



Federal Republic of Germany
Foreign Office



Service Civil International
Deutscher Zweig e.V.



CLIMATE JUSTICE EDUCATION

FOR RURAL YOUTH



Development center Pangeya Ultima

Ukrainian non-governmental non-profit organization, founded in Vinnytsia in 2012, its mission is to promote intercultural dialogue, create conditions for personal development and unleash the potential of people and promote sustainable community development.

The main target audience of the organization is young people and since 2015 we have been actively working with projects to encourage rural youth. In 2017, we co-founded the Eco-Center STINA, which is an example of a program on non-formal education and alternative, sustainable development in rural areas.

Service Civil International Germany (SCI-D)

The German branch of the volunteer network organization Service Civil International which pursues the goals of building peace through the implementation of international volunteer projects with the participation of people of all ages and backgrounds.

Over the years, SCI has made a huge contribution to the development and formalization of basic forms of volunteering. Thousands of volunteers take part in SCI projects in local communities every year. SCI believes that being together and working together help participants from different cultures break down prejudices and barriers. The German branch was founded in 1947.



CLIMATE CRISIS

The global environmental situation on the planet is moving towards a global crisis, which will be associated with rising average temperatures. The heightened activity of the world economy has a negative impact on this process and stimulates the so-called “greenhouse effect”.

This is an increase in the concentration of carbon gases in the earth's atmosphere, which leads to higher temperatures. As a result, living organisms and entire ecosystems will be affected, sea levels will rise, and climate change will affect weather conditions, crops and clean air around the world.

The irresponsible and indifferent behavior of global political institutions to environmental problems creates extremely unfavorable conditions for the existence of all future generations of the world's population. Despite attempts to coordinate international action by limiting greenhouse gas emissions by global economies, sufficient steps have not yet been taken to believe that an environmental catastrophe will not occur.



NON-FORMAL EDUCATION AS AN EFFECTIVE FORMAT AND INSTRUMENT OF WORK WITH YOUNG PEOPLE

Non-formal education is an extremely effective tool for working with young people. The qualitative advantage of non-formal education over formal education, which in turn is used in schools, universities, etc., is the utilization of intrinsic motivation of the learner.

The task of the trainer or facilitator is to find own resource from the side of the learner to be able to achieve the result, rather than to authoritatively impose the desired learning goals.

Non-formal education also uses the cumulative effect of the horizontal exchange of knowledge and experience between participants in the learning process through the use of group, interactive and other creative techniques. An integral part of non-formal learning is self-reflection on the experience gained without the need for external evaluation.





ECO-EDUCATION AND ECO-INFORMING AS METHODS OF COMBATING CLIMATE CRISIS

“Informed means armed”. Huge environmental problems are looming on our planet and without proper information and education of the entire population we will not have a chance to organize the necessary compensatory activities to reduce harm. Many people only experience the problems that accumulate, but in the absence of systematic training and publicity of causation, they can not implement mechanisms to solve these problems.

Nor can they join forces to lobby their own interests in the face of decision-makers because of a lack of up-to-date understanding of the world's environmental issues.

Eco-education through formal educational institutions, as well as eco-informing in all areas of human social activity are tools for combining attention and human efforts to reduce harm. It is especially important to work with young people as the target audience of the educational process, because they will inherit the bulk of accumulated environmental problems.



YOUTH LEADERSHIP AS A METHOD OF SOLVING LOCAL ENVIRONMENTAL PROBLEMS IN OWN COMMUNITIES

A leader is a person who is ready to take responsibility. Working with young people through non-formal education in environmental education, we pass on the necessary knowledge, competencies and attitudes to the global crisis and climate change. At the same time, global thinking must lead to the desire and need to solve local problems that are present in any area on our planet without exception.

Young people often have the perseverance and enthusiasm for change, and an understanding of what planet they are now getting to live on. And that is why young people often become the driving force for the necessary changes. Properly informed, united and involved young people can be a decisive factor in stopping collapsing environmental processes.

WHAT OPPORTUNITIES DOES THE COUNTRYSIDE OFFER FOR THE IMPLEMENTATION OF EXPERIENTIAL EDUCATION

Rural areas have a number of prerequisites for the implementation of effective ideas for experiential and non-formal education in the field of ecology and sustainable development. First of all, this direct contact with the natural environment, which is a source of knowledge and an object of learning, forms a more naturalistic paradigm for finding solutions to problems. In rural areas, it is possible to find many domestic and traditional practices that have lost or are losing their relevance against the background of industrialization and technological progress in the urban context.

Such practices are usually more environmentally friendly and create less greenhouse effect, and who knows whether we will have to return to them in the near future. Rural areas in Ukraine are also characterized by a more pronounced group way of coexistence, and therefore often more resilience to solving common problems. Young people feel the space and content gathering around environmental projects and environmental education in the village and therefore we apply experiential education for them and together with them.



“ECO-CENTER STINA” IN THE STINA VILLAGE

Founded as a center for non-formal and experiential education in fields of ecology and sustainable construction in 2017, today the Eco-Center in Stina implements numerous initiatives in working with young people, preserving cultural heritage, art and intercultural dialogue.

One of the main principles of the Eco-Center is the development of broad partnerships with the local community and cross-learning, combining rural and urban approaches.

A very important target category in the work of the Eco-Center is the local youth of the village of Stina, who we consider to be those change agents who are able to solve local environmental challenges and set a good example to other rural areas.

Eco-Center Stina is located in the picturesque village of Stina, which stretches through winding valleys and slopes of the river Rusava in the south of Vinnytsia region. The atmosphere of an arisen history, unique cultural heritage and impressive nature - this is a huge resource, the basis for sustainable development of this community.



CLIMATE JUSTICE EDUCATION FOR RURAL YOUTH

The project “Education of Climate Justice for Rural Youth” is implemented by the NGO “Development Center Pangeya Ultima” and Service Civil International in response to the low level of environmental awareness and environmental education of rural youth.

We understand that rural youth (especially in Ukraine) often do not have access to trend information on climate change, have less access to non-formal education in general, and that there are extremely few civic institutions in rural areas that build people's capacity to act in groups and advocate for their rights. Because of this, the goal was to work in the countryside encouraging local young people to think about the future of the planet and prepare them for change at the local level.

The project is implemented within the framework of the Eastern Partnership program of the German Ministry of Foreign Affairs (Federal Foreign Office) in 2021. The project also aims to promote alternative energy as one of the solutions to combat the accelerating process of climate change.



CLIMATE JUSTICE

Climate crisis is affecting many aspects of human existence, and it is unfortunate that people's attention is only running down to the superficial effects connected to physical or environmental protection processes.

Climate crisis raises the issue in a broader social context and is used to explain global warming as an ethical and political issue. This is done by combining the effects of climate change with the concepts of justice, including environmental and social justice, and by addressing issues such as equality, human rights, collective rights and historical responsibilities for the climate crisis.

The basic idea of climate justice is that those who are least responsible for the climate crisis suffer the most. Young people are the part of the global population for whom this term is not just a conscientious attitude to the current situation, but a factor that will be critical for surviving in a future world with a more fragile global ecosystem.





ALTERNATIVE ENERGY

The issue of energy production for the economic and household activities of people on the planet has always been extremely relevant. In general, the progress of civilization requires an increase in energy production in response to the needs of the scientific and technological processes, industrialization, transport, agricultural production, etc. and is directly interconnected with the quantity of population on our planet which is constantly increasing.

Increased energy production increases greenhouse gas emissions and, consequently, leads to rising global temperatures and climate change.

The search for energy sources that cause lower greenhouse gas emissions but are efficient enough to meet the ever-growing needs of the world's population is extremely important. And here comes to the fore the need to replace fossil fuels, that are also finite (gas, oil, coal) for self-renewable sources.

Solar, wind, hydropower, tides, the use of industrial waste as an energy source are all potential solutions to replace fossil fuels and reduce greenhouse gas emissions.



OUR EXAMPLE IN ECO-CENTER: WIND TURBINE

In the Climate Justice Education for Rural Youth project participants built on their own with separate components a small-scale wind turbine.

In the end, this equipment allowed to illuminate the territory of the Eco-Center and to show young people that electricity can come not only through high-voltage poles to people's homes from power plants.

The wind turbine, despite its shortcomings compared to the same sense solar panels, was chosen for a more technically meaningful studying effect for young people, as it consists of moving parts and external elements such as an inverter and a battery.

The wind turbine is also more influential as a promotional image, and it claims from afar that the Eco-Center members are really thinking about finding alternatives to traditional fossil fuels, which cause increased greenhouse gas emissions.

GROWING THE COMMUNITY OF ACTIVE AND ENVIRONMENTALLY AWARE YOUTH AROUND THE ECO-CENTER STINA

The future solution of problems lies in the joint actions of people with similar values, attitudes and common goals. One of the tasks of our project was to continue and strengthen the formation of an eco-conscious community of young people and involve a growing part of the local population in the ideas of the Eco-Center, acquaintance with the SCI volunteer movement and creation of a basis for future projects together.

We are convinced that we have managed to achieve such a unifying effect, and when there is a commonality, there is a prospect of a common solution to the challenges. It is only a matter of finding tools, new knowledge and ideas, and we believe that will happen, because by investing in young people, we are investing in the hope that climate change can be stopped by their efforts.



**Yuliya Nechytaliuk**

"I think that environmental education is very important for young people, because everyone needs to know what to do and what to do right now to be able to enjoy life in the future".

**Mykhailo Koreshkov**

"Young people should be active, gather in some communities, unions, go and achieve something. The main thing is probably encouragement. If there is an encouragement, we will reach a common goal".

**Anna Halanets**

"I think rural youth will not be able to solve environmental problems on their own, because they will need to work with the village administration. And when they come together, they can decide something. But the rural youth itself will not be able to".

**Elizabeth Kozak**

"Yes, environmental education is important in the countryside, because there is such a problem as pollution of villages. While there are groups in the city to solve this, it is very difficult to organize them here. That's why such volunteer camps are a very good opportunity for young people to get together and learn more about the environment and everything related to it".

**Ivan Krasyluk**

"If the youth of the village wants, if they unite, they will be able to solve the problems of their village. For example, that year we cleaned up garbage between the hills and we collected a lot of it, but the problem remained because there was nowhere to take it out. There are also untreated water sources".

**Anastasiya Kovalchuk**

"Eco-education is important for young people, because in this way we pass on our knowledge to our parents, friends and the next generation. The more we know and are more flexible and able to perceive information, the more we disseminate it in our circles. And a chain effect is created".

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