Ukraine, Angola, and other sub-Saharan African countries. In contrast to the programme for asylum seekers under the EU schemes, the integration of spontaneous asylum seekers relies on the Portuguese public institutions and is coordinated by the Institute for Social Security (ISS). Spontaneous asylum seekers are also dispersed throughout the country, but do not benefit from the support of a hosting entity. Furthermore, there are no specific integration measures targeted at them. Instead, the local ISS office directs them to the existing public services (such as the local employment centres) and the integration programmes for migrants



(such as the Portuguese language classes for immigrants). Portugal is one of the few OECD countries in which all asylum seekers may access the labour market already within a month after arrival. Asylum seekers also face neither geographical/sectoral, nor occupational restrictions in the labour market. However, the access to public services and the labour market for asylum seekers is conditional on having a valid temporary residence permit (ARP). This permit is initially valid for six months and must then be renewed until there is a final decision on the asylum claim. In practice, asylum seekers may need to renew their ARP several times due to the long processing of asylum requests. The renewals of ARPs are done at the local Immigration and Border Service (SEF) offices and there is wide heterogeneity in processing duration across regional offices. This affects the asylum seekers' access to health care, employment, and subsistence support.³²

Overview of language learning amongst TG1 in Portugal – Migrants/Refugees

Further to these administrative obstacles, asylum seekers and refugees face three main challenges in preparing to enter the Portuguese labour market: learning the language, getting their credentials recognised, and having their skills validated. There is a Portuguese language learning programme in place that is freely available to all migrants – including asylum seekers. However, it requires a minimum number of participants to open a course. Since asylum seekers and refugees are dispersed throughout the country, this implies that there are often too few participants to open a language course. In the framework of the EU schemes, the ACM has found alternative solutions, such as developing an online platform to learn Portuguese or creating new partnerships for language teaching. This approach has the drawback that there are no minimum standards guaranteed and that some of these classes do not lead to certification of the level achieved. Moreover, these solutions are not available for spontaneous asylum seekers.³³

³² <https://www.oecd.org/els/mig/finding-their-way-the-integration-of-refugees-in-portugal.pdf>

³³ <https://www.oecd.org/els/mig/finding-their-way-the-integration-of-refugees-in-portugal.pdf>



2.6. ITALY

Environmental key challenges

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The main **challenges** the Italian government is focusing on are, as follows:

1. **Fight against climate change**, through the reduction of pollutants, especially in the mobility sector;
2. **Nature and landscape protection**, preventing biodiversity loss, enhancing water as a common good;
3. **Ensuring the territory safety** through the prevention of environmental damage and the fight against the “fire lands” in Italy;
4. 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 challenges:

1) **Fight against climate change:**

- **Implementation of green policies** concerning: "decarbonisation" of production and industry; involvement of Public Administrations at all levels in the promotion of "green" change; implementation of measures to encourage energy efficiency in buildings; reduction of CO2 emissions from new cars and light commercial vehicles.
- Focusing on **sustainable mobility** through: gradual reduction of vehicles equipped with diesel and gasoline engines; offering financial incentives for the purchase of hybrid and electric vehicles; adequate infrastructure for recharging electric and hybrid vehicles; development of urban and extra-urban bicycle networks and a *bike-sharing system*; modernisation of local railway lines, contributing to reduce the traffic congestion and ensuring the environmental safety.
- **Preventing and combating pollution, paying particular attention to the air quality** through actions aimed at sanctioning those who do not respect the limits imposed by EU regulations on the air quality. For this purpose, agreements have been drawn up with both the most active regions in terms of air quality (such as Umbria and Tuscany) and the most problematic ones (Lazio, Sicily, and Campania).

2) **Nature and landscape protection, preventing biodiversity loss, enhancing water as a common good:**

- Activating a virtuous relationship **between man and the environment**, through the following actions:

- environmental education courses to raise awareness about the importance of a virtuous relationship with nature, making the protected areas more and better accessible (including to the disabled people);
 - video surveillance actions for preventing the fires in protected areas;
 - monitoring the trend of wild animals' species in danger in order to protect the fauna and flora heritage and reduce the impacts caused by man;
 - encourage the promotion of Italian protected areas in the international heritage systems of UNESCO, improving the usability and access to services offered to visitors.
 - **Protecting the sea** through: measures for the recovery of sea waste by promoting an active awareness of citizens; new rules on the protection of the sea and new procedures for the authorisation of sea plastic collection; service aimed at preventing and combating marine pollution by hydrocarbons along the Italian coasts.
 - Ensuring **access to water as a common good** and a universal human right, through European regulatory tools to encourage the use of systems to reduce waste and dispersion by introducing new technologies and reducing the categories of people without access to water.
- 3) **Ensuring the territory's safety** through the **prevention of environmental damage** and the fight against the "fire lands" in the country. To guarantee every single citizen a better life in a healthy environment that allows him/her not to get sick because of bad waste management, the following actions have been implemented:
- Strengthening of the measures already provided for preventing and repressing environmental crimes (crime of illegal combustion of waste and toxic fires) and seizure of goods for polluters.
 - Implementation of actions at regulatory level in order to fight against the ecomafia and the "fire lands" phenomenon existing not only in the south of Italy but throughout the country.
- 4) **Circular economy**, rather than linear, aiming for **zero waste** in the medium to long term, through the following actions:
- Providing **new life to waste** through the following actions: the design of goods and tax incentives for those who produce recyclable and reusable goods; home waste sorting; actions against food waste; the creation of centres for repair and reuse of used goods; the introduction of the bank of used goods.
 - **Revision of the waste cycle** through: incentives to the short chain of management, with the recovery of compost material to reduce chemical fertilizers and irrigation; strong reduction of waste produced, with an increasing percentage of recycled product and a drastic reduction of waste in landfills; introducing rules to drastically reduce the use of disposable plastic; strengthening the supervision and monitoring of waste management with direct involvement of the regions.

Sustainable lifestyle

An overview at national level presenting the main issues related to the sustainable lifestyles of Italian citizens is included in the 6th National Observatory on Sustainable Lifestyle³⁴ - an annual survey on the attitude of Italian people towards sustainability, carried out by LifeGate and promoted by the European Commission, The Ministry of Environment, and other Italian local authorities.

The Observatory was born in 2015, when Milan hosted the “Expo”, the universal exposition dedicated to nutrition and food. Just as the focus was on the most innovative ideas for a sustainable future, this initiative launched some questions: how well known is the sustainability word? **What is the attitude of Italians?** Are their **behaviours** really changing? The answers are composed of statistics that are reported below year by year:

- 2015 (43%) Sustainability still appears as a “niche” topic
- 2016 (62%) Expo 2015 has explosive consequences: 2 Italians out of 3 put sustainability before the economic crisis
- 2017 (59%) Italians’ interest in sustainability issue is growing
- 2018 (74%) Change affects the whole of society and becomes a reality in everyday actions
- 2019 (67%) Sustainability finally gets the attention. Enemy number one? Plastic in the sea
- 2020 (72%) Environmental issues are becoming increasingly popular, starting from young people (Greta Thunberg effect).

The most significant data from the **National Observatory on Sustainable Lifestyle** points out that in 2020, 38% of Italians stated they are committed to the topic of sustainability and another 34% said they are interested. Overall, we can therefore say that **36 million Italians** (out of 50.6 million adults) feel more involved than five years before. It is noteworthy that the most prepared, sensitive, and proactive to the sustainability issue are the young people, who have taken to the streets to protest against the pollution and for the preservation of the Earth. In daily life, young people are proving capable of setting a good example: the so-called **Generation Z** (18-24 years old) systematically surpasses that of their parents.

It is remarkable that **62% of Italians claimed the sustainability must be considered a lifestyle to be adopted**: it is perceived as a series of daily choices and actions, a summary of which is presented below:

- 1) **FOOD**: about 44% of Italians are willing to spend some extra euro to buy organic food and zero km products, natural methods in agriculture that can protect biodiversity. As far as **FOOD WASTE** is concerned, in Italy there has been a clear decrease with consequent benefits in economic and environmental terms. This issue is also directly linked to the **PLASTIC WASTE**, against which Italians believe it is necessary to activate actions that limit the use of plastic for packaging and packs, as well as support the use of biodegradable materials.

³⁴ <https://osservatorio.lifegate.it/>
https://ec.europa.eu/italy/evetns/20200422_osservatorionazionale_vitasostenibile_milano_it



- 2) CIRCULAR ECONOMY: the motto of a large number of Italians is *reduce, reuse, repair, recycle*. This is reflected particularly in the separate waste sorting, where Italians pay particular attention. Another element that contributes to the circular economy is the correct use of WATER, a resource to be protected and managed in the best possible way. 40% of Italians limit the use of plastic bottles containing water by using tap water.
- 3) CLEAN ENERGY: it emerges the general desire to do something concrete to contribute to clean energy, starting from home: energy efficient household appliances, replacement of the old boiler, use of LED bulbs, use of smart home systems to control consumption and temperature directly from your smartphone.
- 4) SUSTAINABLE TOURISM: young people especially choose to travel using a sustainable approach by opting for means of transport and accommodation that respect the environment at different levels.
- 5) SUSTAINABLE MOBILITY: 82% of Italians agree with the strengthening of public transport and sharing systems, even though this may create limits for drivers. Institutions are very active in creating urban mobility systems integrated with new technologies that allow citizens to use the most environmentally friendly means of transport, especially in large cities where exhaust pollution is very high. The regulations and incentives provided by the Italian government for the purchase of electric cars represent a step forward in combating air pollution.

Language skills

The overview of the Italian adult's language skills is presented based on the data collected in the Survey of Adults Skills document, the major survey conducted within the Programme for the International Assessment of Adult Competencies (PIACC)³⁵. The aim of this survey is to measure adults' proficiency in key information-processing skills, including **language skills**, meant as the **ability to read and write the national language**. The survey is administered every 10 years and Italy is included in the first round of analysis (2011-2018).

The main results emerging from the questionnaires administered among a sample of adult people aged 16-64 years, whose data is included in the Italian Survey of Adults Skills³⁶, show that the Italian Adults language skills are among the lowest in OECD countries.

The Survey of Adult Competence (PIAAC) places Italy at the bottom of the ranking of the participating countries with respect to the percentage of individuals surveyed who achieve a score at the intermediate (3)³⁷ or higher (4 or 5) level on the language proficiency scale. In particular, only 3.3% of Italian adults reach high levels of linguistic competence (4 or 5) compared to 11.8% in the average of the 24 participating countries. Furthermore, only 26.4%

³⁵ <https://www.oecd.org/skills/piaac/about/#d.en.481111>

³⁶ [https://www.oecd.org/skills/piaac/Country%20note%20-%20Italy%20\(ITA\).pdf](https://www.oecd.org/skills/piaac/Country%20note%20-%20Italy%20(ITA).pdf)

³⁷ level 1: to be able to fill in simple forms, understand the meaning of simple sentences and read a written text fluently - level 5: to be able to compare and synthesize information included in different texts, elaborate abstract concepts and evaluate between different points of view and on the basis of arguments for or against.

reach the intermediate level (3) of linguistic competence.

The relatively low levels of proficiency partially reflect the low skills (both linguistic and mathematical) of the **older population (55-65 years)**. Younger population groups perform better due to the significant improvement over time in Italy's investment in human capital, which needs to be sustained with appropriate policies.

There is a large difference between the language skills of residents born in Italy and those born abroad: **adults born in Italy** have at least 25% more language skills than those born abroad, a significant difference even though lower than the average of the countries participating in the survey. On the other hand, **residents born abroad** who have been living in Italy for more than five years improve their language skills in the country's language by up to 25% more than those who have been living in Italy for less time.

These findings emphasize the importance of **enhancing policies aimed at re-skilling immigrants** in order to facilitate their fuller social and economic integration.

In all survey participating countries, including Italy, adults' skills are **strongly linked to their education levels**.

The population aged between 25 and 64 having at least a high school diploma is the main indicator of a country's level of education. Indeed, a diploma is considered the level of education essential to participate in the labour market with individual growth potential. In Italy, in 2019, this data is 62.2% (+0.5 points compared to 2018), a value considerably lower than the European average (78.7% in the EU28) and some of the largest countries in the Union: 86.6% in Germany, 80.4% in France and 81.1% in the United Kingdom. Only Spain, Malta and Portugal have lower values than Italy.³⁸

The use of language skills in the workplace is more limited in Italy than in other countries. One of the reasons why language skills are little used is linked to the tasks carried out by Italian workers which do not require a high level of language skills and, therefore, they are not stimulated to develop them. This is because Italy has a productive structure that is still dominated by small-medium businesses that require a workforce with mainly technical and labour skills.

As far as competence in **foreign languages** is concerned, 60.1% of the Italian population state that they know at least one language other than their mother tongue³⁹. Obviously, a significant weight should be attributed to the increase in the number of residents born abroad for whom Italian is not their mother tongue. Knowledge of at least one foreign language is very popular among the youngest and youngest adults up to the age of 34, among whom it reaches about 80%; it decreases as age increases, remaining, however, above 60% among those aged 45-54, while only 26.5% of those over 65 speak at least one foreign language. In the last 10 years, the number of those who know at least one foreign language has remained stable among children and young people aged 6-24, while it has grown in all other age groups, especially among those aged 55-64 (from 41.3% to 52.1%), confirming a positive trend.

The **foreign languages ranking** known by the residents born in Italy is: English (48.1%), **French** (29.5%), **Spanish** (11.1%) and **German** (6.2%).

³⁸ <https://www.istat.it/it/files/2020/07/Livelli-di-istruzione-e-ritorni-occupazionali.pdf>

³⁹ L'uso della lingua italiana, dei dialetti e delle lingue straniere, ISTAT, 27/12/2017
https://www.istat.it/it/files/2017/12/Report_Uso-italiano_dialetti_altrelingue_2015.pdf

The educational degree has a significant influence on the knowledge of foreign languages: among people aged 25-44 with a bachelor's degree, 96.1% know at least one foreign language, compared to 81.5% of high school graduates and 55.7% of people with a middle school diploma.

English is still the preferred foreign language for study, but, compared to the past, the number of people who use it in their free time and for work is increasing. French continues to be used primarily in free time, as well as Spanish and German, although at least one person out of four uses them for study or work.

Concerning the level of **foreign languages proficiency**, it is still fairly modest, even though it is improving than in the past. Considering the language best known, 11.9% of those who speak one or more foreign languages believe they have an excellent level of competence, 29% a good level, 35.6% just sufficient and 23.5% poor.

Levels of education also have an impact on skills: among University graduates or those with higher degrees, there is a good or excellent level of competence compared with high school graduates or those with just a middle school diploma. The highest levels of proficiency are observed in reading, while speaking and writing proficiency level is lower but, in this case as well, in clear improvement over the past.

Even though English, and at least one second language since 2003, has been included in school curricula, the number of people who declare school and university as the preferred channel for learning foreign language, is decreasing. Most people who know foreign languages stated they have learned them thanks to lessons or courses outside school, in family and friendship contexts, through study and work experience abroad and by studying on their own.

Situation and statistics on the language skills of Target Group 1

Italian Target Group 1 is mainly composed by:

1. Migrants/refugees
2. Italian low-skilled or low-qualified adults.

As far as the first category, the **residents born abroad** at the beginning of 2018 are more than 5 million, representing about 8.5% of the total population⁴⁰, although there's a recent slowdown in immigration.

The **mother tongues spoken by the immigrants** living in Italy are: Romanian, Arabic, Albanian, Italian, Spanish, Ukrainian, Chinese, Russian, French, Serbo-Croatian-Bosnian. Regarding their **educational level**, the incidence of the elementary school certificate is very high (76.9%) among those who indicate Italian as their mother tongue, probably due to the high number of second generations who are still of school age. On the other hand, the reason for the low level of education (42.6% with elementary school certificate) of those who have Arabic as their mother tongue could be different. Spanish, Russian, Romanian, and Serbo-

⁴⁰<https://www.lavoro.gov.it/documenti-e-norme/studi-e-statistiche/Documents/Nono%20Rapporto%20Annuale%20-%20Gli%20stranieri%20nel%20mercato%20del%20lavoro%20in%20Italia%202019/Sintesi-IX-Rapporto-ita-e-ing.pdf>

Croatian are languages spoken by individuals who often have a high school qualification (39.9%, 21.8% and 44.5% of cases, respectively). It is also interesting to note the quite high number of people holding a degree who have Russian, Ukrainian and French as their mother tongue (29.3%, 20.4% and 19.9% respectively). Chinese and Albanian native speakers, on the other hand, have mainly a secondary school qualification.

With regard instead to the **self-assessment of Italian language knowledge**, 72% of residents born abroad declared they did not know it at all when they arrived in Italy, 24.6% that they knew it a little or could understand it, while only 3.3% knew it well. Of course, the level of Italian knowledge at the moment of their arrival in the country is linked to the linguistic proximity to the mother tongue and to the level of education possessed by the respondents.

Language learning took place mainly in the field, through the use of the language in work and socialisation contexts, while the use of language courses was quite limited even though our country offers several **opportunities to learn the Italian language**. That is possible through courses supported by regional, national, and European funds provided by Third Sector Organisations, Universities, Provincial Centres for Adult Education and other non-profit associations.

In summary, we can conclude that fluency in the language of the adopted country, Italian in this case, appears to be essential for the full integration of immigrants in the various contexts of society, favouring their cultural, social, and economic integration and increasingly becoming a necessary requirement for the acquisition of citizenship. 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.

The second category includes **adults between 24-65 years** of age who have a **low level of education** (mandatory school) or obsolete skills due to innovation and technological change that require retraining. In fact, the number of adults who participate in education and training activities is among the lowest at the international level: 24% compared with 52% of the OECD average (Piaac surveys), and it concerns in clear prevalence employed adults (81%).

Italians having very low levels of "literacy" represent 27.9% of the sample of population: these are adults who manage, with difficulty, to read short texts on familiar subjects and to identify specific information, and above all, are unable to associate text and information. Almost a third (31.8%) of these are aged between 55 and 65. At the territorial level, more than 60% of the so-called "low skilled" Italians are concentrated in the regions of the South and the Northwest.

The training opportunities at national level addressed to both categories of Target Group 1, are mainly offered by the Provincial Centres for Adult Education (CPIA) where the following people can find interesting possibilities:

- Adults, including foreigners, who have not completed their compulsory education and who intend to obtain the final qualification of the first cycle of education.
- Adults, including foreigners, who have the final qualification of the first cycle of education and want to achieve the final qualification of the second cycle of education.
- Foreign adults who intend to attend literacy courses and learn the Italian language.

Adult education programs offered by the training centres provide the following training pathways:

- First level education courses



- Italian language learning and literacy courses
- Second level education programs (Technical and Professional Institute and Artistic High School) in collaboration with technical, professional, and artistic schools.

3.PART II – RESEARCH RESULTS

In the second part of this research, the companies had to carry out a field investigation. In this field investigation they had to interview a minimum of 4 people and at least one of each target group (TG1- low qualified learners /adult migrants and TG2-adult educators/trainers). To carry out the interviews, a CHELLIS questionnaire with guided questions was given to all of them. After carrying out the interviews and getting the answers by their interviewees, the six partners prepared a summary of the answers that they were given.

3.1. FRANCE

INTRODUCTION

For this field investigation, ALFMED's team decided to carry out interviews within the following target groups:

- ❖ TG 1 –unemployed adults with a migrant background
- ❖ TG 2 – adult educators/trainers

When it comes to the first target group, ALFMED has interviewed four young adults coming from Cyprus, Italy, Finland, and Poland.

Regarding the TG2, three participants were interviewed. One of them is a language teacher and more specifically a teacher of French as a foreign language for migrants and refugees. He is in everyday contact with people with different backgrounds who also face different issues while integrating in another country and learning a new language.

The second interviewed person is one of ALFMED's employees. This participant is an administrative referent of continuing education in foreign languages. She is responsible for setting up a language training course for company employees, job seekers, the self-employed, it deals with state funding, as well as for migrants who are working in France and who need a French language training course for their work.

Finally, the last interviewee is an English teacher working with adults.



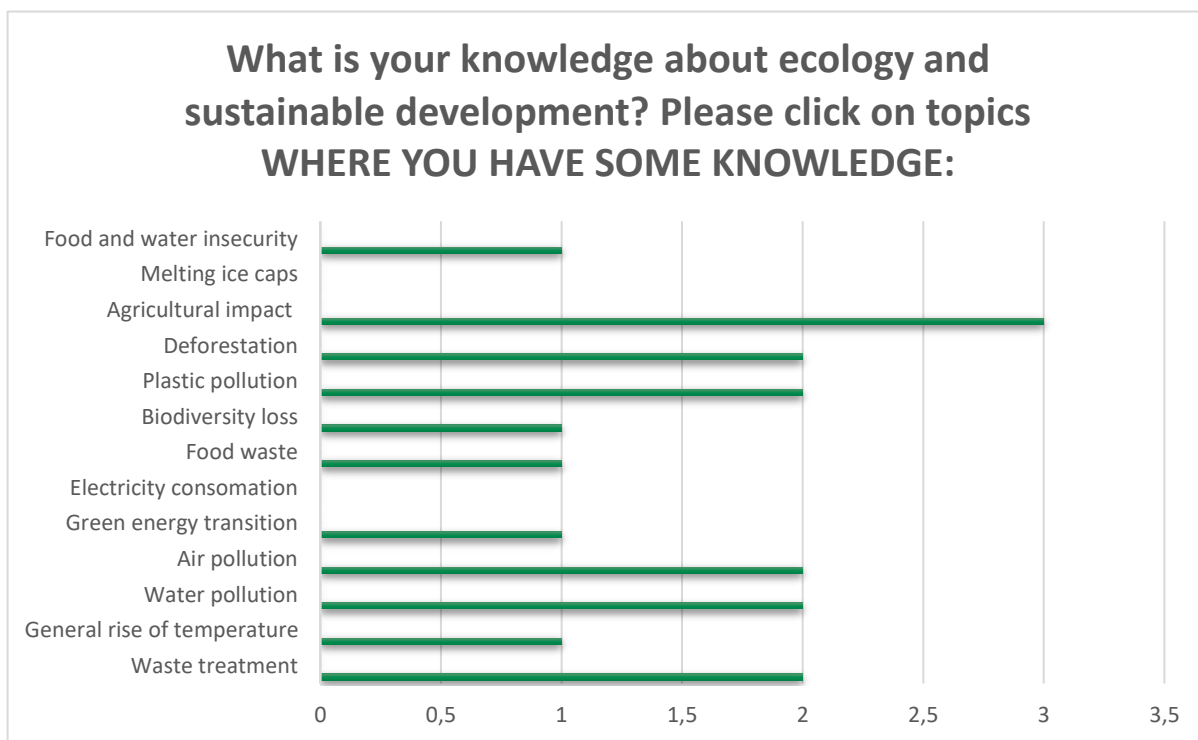
Question Analysis

Environmental climate change issue

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Our four TG1 interviewees were firstly asked to choose the environmental problems that are the most important to them. It's not surprising that all of them noted differently each environmental problem we gave them. It's interesting to notice though, that all of them gave the highest mark to climate change/global warming.

From all the given categories, the first and most important environmental issue for them is global warming. Then in the second position are the waste treatment, the plastic pollution, and the food & water insecurity. In third place are air & water pollution, the green energy transition, deforestation, food waste, and the electricity consumption. Fourth in importance comes biodiversity loss and the melting caps. Last but not least, and here the interviewees gave completely different answers, is the agricultural impact.



According to the chart when the TG1 was asked about their knowledge concerning ecological and sustainable development, three of the interviewees out of four have some knowledge when it comes to the agricultural impact. Only two of them know about the waste treatment, the air & water & plastic pollution and finally the deforestation. One of them seems to know about global warming, the green energy transition, the food waste, the biodiversity loss, and the food & water

insecurity. Finally, no one has any knowledge when it comes to the melting of ice caps and the rise of electricity consumption. TG2 seems certain that TG1 has at least once in their lifetime heard about the climate changes and the environmental challenges, yet two of them believe that TG1 does not understand nor adapts its behaviour accordingly to help the environment. Are they right?

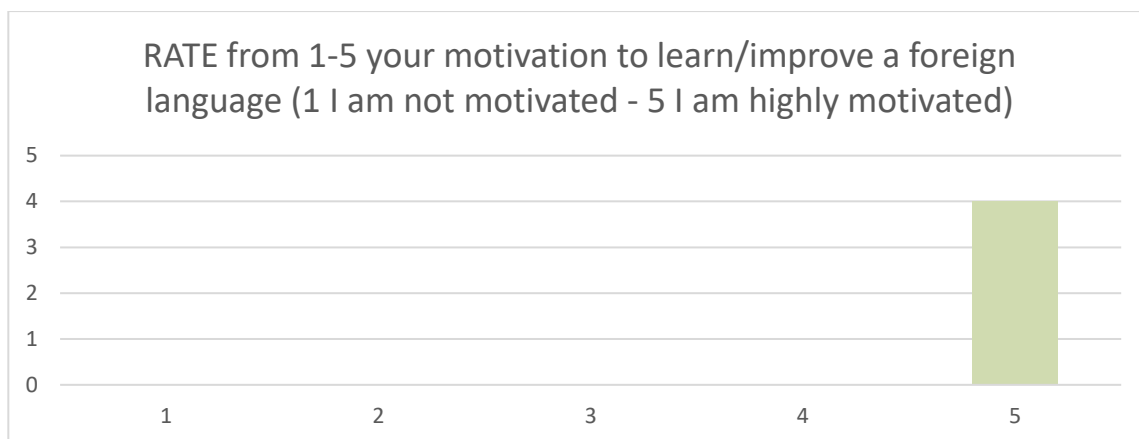
From the last chart it looks like the TG1 is not well educated. However, according to their answers about their environmental/eco-responsible habits it appears that an eco-friendly consciousness has already been implemented in their everyday life. Each one of them is using the common transportation or a bike for moving around, they are sorting out their garbage and recycle, they use reusable bags for their shopping, and they turn off the lights whenever they do not need them.

Some of them even took it on a level further and answered about trying to use menstrual caps or washable sanitary pads, solid make-up remover and bamboo toothbrush. One of them tries to follow a vegetarian diet.

Nonetheless, not only the habitants but also each country's government has to take on some eco-friendly measures. Some of the interviewees mention public transport and how it should be improved, others note the necessity of new ecological laws and renewable energies. One of them even wishes to have a lower TVA while buying ecological products.

Level of Languages comprehension and skills

The TG1 as we have previously stated has a migrant background. Therefore, our interviewees are speaking more than one language and more precisely they are speaking at least three. The answers they gave to our question about liking learning new languages and the reasons why were not surprising. All of them mention an opportunity and that a new language allows them to learn about a new culture, to get to know new people, new civilisations, and opens a whole new world to them.

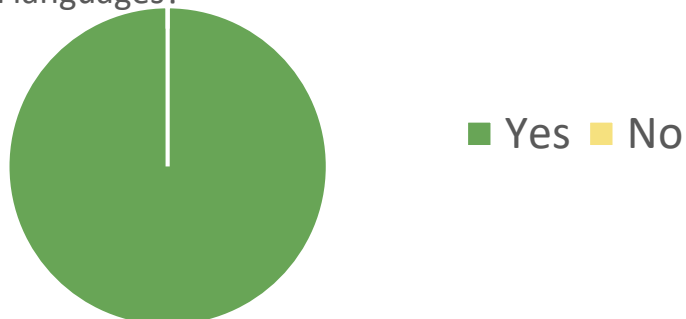


Consequently, for some of them learning a new language is not a big problem. Specifically, two of them mention the motivation and the willingness that a person has to have in order to achieve his/her goal in learning a new language. One of them believes that learning a new language really depends on your mother tongue and the languages that come from the same group. This participant clearly stated that coming from Finland and having Finnish as mother tongue, made it extremely difficult to learn a new language and more specifically Swedish. However, the interviewee also thinks that it would have been easier for a Danish person since those two languages come from the same language group and the vocabulary and grammar are not so different. Finally, the same interviewee and the last one both think that it can be challenging especially when you must memorise a great number of words by heart to be able to communicate.

At the same time and while interviewing the TG2 we see that two of them have replied positively when they were asked if their students or trainees speak more than one language. Only one of them answered negatively. But, in the next question regarding their interest in learning French and for the French - in learning a new language, all three of them answered "Yes".



Are they interested in learning the language of the country which welcomes them (for migrants) and other foreign languages?

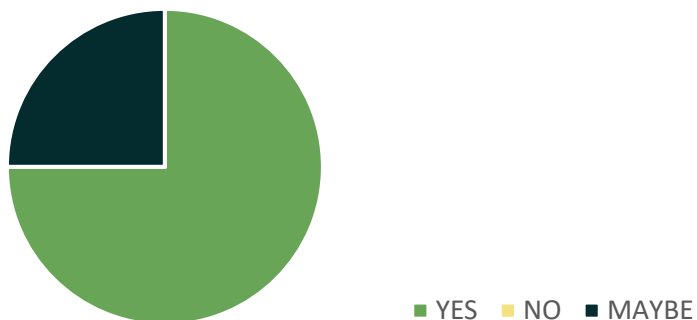


Do your trainees/mentees speak more than one language?

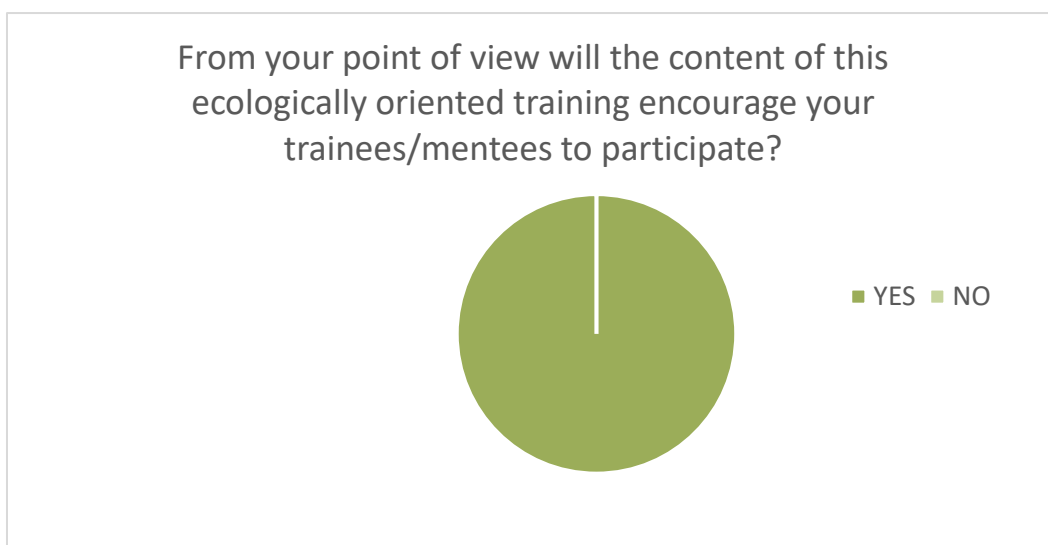


Motivation in learning other languages and through CHELLIS methodology

Are you motivated to learn a new language using the storytelling approach of the CHELLIS project?



Both target groups have a positive approach regarding the CHELLIS project. As you can see from the chart of TG1, there are no negative answers in using CHELLIS methodology as a way of learning a new language. There is however, one of them, who isn't so sure. In the very first question as to what makes a story attractive to them, they all answered: stories that provide action and at the same time the information concerning a country, its history, and traditions. Therefore, that one participant may not be interested in learning languages through environmental stories. However, they do believe that stories will provide them with a lot of new vocabulary that can be helpful.



TG2 has also a positive reaction about CHELLIS methodology. The three trainers/educators think that the storytelling will be an attractive way for the TG1 and that the environmental theme of those stories will for sure gain the interest of the learners/trainees. You can see both charts regarding the educators' answers.

Professionals: experience and recommendations for IO2/IO3

Interviewing professional teachers as well as adults working with migrants helped us not only find out if CHELLIS as a project will be interesting for their trainees/students but it also gave us the opportunity to get some ideas about the topics that would make TG1 more interesting.

Two of them thought that the TG1 group would be more interested in recycling and of course, in global warming. There were also some other recommendations such as plastic reduction, green economy, consuming habits, and sustainability.



Apart from giving their ideas on the environmental topics, we have also asked them to recommend ways on how to make the project's teaching tools (handbook and training platform) attractive and successful. First, one mentor mentions using ecology as a topic for learners that have a B1 level or higher because according to him it will be not only an interesting topic but it will also be beneficial for both French and non-French speakers. Another suggestion: to have questionnaires at the end of each story. And, last but not least, the use of visual aids.

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Finally, it should not be overlooked that the TG2 is interested in getting a handbook magazine which treats the methodology of non-formal language learning combined with environmental learning.





3.2. Austria

The interviewees

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The Austrian interviews were conducted with two representatives from each target group. Two interviewees had a migrant background, and two were adult educators in Austria. All four were highly motivated to participate in the interviews and wanted to share their viewpoints on the questions.

In addition to English and German, one of the migrants speaks Croatian. She immigrated from Croatia to Austria in 2016 and has since settled in the country, going to university and currently completing an internship in the field of her studies. Her level of German and English is very advanced because she has studied both languages already before arriving in Austria and has great interest in learning languages in general. The other migrant came to Austria in 2019 from Egypt and speaks Arabic, English and basic German. He only started studying German upon his arrival in Austria and is trying to improve his German by taking language classes offered in his city and interacting with locals. He is not yet able to work normally in Austria due legal requirements.

The interviewed adult educators work for a large adult education and training centre in Austria and teach English/German and English/Spanish, respectively. They work with German native speakers as well as with migrants who have other native languages.

Quest analysis

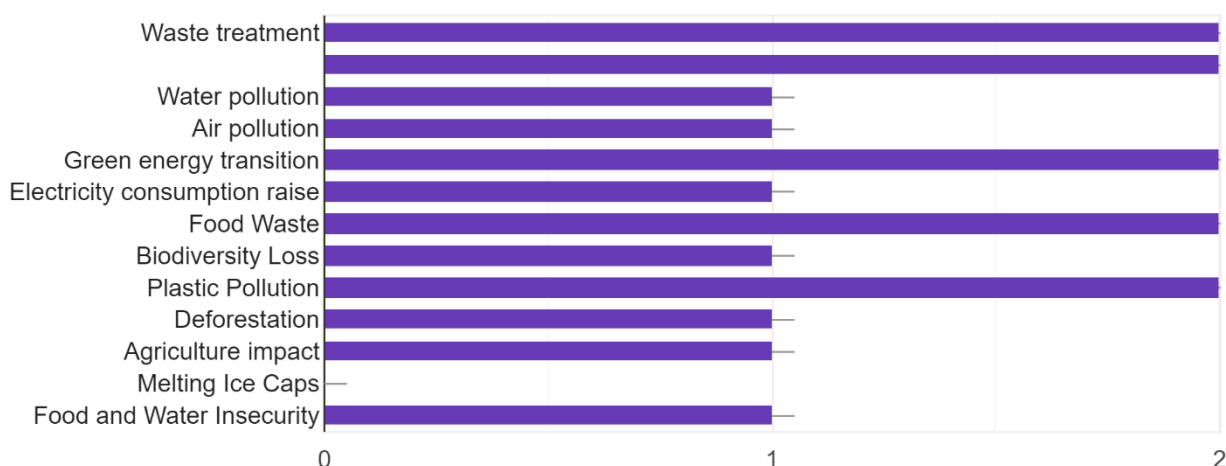
All participants showed great interest in the topic of climate change and emphasised their understanding that individual participation is important to reach a mutual goal. During the interviews, it became clear that there is an awareness about climate-related issues and the urgency to take steps into the direction of a more sustainable lifestyle. All interviewees were eager to contribute and share their opinions and ideas. The trainers talked about their experience, highlighting the interest in this topic frequently demonstrated by their trainees.

Environmental climate change issues

The interviewed migrants state that climate change in general and related issues are concerning to them. While many topics are rated as being highly important, the most relevant issue mentioned by both participants is food waste. The interviewees state that they are

concerned with the amount of food being thrown away unnecessarily while the demand to produce more food is ever growing. Other topics seen as almost as highly important by both interviewed migrants are the transition to green energy and the alarming rise of energy consumption. In general, it can be stated that all proposed environmental issues are seen as important – none of the interviewees thought that some of the topics can be disregarded.

This assessment is supported by the impression gained by the interviewed adult trainers who agree that their migrant trainees display an interest in environmental topics. This result highlights the importance of talking about these topics in class. As the graph below shows, the interviewed migrants state that they have some knowledge about climate related issues; however, they also mention that they would definitely like to learn more, get more input on the topic and discover ideas on how to contribute. Similarly, the trainers would be happy to receive suggestions and useful learning materials covering a variety of topics related to the environment.



What can be done to increase the effectiveness of climate protection measures?

This is an essential question to ask and it is encouraging to know that the interviewees are very well aware of the importance of environmental protection and that they already apply a variety of measures and tools to live a more environmentally conscious lifestyle. The following measures and ideas are some examples given by the interviewees to show what can be done in order to improve a person's ecological footprint:

- recycling
- repurposing items
- saving water and electricity whenever possible
- using reusable shopping bags and water bottles



- using public transportation or going by foot when possible
- buying less food to reduce the possibility of wasting it,
- eating less meat
- taking care to sort waste correctly
- turning off lights when leaving a room
- turning off water when it is not needed and showering instead of taking a bath when possible
- trying to avoid buying groceries wrapped in plastic

When asked about possible ideas for **governments to improve** the climate situation, the interviewed migrants came up with the following suggestions, particularly for their countries:

- promote the idea of an eco-friendly lifestyle
- financially support the use of green energy for households and companies
- make laws for big companies that set boundaries for behaviour that could have a negative impact on the environment (e.g. CO₂ emissions)
- make more policies and promote eco-friendly habits
- public transport tickets should be cheaper
- supermarkets and restaurants must be obliged to reduce food waste
- politics must oblige producers to not wrap everything in plastic

The adult educators asked to participate in this survey agree that their trainees have not only heard about environmental challenges but show great interest in them. Talking about these topics in class would be a good opportunity to increase their knowledge about the issues while, at the same time, providing interesting incentives to improve language skills. The trainers think that the content collected in the ecologically orientated training in the CHELLIS project will encourage their trainees to participate.

Both trainers agreed that their trainees do understand environmental norms and try to respect them – according to them, this is true for migrants as well as for locals. However, among the migrants, there are severe differences according to a person's country of origin. This implies that there are many countries that do not pay a lot of attention to environmental issues. According to the trainers, this problem exists in particular for migrants from African, Arabic, and sometimes Asian countries. However, not only the origin, but also the social background of a person has to be taken into account. Well-educated persons tend to have a much greater awareness about environmental issues than less educated individuals. One of the trainers explained: "It would be great for the trainees to get an insight into different aspects of environmentally friendly behaviour because their level of knowledge varies greatly. Most of them are aware of basic "rules" like separating waste, trying to save electricity and water and



avoiding food waste. Some have knowledge about more specific topics, but it cannot be taken for granted that they are all informed about environmental topics. I believe that also more complex topics such as biodiversity, green energy, deforestation or food insecurity can be of great interest for my trainees.” The trainers named a couple of topics which would be of particular interest to their trainees:

- climate change
- pollution
- recycling
- biodiversity
- renewable energy

Both trainers stated that their organisation applies eco-friendly norms and measures, meaning that their company has strong ethics in regards to environmentally-friendly behaviour and measures.

Level of language comprehension and skills

As mentioned above, the interviewed migrants speak three languages each. The level of German differs according to the amount of time they already spent in Austria. Regardless of their language level, both interviewees state that they enjoy learning new languages because it helps them to get in touch with many different people from different countries. One migrant explains in more detail: “I like learning languages because I like being able to communicate with the people around me. Without speaking the mainstream language in a country, you can feel really excluded.”

When asked whether or not they think it is difficult to learn a new language, one migrant highlights the importance of personal effort: “I think it depends on the motivation and the subjective situation (for example: time and other resources). Different languages also have different difficulty levels, but I think the most important factor is the effort one is willing and able to put into it.” The other interviewed migrant stated that they think “learning a language is challenging and difficult sometimes. It takes a long time to feel competent in a language, which is sometimes frustrating.”

Motivation for language learning through the storytelling method

Both migrants confirm that they are motivated to learn a new language and/or improve their language level of a foreign language they already speak. They experience the advantages of knowing several languages in their daily lives and would not want to miss their ability. This is also confirmed by the interviewed trainers who witness in their daily work that their trainees are motivated to learn new languages, and, in case of migrants, in particular the language of their host country.

All interviewees agree that stories are a great tool for learning new things because, according to them, stories can teach their readers about many life situations and there is always something to take away from a story you read. One of the interviewees explained: "I like stories because they are easily accessible, and they can be so inspiring. You can learn anything from stories depending on the content of the story, but I think they are especially effective to inspire you to improve your behaviour." The CHELLIS project will take advantage of this by creating inspiring stories that will reinforce environmentally friendly behaviour. For a story to achieve this teaching effect, it has to be attractive and interesting. According to the interviewees, essential traits of an attractive story are interesting storylines and characters that you can connect with. A story also has to be easily understandable; it has to have a "message" and it should be fun to listen to or to read.

Professional experience and recommendations for CHELLIS

The trainers interviewed for the study at hand agreed that they would be interested in a handbook magazine explaining the methodology of non-formal language learning in combination with environmental learning. In general, all their trainees show an interest in environmental topics, so the trainers would be happy to apply such an approach in their courses. According to them, the storytelling methodology will be an attractive tool for their trainees and bring added value to the teaching they do.

The trainers also offer some valuable advice for improving the CHELLIS outputs (handbook and training platform) and making them appropriate for their coursework. Above all, they suggest including interesting and emotional stories to convey the central messages of protecting the environment as well as simple tips on how to live an eco-friendlier lifestyle. One trainer explained: "From my experience, the most important aspect is to not overwhelm the



learners with too much information. The teaching tools should be clear, straightforward, easily accessible for learners of all kinds of levels and have a nice layout as this makes it much more attractive. I would also like to mention that representation matters so much and that it would be really important that learners can identify themselves with the people/characters/etc. in the teaching tools. Society's diversity should be taken into account when creating materials for the training platform for example."



3.3 Cyprus

FIELD INVESTIGATION

Introduction

For the purpose of this field investigation, SEAL CYPRUS had to conduct interviews with the following two target groups:

- TG1 – Low-skilled adults, adult learners, migrants;
- TG2 – Professionals working with the TG1.

Regarding the first target group, SEAL Cyprus approached and interviewed a political refugee from Cameroon and a migrant from Poland.

For the second target group, two professionals working with target group 1 were interviewed. The first interviewee is an experienced adult educator working with migrants and refugees. She works as a project manager in a non-for-profit organisation based in Cyprus and is involved in projects with migrants, entrepreneurship. She has been working on a project dedicated to deaf people and sign language.

The second interviewee from target group 2 is a project coordinator working with Asylum, Migration and Integration Fund (AMIF) projects. He works with recognised refugees, migrant associations in Cyprus, especially from the Filipino Community. He is active in employment, social affairs, and inclusion fields.

Question Analysis

Environmental Climate Change issues

Implemented interviews show that climate change and environmental challenges are important and interesting for migrants and low-skilled adults, as all respondents of the interviews answered positively to this question.

The most important environmental issues for target group 1 are waste treatment, a general rise of temperature/global warming and water pollution, while food waste, biodiversity loss, plastic pollution, deforestation, and food water insecurity were the 2nd most important issues. In third place, there were air pollution, green energy transition and melting ice caps. Electricity consumption took the 4th place, and agriculture impact took the 5th. However, on the scale from 1 (least important) to 5 (most important), none of these issues were given a score lower than 3. It shows that the target group is highly interested in environmental issues.

Both respondents said that they have some knowledge about the general rise of temperature/global warming, biodiversity loss, plastic pollution, and deforestation (Fig.5). These environmental aspects scored high and very high in importance for the respondents. Even though waste treatment and water pollution were identified as the most important environmental issues together with global warming, not both respondents had knowledge about these issues. None of the respondents had knowledge of food and water insecurity, green energy transition, electricity consumption and agriculture impact. This could explain why the electricity consumption and agriculture impact were the least important issues for the interviewees.

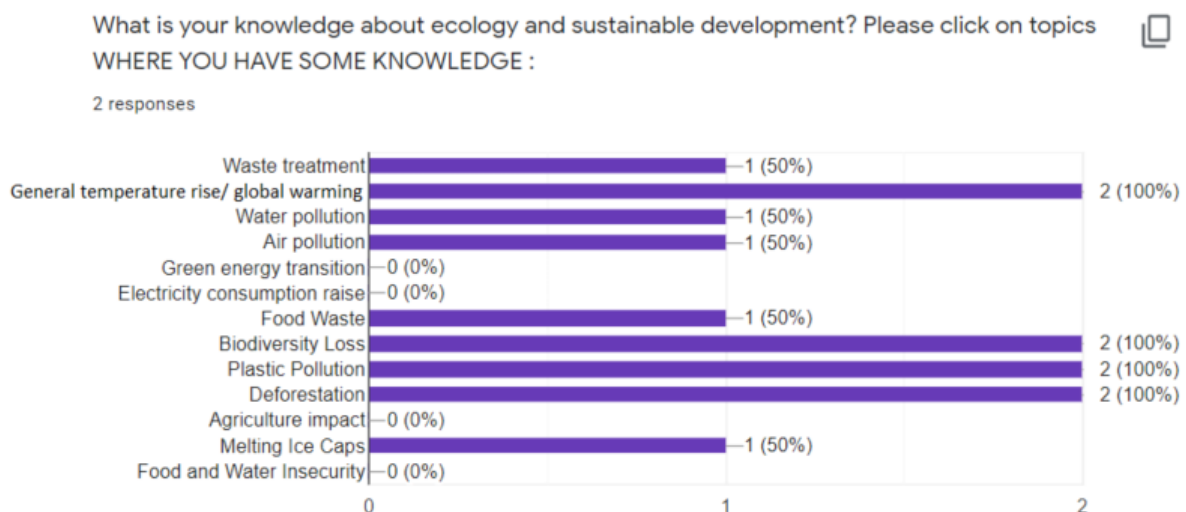


Fig. 5: Environmental issues that the respondents have knowledge about.

When asked if the interviewees have any eco-responsible habits, they both mentioned recycling and waste sorting. One of the respondents mentioned adapting a more plant-based diet to reduce the impact of farming, even though the agriculture impact was not among the most important environmental issues and according to the respondents, they did not have knowledge about it.

When asked about what actions the government could take to improve the environmental situation, one of the respondents mentioned decreasing oil dependency and implementing a law against plastic producing companies. The respondent did not specify what kind of law it could be and what exactly it could regulate. Another respondent mentioned solutions more oriented in environmental attitude promotion on the citizens of the island. The suggestions were promoting and educating on waste sorting, installations of water refill stations all around the city - hence avoiding plastic bottles, and developing a better and more reliable public transport system.

Level of Language Comprehension and Skills

Regarding languages, it is a trend that migrants speak more than one language. This was specified by the professionals working with migrants (Fig. 6) and by the migrants themselves.

Do your trainees/mentees speak more than one language?
2 responses

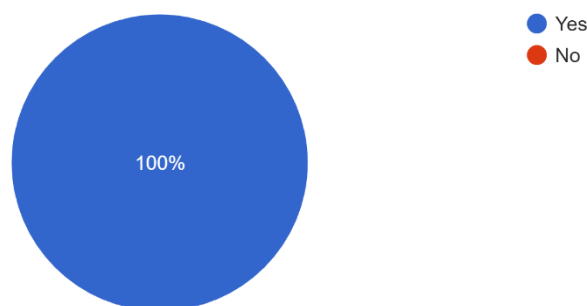


Fig. 6: Professionals' insights on their trainees speaking more than one language.

One of the respondents from target group 1 speaks Polish and English, another one – French, English, Ewodo, Greek and Turkish. The respondents did not specify the level of their knowledge in these languages.

Both of the interviewed participants from target group 1 agreed that they like learning new languages as it opens different opportunities. According to one of the interviewees, learning languages is "a key component to socialise with other people in order to build a better human relation, which will help to overcome environmental issues".

Both interviewed persons agreed that learning a new language is difficult, though their reasons for this are different. One person said it is not easy because learning a language takes a lot of time and daily involvement. Another person said learning a language is difficult because human society, in general, has been divided based on language for too long. That has created a psychological block towards other languages, like learning a new language changes personality.

Target Group 1's Motivation for Language Learning through Storytelling Method

To find out the motivation to learn new languages and do it through the storytelling method, the interviewees from both target groups were asked relevant questions.

When asked to rate from 1 to 5 their motivation to learn/improve a foreign language (1 not motivated – 5 highly motivated), both respondents from the target group 1 chose the score 4. It shows that they are highly motivated and interested; however, learning a language is not vital for them. When the professionals were asked a similar question, one of them stated that his/her trainees/mentees are not interested in learning the language of the country which welcomes them, in this case, Cyprus, and/or other foreign languages (Fig. 7).

Are they interested in learning the language of the country which welcomes them (for migrants) and other foreign languages?
2 responses

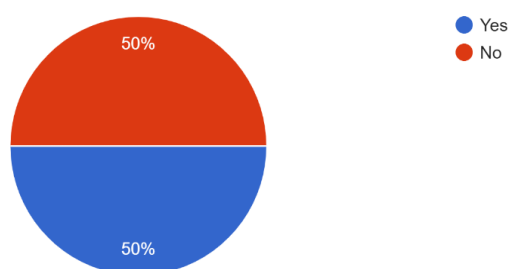


Fig. 7: Professionals' insights on their trainees/mentees motivation to learn a language.

Both interviewees from target group 1 agreed that they like stories. One of them specified that stories are interesting as they show "what made the present". It shows that the respondent is interested to see what actions lead to which consequences.

According to the respondents from target group 1, an attractive story needs a good, powerful presentation. It should present real-life situations and have a relevant topic. As the interviewed professionals have specified, there is a big variety of environmental topics, which would be interesting for target group 1. These topics could be the impact of the new technologies on the environment, waste management, water pollution, wildlife and biodiversity, energy conservation in cities, and energy-efficient housing. Both professionals believe that ecologically oriented training could encourage their trainees/mentees to engage.

When asked if the respondents from target group 1 would be motivated to learn a new language using the storytelling approach of the CHELLIS project, one of the respondents answered "yes", another - "maybe". Similarly, both interviewed professionals think that the storytelling approach would be an attractive methodology for their trainees/mentees to learn a new language.

Professionals: experience, recommendations, interest/ expectations for IO2/IO3

The interviewed professionals, working with migrants and/or adult learners, have provided their insights about the planned CHELLIS handbook and platform.

In order to make the project's teaching tools (handbook and training platform) attractive and successful, the professionals suggested using gamification elements. From their experience, it would make the tools more attractive and engaging. Also, they suggested using a holistic approach to examining and presenting an environmental issue/topic, providing animated videos to support teaching and enhance learning outcomes.

Both interviewed professionals would be interested in a handbook magazine that treats the methodology of non-formal language learning combined with environmental learning (Fig. 8).



Would you be interested in a handbook magazine that treats the methodology of non-formal language learning combined with environmental learning?

2 responses

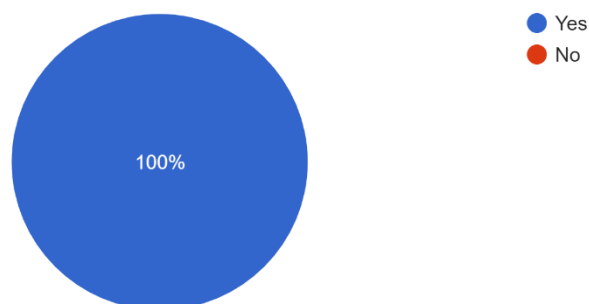


Fig.8: Professionals' interest in a CHELLIS handbook magazine.

According to the interviewed professionals, their trainees/mentees would be interested in a language learning platform based on the storytelling approach with an environmental topic. The professionals themselves would also be interested in handbook magazines.



3.4 Ireland

Introduction and profile of participants

Meath Partnership (Ireland) conducted interviews with a total of 4 people, 2 adult learners from Target Group 1 and 2 practitioners from Target Group 2. The respondents from target group 1 were recruited from another EU funded programme called EU Voice which aims to support the integration process of Third Country Nationals. In relation to Target Group 2, the local Education and Training Centre called LMETB was contacted and also a practitioner who supports migrants and refugees was contacted.

Regarding Target Group 1, one of the respondents is from Somalia is currently seeking refuge in Ireland and living in a Direct Provision centre in Meath. He has recently taken part in an AMIF funded project called EU Voice. The second participant is a mature student living in Meath and engaged in a number of adult education training programmes.

Regarding Target Group 2, one of the respondents is a Community Guidance Counsellor and has more than 10 years' experience in delivering community development/adult learning programmes in Training Centres across the country. The second respondent is an Integration Support Worker who facilitates a number of community-based initiatives in Meath.

Question Analysis

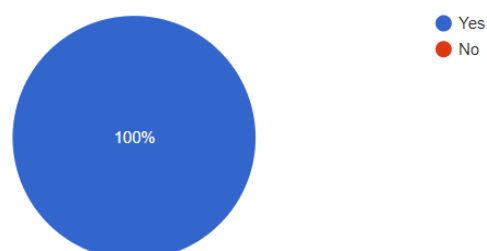
Interviews with adults from TG1

Question 1: Climate change and environmental challenges... Does this topic interest you?

It was evident from the findings that all respondents are interested in the topic of climate change and environmental challenges. This was also evident in their willingness to participate in this research.

Climate change and environmental challenges... Does this topic interest you?

2 responses



Question 2: What special environmental or climate issue is IMPORTANT FOR YOU?

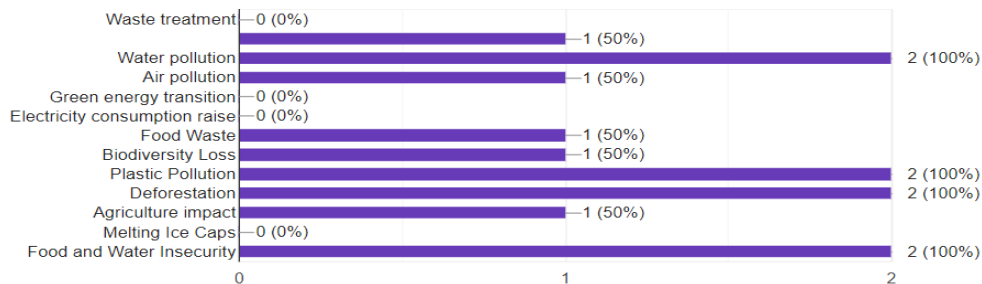
Although the participants expressed an interest (rating from 1-3) in all climate issues presented, the five issues which were given the highest importance rating included **Green Energy Transition, Food Waste, Biodiversity Loss, Plastic Pollution and Food and Water insecurity**.

Question 3: What is your knowledge about ecology and sustainable development?

Regarding current knowledge, participants highlighted that the main areas that they felt knowledgeable on were **Water Pollution issues, Plastic Pollution issues, Deforestation and Food and Water insecurity issues**. Participants stated that they had no knowledge on **Waste Treatment, Green Energy Transition, Electricity Consumption or the Melting Ice Caps**.

What is your knowledge about ecology and sustainable development? Please click on topics WHERE YOU HAVE SOME KNOWLEDGE :

2 responses



Question 4: Do you already have eco-responsible habits like waste sorting, turning off the lights etc.?

Participants' responses varied greatly to this question with one participant focusing on individual habits including *“turning off lights and throwing my garbage in the bin”* and the second participant referring to previous employment *“supervisor with responsibility of recycling/waste sorting, food waste and energy saving”*.

Question 5: What do you think YOUR Government could do to improve the situation?

Again, the participant's answers varied to this question with one participant disagreeing that it is not the role of the government to improve the situation but the people *“Not the government but people should be aware off their environment”* and the second participant highlighting that the government need to *“provide better community infrastructures to make people aware of the effects and how to manage the disposal of waste etc.”*.



Question 6: Which languages do you speak

Regarding language, two languages were highlighted that included English and Somali.

Question 7: Do you like learning new languages?

Both participants highlighted that they do like learning languages with one participant stating it is their hobby and the other stating it is a new area of thought however they would be open to doing so.

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Question 8: Do you think it is difficult to learn a new language? Why? Why not?

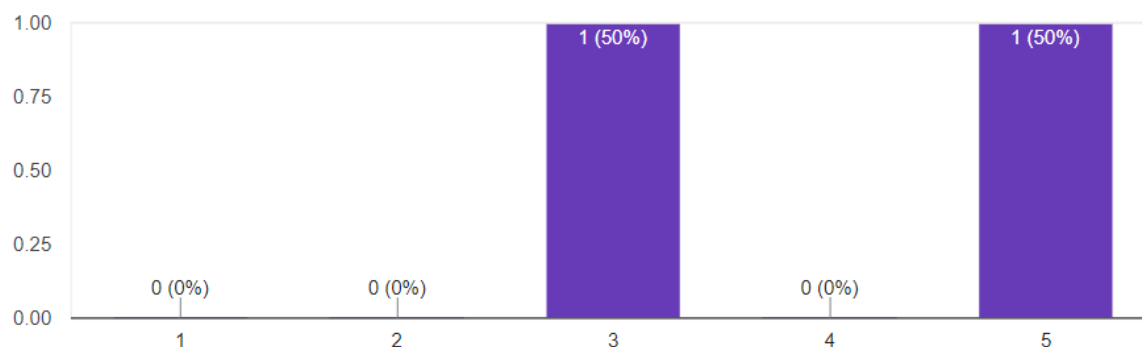
Similar to many of the questions, the participants gave varying answers to this question with one participant stating *"not really, I think it is fun"* and the second stating *"Yes, concentration in this learning is something I would need to work on"*.

Question 9: RATE from 1 to 5 your motivation to learn/improve a foreign language?

Overall, it was evident that both participants were motivated to learn or improve a foreign language, with one participant extremely motivated.

RATE from 1 to 5 your motivation to learn/improve a foreign language ?(1 I'm not motivated - 5 I'm highly motivated)

2 responses



Question 10: Do you like stories? What can you learn from stories?

Both participants expressed an interest in stories with one participant stating they can be used to learn about other cultures and the second participant stating *"Stories are good to listen to peoples journey in life and they help connect with like-minded people "*.

Question 11: What makes a story attractive? Give examples

The participants from this survey outlined some important components of storytelling worth acknowledging when attempting to make stories attractive. These included the need for

“colourful examples” and “Experiences, emotions, connections and being able to view and feel the situation of the story”.

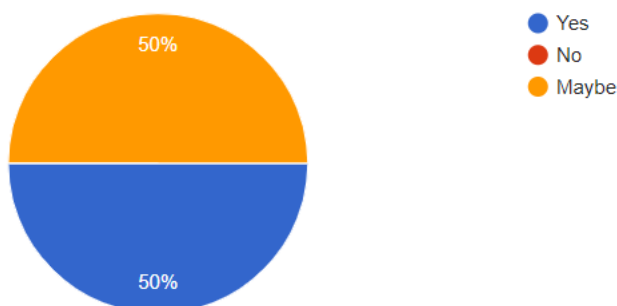
Question 12: Are you motivated to learn a new language using the storytelling approach of the CHELLIS project?

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Both respondents of this survey highlighted that they are motivated to learn a new language using the storytelling approach of the CHELLIS project.

Are you motivated to learn a new language using the storytelling approach of the CHELLIS project?

2 responses



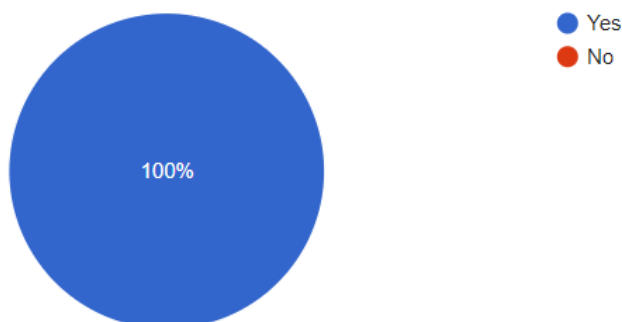
Interviews with practitioners from TG2

Question 1: Do you think your trainees/mentees have heard about climate change and environmental challenges? Does this topic interest them?

Both practitioners highlighted that they think their trainees/mentees have heard about climate change and environmental challenges which is a real positive.

Do you think your trainees/mentees have heard about climate change and environmental challenges? Does this topic interest them?

2 responses





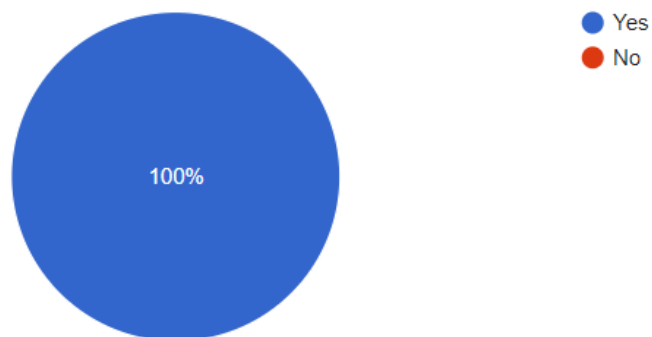
Question 2: Do your trainees/mentees understand environmental norms and adapt their behaviour accordingly?

Again both practitioners gave a positive answer and highlighted that their trainees/mentees understand environmental norms and adapt their behaviour accordingly.

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Do your trainees/mentees understand environmental norms and adapt their behavior accordingly?

2 responses

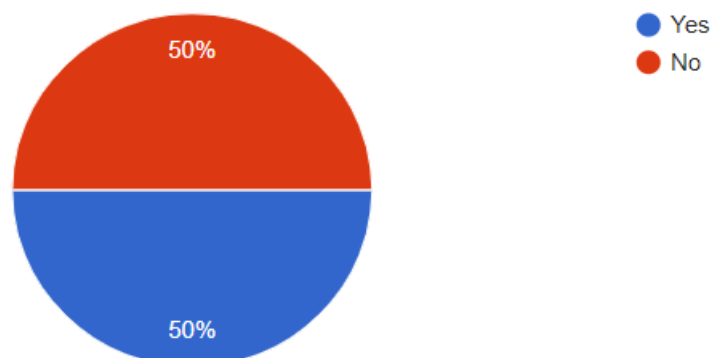


Question 3: Does your organisation apply eco-friendly norms / measures?

One practitioner highlighted that their organisation applies eco-friendly norms/measures however the second practitioner did not.

Does your organisation apply eco-friendly norms / measures?

2 responses





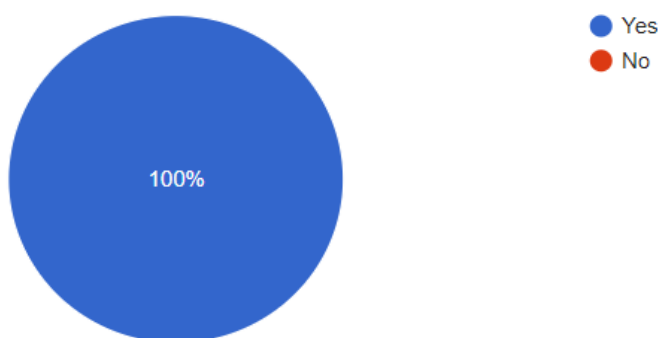
Question 4: Do your trainees/mentees speak more than one language?

Both respondents highlighted that their trainees/mentees speak more than one language.

Do your trainees/mentees speak more than one language?

2 responses

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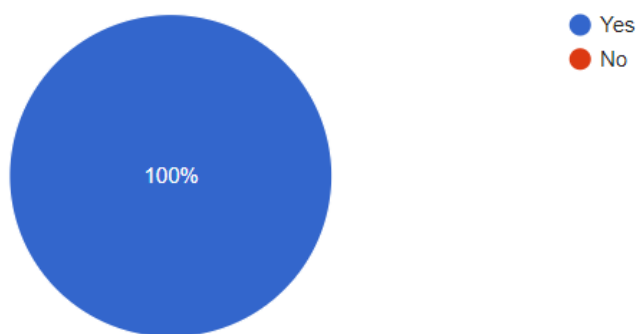


Question 5: Are they interested in learning the language of the country which welcomes them (for migrants) and other foreign languages?

Following on from question 4, both practitioners stated that they feel their groups are interested in learning the language of the country which welcomes them and other foreign languages.

Are they interested in learning the language of the country which welcomes them (for migrants) and other foreign languages?

2 responses



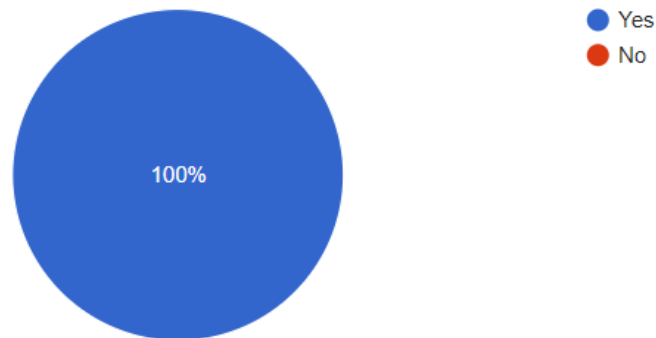
Question 6: Do you think that the storytelling approach will be an attractive methodology for your trainees/mentees?

Overall both practitioners highlighted that the storytelling approach will be an attractive methodology for their groups.



Do you think that the storytelling approach will be an attractive methodology for your trainees/mentees ?

2 responses



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Question 7: What environmental topics will be interesting for your trainees/mentees?

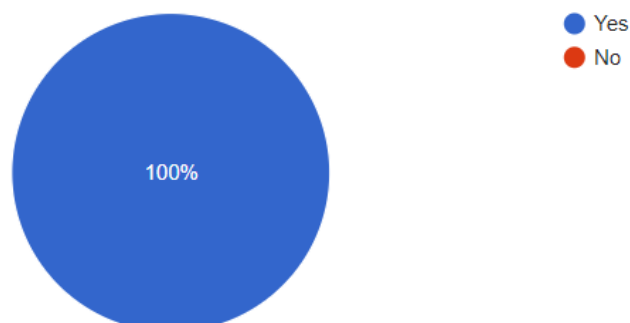
Four topics were outlined that might be of interest including sustainable food models, climate change, pollution and its effects on health and biodiversity.

Question 8: From your point of view, will the content of this ecologically orientated training encourage your trainees/mentees to participate?

Overall, both respondents stated that the content of this training will encourage their groups to participate.

From your point of view, will the content of this ecologically orientated training encourage your trainees/mentees to participate?

2 responses





Question 9: From your experience, which recommendations would you like to give us to make the project's teaching tools (handbook and training platform) attractive and successful?

Respondents highlighted that the project should ensure that the adult learners are involved in the planning of the training and not only the delivery. It was also highlighted that the training and tools are interactive and have a focus on group work.

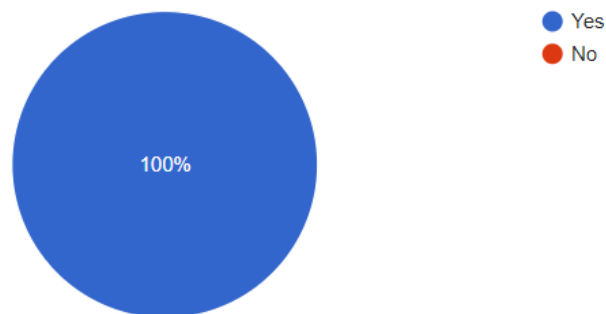
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Question 10: Would you be interested in a handbook magazine that treats the methodology of non-formal language learning combined with environmental learning?

Both practitioners highlighted that they would be interested in a handbook magazine.

Would you be interested in a handbook magazine that treats the methodology of non-formal language learning combined with environmental learning?

2 responses



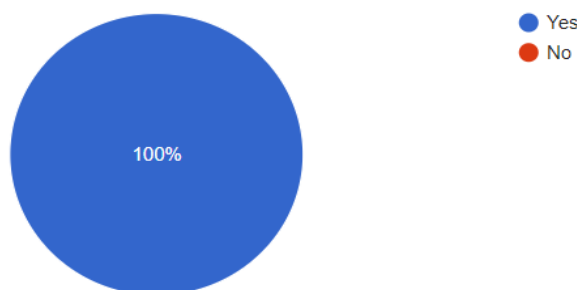
3.5. Portugal

Question 1: Climate change and environmental challenges... Does this topic interest you?

The interviewees answer that they are interested in the topic of climate change and environmental challenges.

Climate change and environmental challenges... Does this topic interest you?

2 responses



Question 2: What special environmental or climate issue is IMPORTANT FOR YOU?

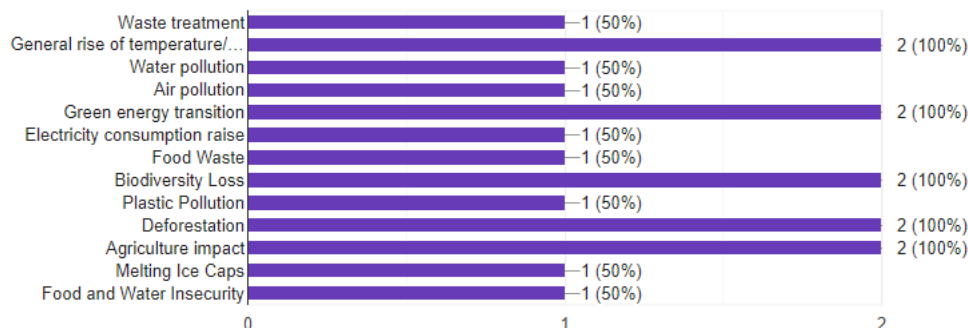
Both interviewees believe that the most important environmental issues are **deforestation**, the **agricultural impact**, **biodiversity loss**, and of course the **climate change**. As for the answers given to describe other environmental issues one of them has given a 5 (the highest mark) for all the environmental problems and the other one - a 4 (the second highest). Therefore, for all of them the environmental issues are important but they both agreed on the four aforementioned problems.

Question 3: What is your knowledge about ecology and sustainable development?

When it comes to their knowledge about ecology and sustainable development the participants answer that they have a profound knowledge about the general rise of temperature, the green energy transition, the biodiversity loss, the deforestation, and the agricultural impact. While one of them also seems to have knowledge about all the problems the earth is facing today, such as: **Water Pollution issues**, **Plastic Pollution issues**, **Food and Water insecurity issues etc.**

What is your knowledge about ecology and sustainable development? Please click on topics WHERE YOU HAVE SOME KNOWLEDGE :

2 responses



Question 4: Do you already have eco-responsible habits like waste sorting, turning off the lights etc.?

The interviewees answer that they both make sure to turn off the lights or use LED lights. One of them also mentions recycling, being careful not to waste a lot of water and also avoiding printing documents whenever is unnecessary. The second interviewee also points out reducing the use of plastic.

Question 5: What do you think YOUR Government could do to improve the situation?

Our interviewees think that the government should promote greener solutions to people and show them the importance of becoming environmentally friendly.

Question 6: Which languages do you speak?

As for the language, the participants speak Portuguese. One of them also speaks English and Spanish.

Question 7: Do you like learning new languages?

The answers to this question vary. One participant likes learning new languages while the other participant does not like it.

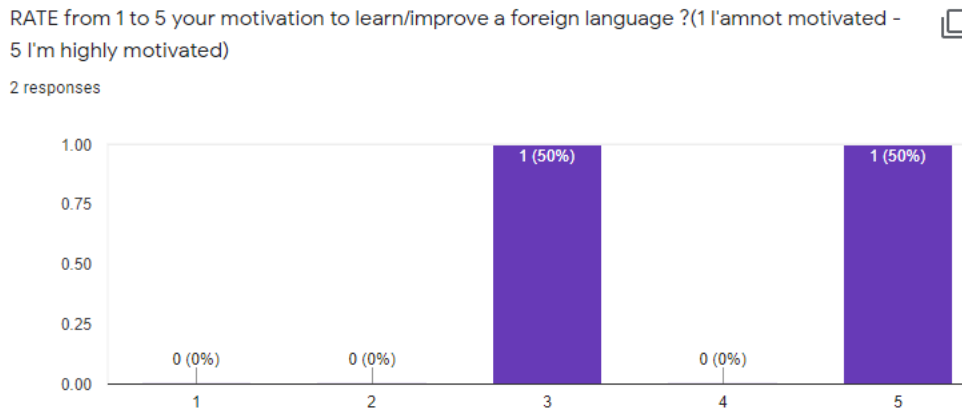
Question 8: Do you think it is difficult to learn a new language? Why? Why not?

Even though one participant answers negatively to the previous questions about learning a new language, it appears that the same participant does not think it is difficult to learn a new language, whereas the other one thinks that it really depends on the language you are going to learn.



Question 9: RATE from 1 to 5 your motivation to learn/improve a foreign language?

One participant seems extremely motivated in learning a new language while the other one seems hesitant and not highly motivated.



Question 10: Do you like stories? What can you learn from stories?

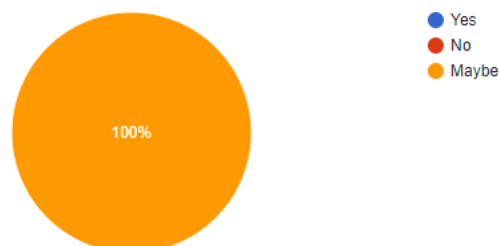
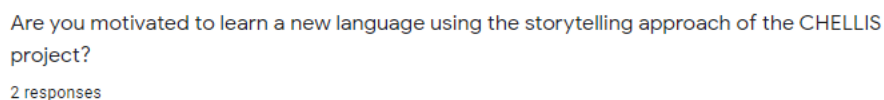
Both participants like stories mostly because learning through stories can be educational in terms of one's country's traditions.

Question 11: What makes a story attractive? Give examples

To make a story attractive the participants answer that it should be either a story related to wolves, due to their traditions or to have a good comparison with real life.

Question 12: Are you motivated to learn a new language using the storytelling approach of the CHELLIS project?

Both respondents of this survey highlight that they may be motivated in learning a new language through CHELLIS methodology.





Interviews with practitioners from TG2

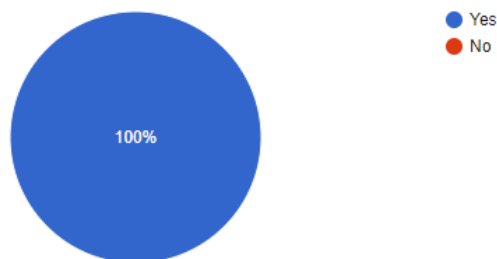
Question 1: Do you think your trainees/mentees have heard about climate change and environmental challenges? Does this topic interest them?

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Both practitioners point out that they think their trainees/mentees have heard about climate change and environmental challenges and that they are interested in this topic.

Climate change and environmental challenges... Does this topic interest you?

2 responses

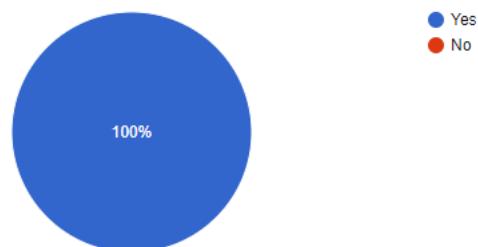


Question 2: Do your trainees/mentees understand environmental norms and adapt their behaviour accordingly?

Here again both practitioners give a positive answer and highlight that their trainees/mentees understand environmental norms and adapt their behaviour accordingly.

Do your trainees/mentees understand environmental norms and adapt their behavior accordingly?

2 responses

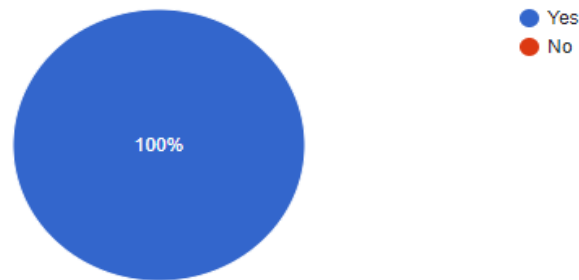


**Question 3: Does your organisation apply eco-friendly norms / measures?**

Both practitioners answer that their organisations are using eco-friendly norms/measures.

Does your organisation apply eco-friendly norms / measures?

2 responses



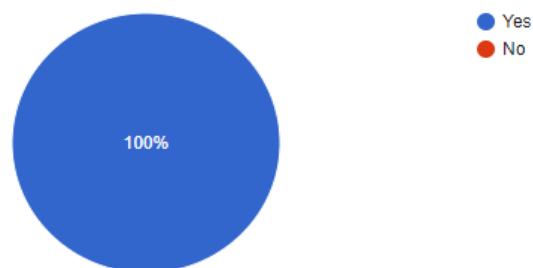
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Question 4: Do your trainees/mentees speak more than one language?

Both respondents highlight that their trainees/mentees speak more than one language.

Do your trainees/mentees speak more than one language?

2 responses

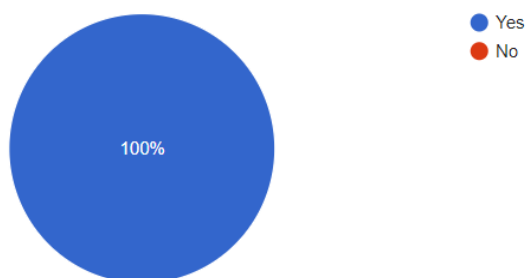


Question 5: Are they interested in learning the language of the country which welcomes them (for migrants) and other foreign languages?

According to the interviewees, the mentees are interested in learning the country's language as well as other foreign languages.

Are they interested in learning the language of the country which welcomes them (for migrants) and other foreign languages?

2 responses

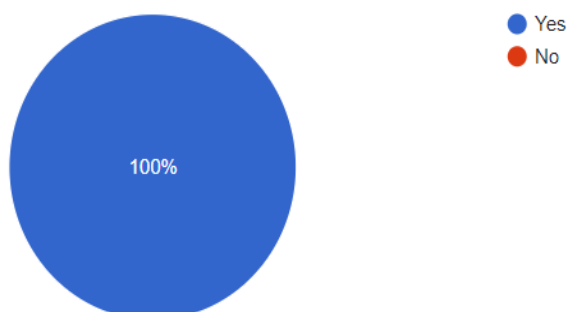


Question 6: Do you think that the storytelling approach will be an attractive methodology for your trainees/mentees?

The storytelling approach according to the practitioners' answer will be an attractive methodology for their groups.

Do you think that the storytelling approach will be an attractive methodology for your trainees/mentees ?

2 responses



Question 7: What environmental topics will be interesting for your trainees/mentees?

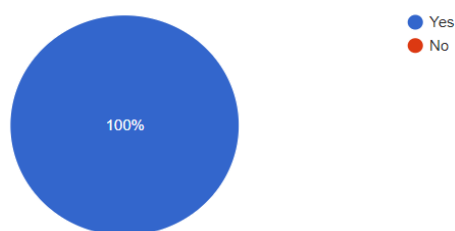
Each interviewee gave three answers. Two given answers are similar, for example they both answer that their trainees/mentees will be interested in conservation and biodiversity. Then, one of them thinks that the trainees will also be interested in forestry and the other one gives a different answer saying that the mentees will be interested in climate change.

Question 8: From your point of view, will the content of this ecologically orientated training encourage your trainees/mentees to participate?

Overall, both respondents state that the content of this training will encourage their groups to participate.

From your point of view, will the content of this ecologically orientated training encourage your trainees/mentees to participate?

2 responses



Question 9: From your experience, which recommendations would you like to give us to make the project's teaching tools (handbook and training platform) attractive and successful?

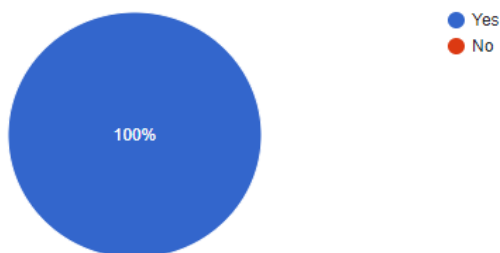
One of the interviewees finds the project's teaching tools can be helpful but also thinks that these tools should not only help the trainees to learn reading and writing but also speaking. The other respondent feels like the platform would be more useful because nowadays people are into technology and therefore, they will be more attracted to it.

Question 10: Would you be interested in a handbook magazine that treats the methodology of non-formal language learning combined with environmental learning?

Both interviewees would be interested in a handbook magazine.

Would you be interested in a handbook magazine that treats the methodology of non-formal language learning combined with environmental learning?

2 responses



3.6. Italy

Introduction

TUCEP conducted a total number of 7 guided interviews among the two main target groups of CHELLIS Project: **4 adult learners and low qualified/low-skilled migrants** and **3 adult educators/trainers**. The respondents have been identified through the wide TUCEP network which includes, among others, associations working with migrants, educational institutions who deliver training courses to adults in general, and low-skilled adults as well.

With reference to the TG1, the interviewees are migrants coming from Bulgaria, Peru and English-speaking African countries who have been living in Italy for at least 2 years or more. One of them, who arrived in Italy around 10 years ago, has a good level of Italian language while the other participants have a low-medium language level which required the educator's support in filling out the questionnaire.

Two respondents from TG2 are migrant support workers who operate in the Preliminary Reception Centre for non-EU immigrants of the Perugia city as well as the System of protection of Asylum Seekers and Refugees of the region. One of the interviewees is a trainer who delivers lifelong learning training addressed to adults, including those at risk of social exclusion or of vulnerable profile.

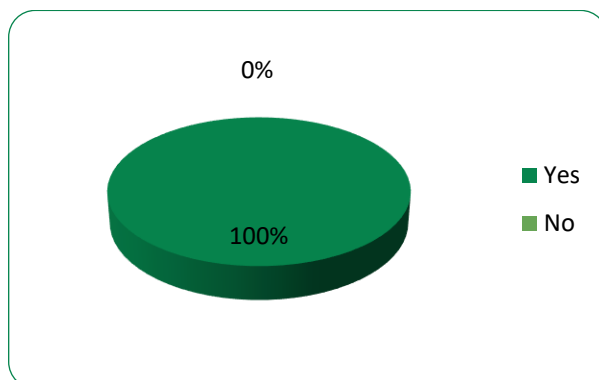
Questions analysis

The main results from the questionnaires administered among adults and trainers/educators are shown below:

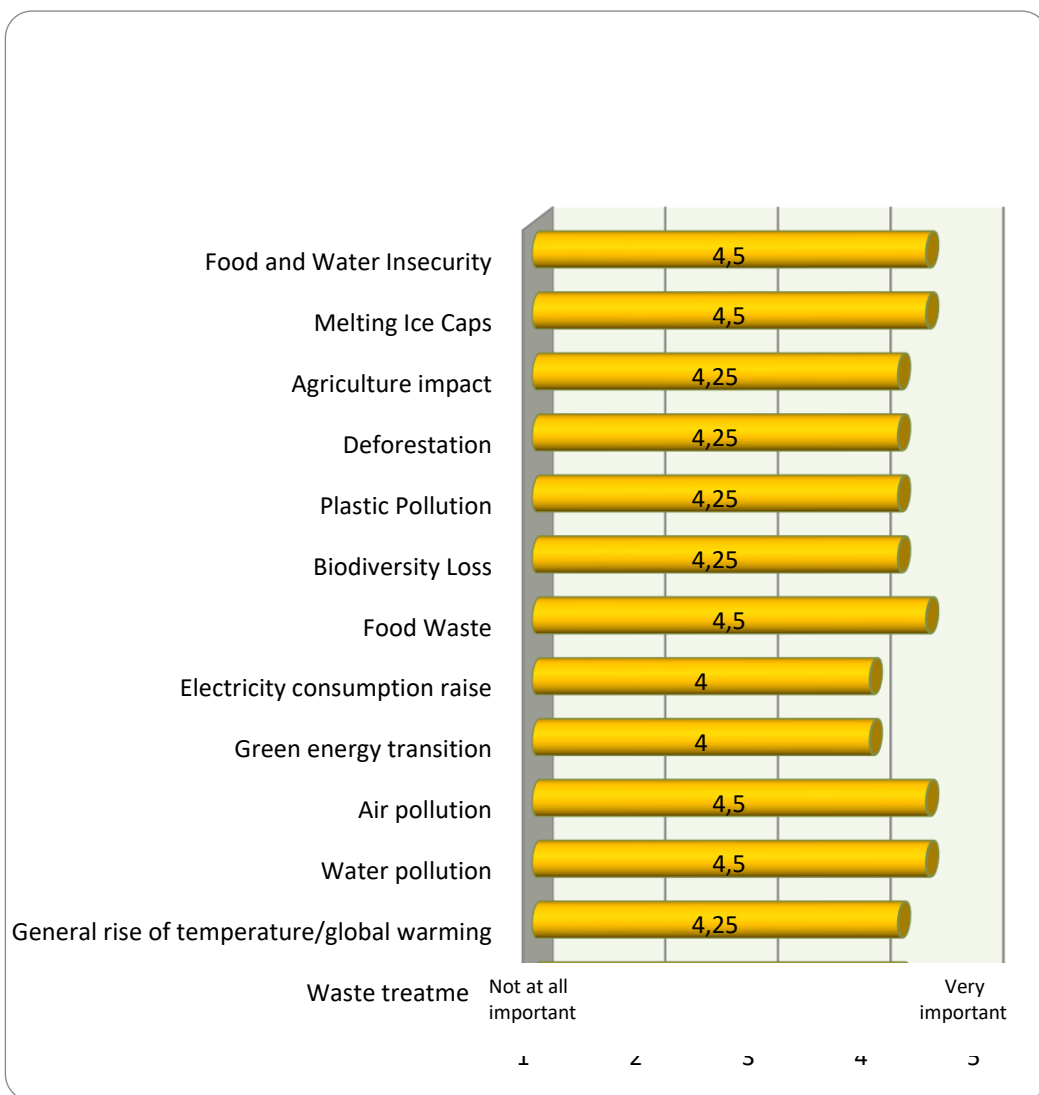
Interviews to Adults TG1

1. *Climate change and environmental challenges... Does this topic interest you?*

All the respondents are strongly interested in the environmental challenges.

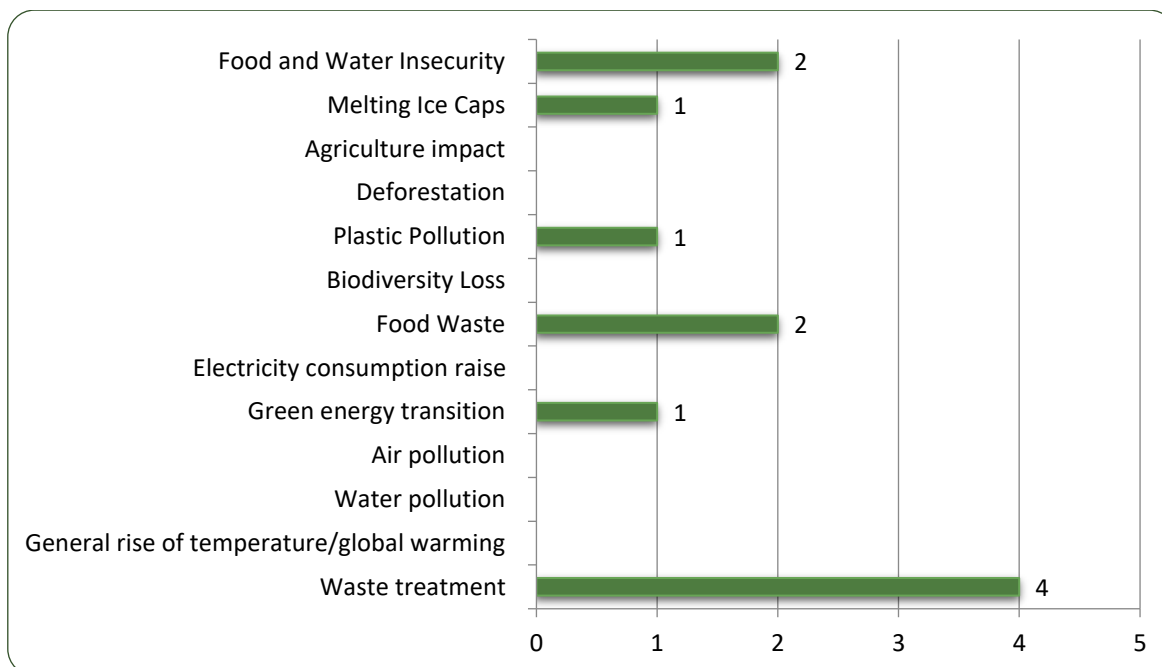


2. What special environmental or climate issue is IMPORTANT FOR YOU? Rate importance from 1 to 5:



The respondents consider almost all the environmental and climate issues important, but the most significant are related to food **waste and insecurity**, **melting ice caps**, **air and water pollution**.

3. What is your knowledge about ecology and sustainable development? Please click on topics WHERE YOU HAVE SOME KNOWLEDGE:



The respondents' knowledge about ecology and sustainable development mainly concerns the waste issue especially to treatment, the food waste and food and water insecurity.

4. Do you already have eco-responsible habits like waste sorting, turning off the lights etc.?

Give some examples:

All the respondents stated that they have daily habits which contribute to the safeguard of our planet, even though small in size, such as:

- Waste sorting
- Switching off lights
- Taking care not to waste water
- Reducing plastics use
- Using ecological detergents/soaps

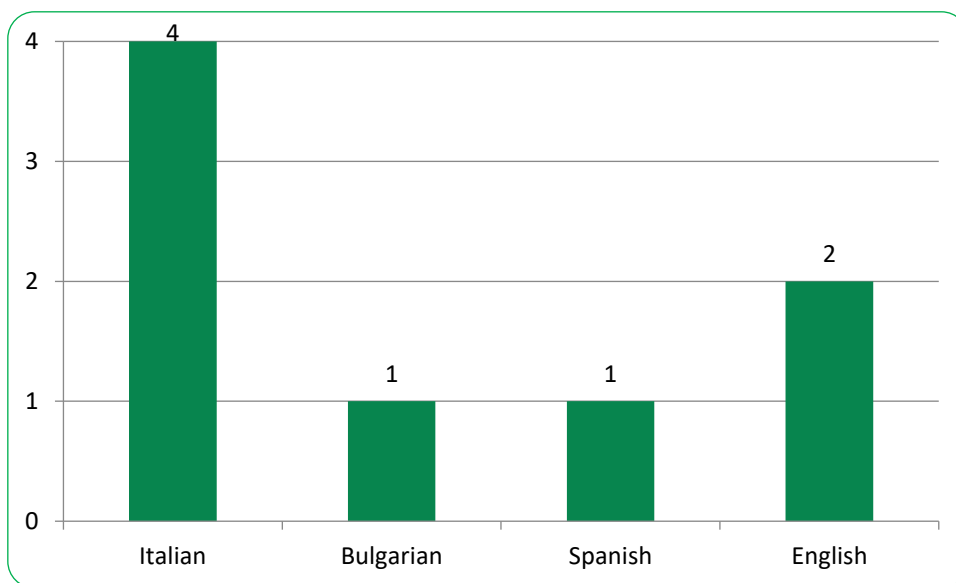
5. What do you think YOUR Government could do to improve the situation? Give some examples:

The interviewed adults suggested the following actions the Italian government should undertake:

- Information campaigns or events aimed at raising citizens' awareness about sustainable lifestyles

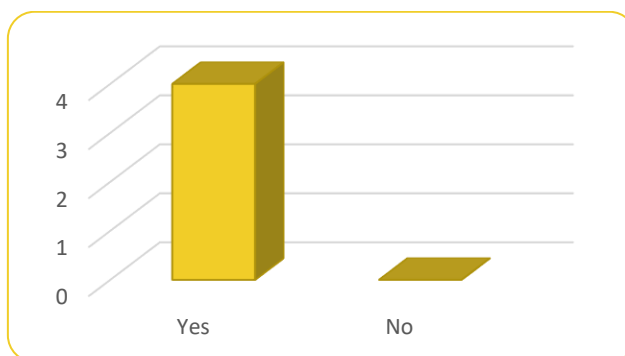
- Providing financial benefits (such as a bonus) for those who reduce waste and protect the environment through concrete daily actions
- Thinking about ecological alternatives for heating small towns
- Promoting ethical and conscious attitudes.

6. Which languages do you speak?



All the participants of the survey speak the national language at different levels. Based on their origin country, the spoken mother tongue is Bulgarian, Spanish, or English.

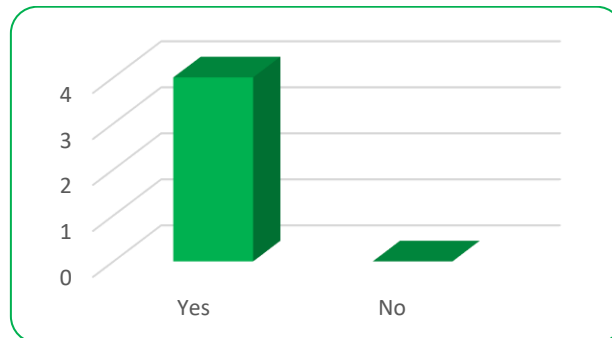
7. Do you like learning new languages? Why?



All respondents stated that they like learning new languages to be able to communicate both with Italian and foreign people. Furthermore, learning new languages will increase their personal knowledge and skills, useful at different levels (working, daily life, etc.).



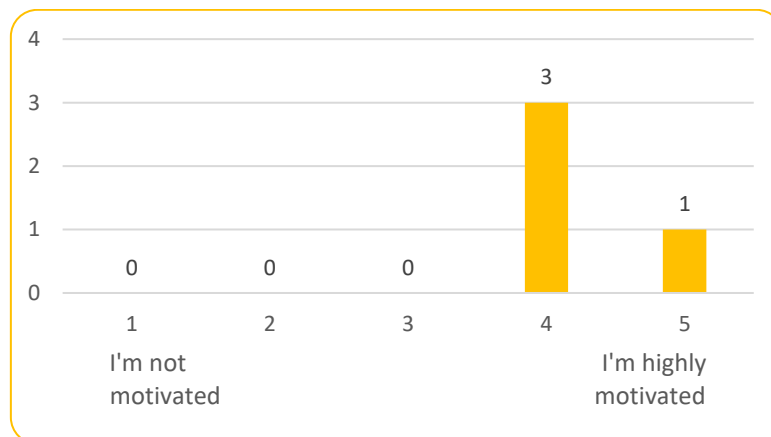
8. Do you think it is difficult to learn a new language? Why? Why not?



All interviewees believe that it is very difficult to learn a new language for the following reasons:

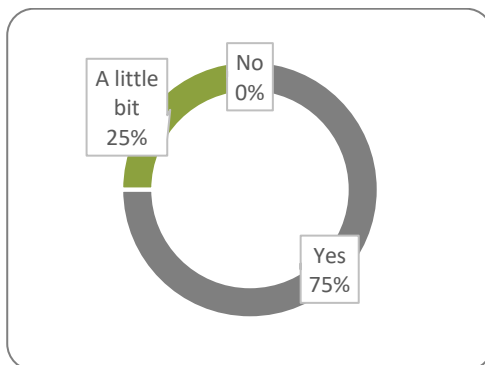
- It requires a lot of time and their private and working commitments do not allow it
- It requires living in the country to get a good level of knowledge
- Not everyone is inclined to learn a foreign language

9. Rate from 1 to 5 your motivation to learn/improve a foreign language? (1 I'm not motivated - 5 I'm highly motivated)



As shown in the graph above, the respondents are motivated to learn or improve at least one foreign language, since they believe the language skills are very important both at personal and working level.

10. Do you like stories? What can you learn from stories?



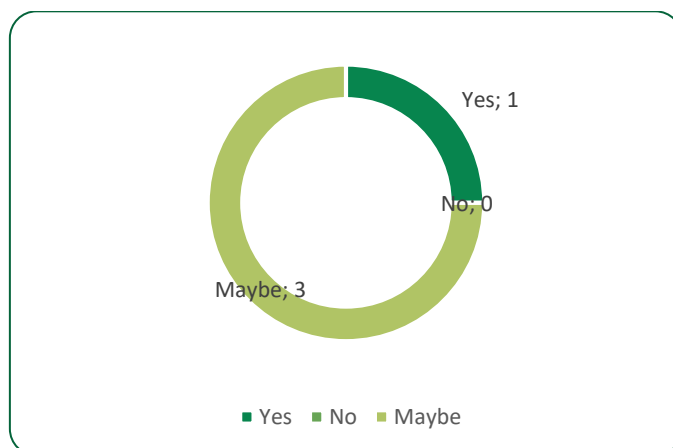
Almost all of the respondents like stories for the following reasons:

- Stories help to avoid some errors or dangerous behaviours
- Stories can stimulate and improve the memory
- Stories provide life lessons
- Stories stimulate personal curiosity

11. What makes a story attractive? Give examples

Based on the respondents' answers, a story can be attractive if it reflects situations close to reality, including a 'moral' that can be turned into a life lesson fostering self-reflection. Often having a reference character with whom you can identify makes the story more stimulating and interesting.

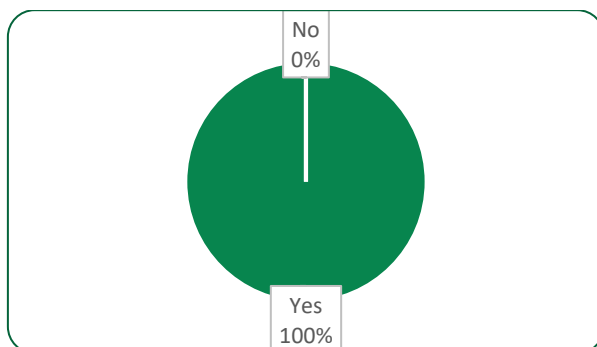
12. Are you motivated to learn a new language using the storytelling approach of the CHELLIS project?



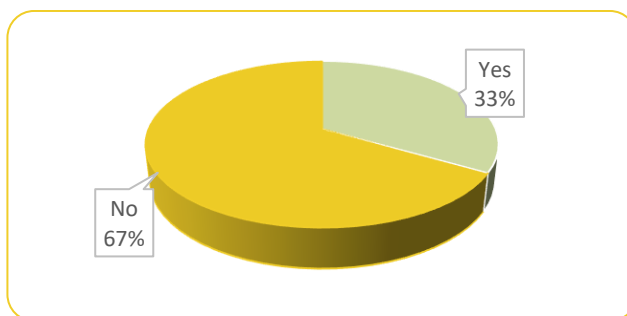
Even though not all the respondents are sure to be interested in learning a new language with the CHELLIS project approach, they do not exclude the possibility of trying to participate in it.

Interviews to Professionals TG2

1. *Do you think your trainees/mentees have heard about climate change and environmental challenges? Does this topic interest them?*

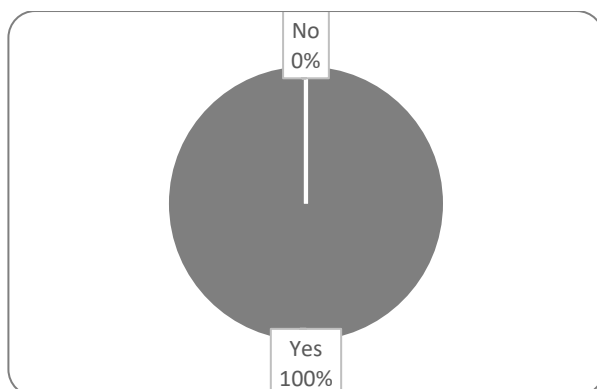


2. *Do your trainees/mentees understand environmental norms and adapt their behaviour accordingly?*

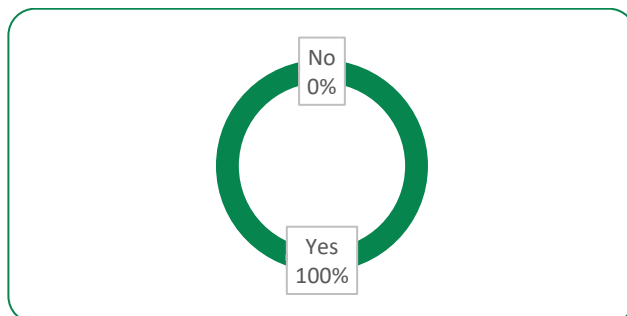


Actually, not all of the trainees understand the environmental norms based on how long they have been living in the country, as well as on their linguistic competences.

3. *Does your organisation apply eco-friendly norms / measures?*

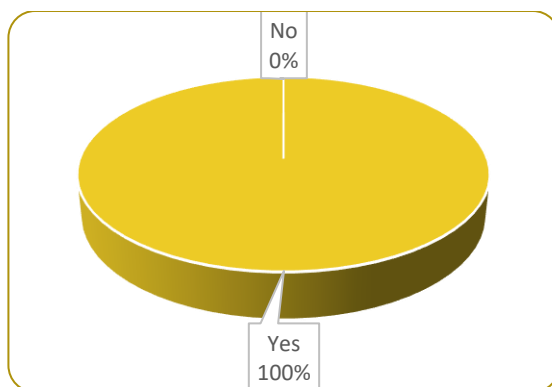


4. *Do your trainees/mentees speak more than one language?*

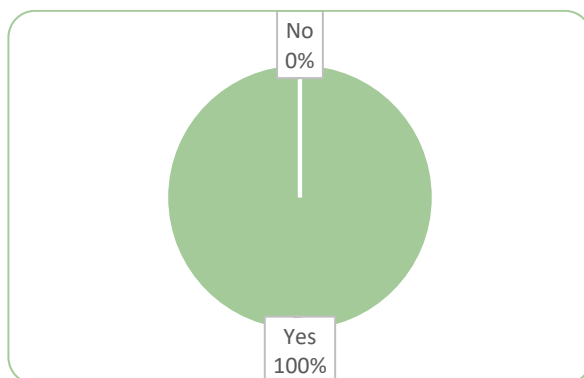


All the trainees attending the interviewed training centres speak their mother tongue and the Italian spoken language at different levels based on how long they have been living in Italy and their educational level.

5. *Are they interested in learning the language of the country which welcomes them (for migrants) and other foreign languages?*



6. *Do you think that the storytelling approach will be an attractive methodology for your trainees/mentees?*



Trainers/educators believe the storytelling methodology represents a stimulating approach for keeping the attention of low-skilled adults and migrants who might meet difficulties in learning

a new language by using traditional methods. It should be taken into consideration that most of them have a low concentration level due to several factors, such as the age, level of language knowledge, educational level, etc.

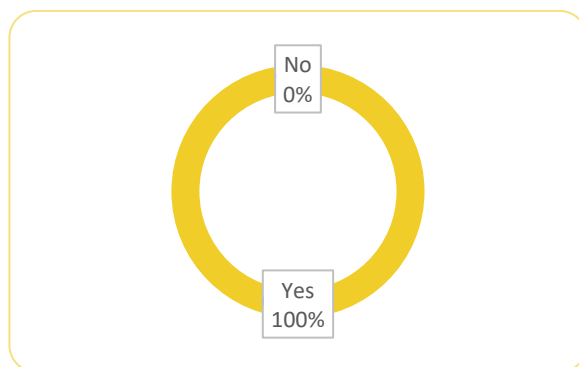
7. *What environmental topics will be interesting for your trainees/mentees?*

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The most relevant environmental topics that may be interesting for the migrants and low-skilled adults are as follows:

- ✓ Climate change
- ✓ Waste sorting
- ✓ Global warming
- ✓ Climate migration
- ✓ Sustainable lifestyle
- ✓ Circular economy

8. *From your point of view, will the content of this ecologically orientated training encourage your trainees/mentees to participate?*



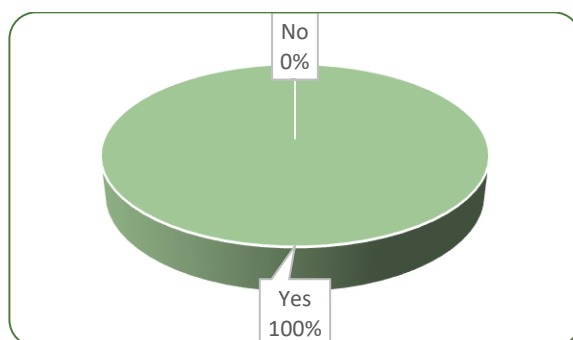
All the interviewed trainers believe that their trainees can be interested to learn more about ecological and environmental topics, since sustainability should be one of the most important priorities for people who live in our country, as well as on the entire planet. Furthermore, there is the necessity to raise citizens' awareness about environmental safety through a set of actions that should be undertaken by everyone in daily life. The training programs might represent a good tool for achieving this objective.

9. *From your experience, which recommendations would you like to give us to make the project's teaching tools (handbook and training platform) attractive and successful?*

The interviewed trainers suggest providing interactive didactic materials both online and printed, as well as carrying out stimulating training pathways through workshops to encourage an active learning environment, highly required for a target of adult learners, especially migrants or low-skilled people.



10. *Would you be interested in a handbook magazine that treats the methodology of non-formal language learning combined with environmental learning?*



4. CONCLUSION

In 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. As we know, in a fair number of countries, climate change is the issue that worries everyone. Many were the participants from TG1 who have already adopted eco-responsible habits while also mentioning that their governments still need to go a long way and promote eco-friendly ways to get more people involved in saving the environment.

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 opinion is 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. However, in the very last question concerning learning through environment-based stories and CHELLIS methodology, in only one country both people gave a positive answer. While in other countries they answered that they might give it a chance and use CHELLIS to learn a new language, but they weren't completely sure.

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 adapt their behaviour accordingly. Even though the trainees may have an eco-friendlier approach, it seems that in 3 out of 6 countries the answers vary when it comes to the eco-friendly norms their organisation applies. However, when it comes to learning a new language in almost all countries, the trainers seem positive and answer that their trainees do speak more than one language and that they are interested as well in learning the language of the country they are migrating to. 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.

Some participants also mention that it would be useful to make these tools eye-catching, therefore, to make an accent on adding attractive images. Others suggest that these platforms should make people interact with one another to make them work in groups and develop their oral language skills. Moreover, some trainers think that adding gamification tools on the platform and animated videos will also be a good way of attracting the trainees and motivating them to learn a new language. Finally, most of the trainers strongly agree on the fact that both handbook and platform should be comprehensive and easy to use, so that it will help the learning process without overwhelming future students with lots of information.

Finally, when asked to give some recommendations on how to make the project's teaching tools (handbook and training platform) attractive and successful, each country has different ideas. PlaySolutions suggests that both tools should not only help people learn how to read and write, but also how to speak. Another recommendation that both ALFMED and PlaySolutions have in common is creating quizzes or more precisely, questionnaires at the end of each chapter to make the trainees test their knowledge. ALFMED and ENTER share the same opinion about using images as an efficient way in attracting learners. Both tools should be clear in explanation, straightforward, easily accessible to everyone and should not overwhelm people with tons of information. Furthermore, living in a world that is constantly changing, ENTER also suggests creating stories not only in an eco-friendly spirit but also considering society's diversity. Something really similar is being suggested by MEATH PARTNERSHIP. In their opinion, for these teaching tools to be successful, the learners should ask their trainees' opinions on how the learning program should be, and to promote group work. That is what TUCEP also finds as a really helpful tool in promoting this teaching method. They suggest providing interactive didactic materials online as well as in printed form and preparing workshops to encourage an active learning environment. Finally, SEAL Cyprus is adding gamification elements and animated videos to make these tools engaging and attractive, but also to have a holistic approach to examining and presenting an environmental issue.

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 can see 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 will 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.



5. RECOMMENDATIONS:

In language learning:

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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 stigmatised 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.
7. Encouraging people to study and to learn the language in a more inspiring, and not only academic, way.
8. Creating different language learning groups according to different ages.
9. Improving the language institute's facilities and learning tools.
10. Motivating educators to be more tolerant especially while working with low - skilled adults.

In improving environmental awareness:

1. The government should be more engaged in keeping their promises on eliminating the gas emissions.
2. To find solutions which 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.
7. To expand the public transport system to enable people who live far from a city's centre to get home without taking their cars and by that, avoiding excess pollution.
8. The countries' that have a hot and sunny climate should consider a solar panel for water heating or even for lighting the roads, etc.
9. The storytelling methodology may represent a stimulating approach to catch and keep attention of low-skilled adults and migrants, and especially for those who might meet difficulties in learning a new language by using traditional methods.