



# **[ACTION - Empowering educators and community leaders to act on climate change]**

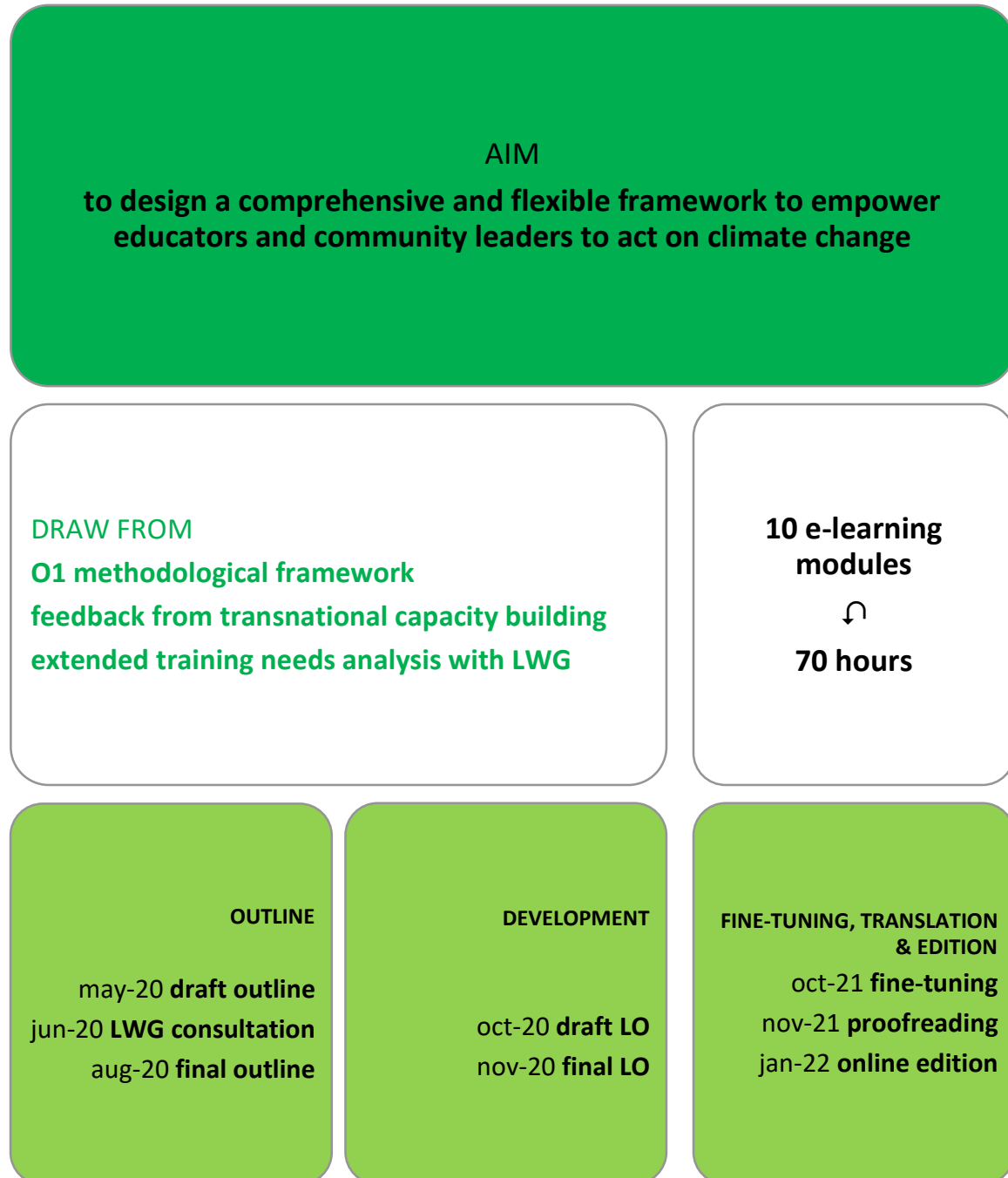
## **O2 ACTION Training Curriculum**

[AEVA. November 2020]

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## ACTION Training Curriculum: synopsis



## ACTION Training Curriculum: EU frameworks

The curriculum is outlined based on three European frameworks: ECVET, EQF and EQAVET.

### ECVET

The European Credit System for Vocational Education and Training [ECVET] framework aims to facilitate the transfer, recognition and accumulation of assessed learning outcomes of individuals who are aiming to achieve a qualification. It implies to structure the ACTION Training Curriculum in terms of:

- ↳ Learning outcomes (LO)
- ↳ Procedures for certifying the LO

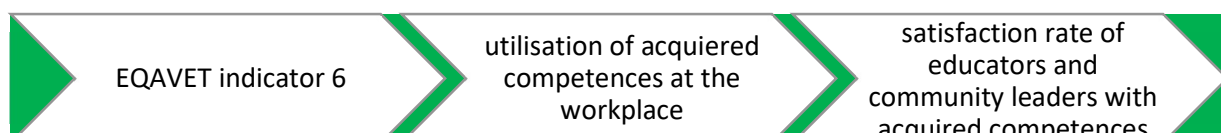
### EQF

The European Qualifications Framework [EQF] is a translation tool that helps communication and comparison between qualifications systems in Europe. Its eight common European reference levels are described in terms of learning outcomes: knowledge, skills and responsibility. The ACTION Training Curriculum is designed for EQF level 5.

EQF	knowledge	skills	responsibility and autonomy
5	Comprehensive, specialised, factual and theoretical knowledge of ACTION core and integrative modules related topics and an awareness of the boundaries of that knowledge comprehensive knowledge of core and integrative modules related topics	comprehensive range of skills required to develop creative solutions to act on climate change	exercise management and supervision in the context of practical implementation of ACTION framework, reviewing and developing performance of self and other

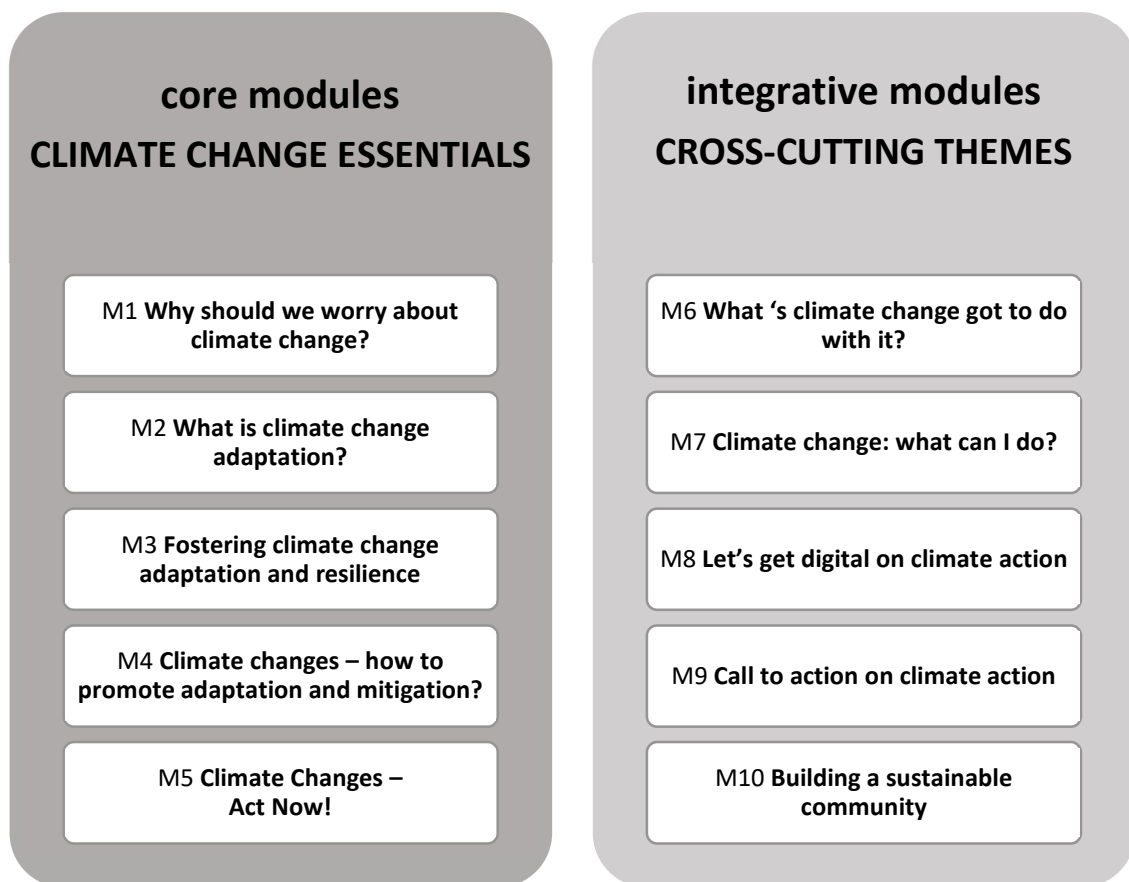
### EQAVET

The European Quality Assurance in Vocational Education and Training European [EQAVET] helps VET providers, employers and other organisations to document, develop, monitor, assess and improve the quality of vocational education, following the quality cycle and a set of 10 indicators. In the outline of ACTION Training Curriculum, EQAVET indicator 6 will be evaluated through pilot evaluation survey.



## ACTION Training Curriculum: methodology

The ACTION training curriculum is to be delivered in e-learning format, and specifically addresses the needs of educators and community leaders to better empower them to act on climate change. It includes a set of core modules on climate change essentials, and five thematic integrative modules, including on how climate change education can be integrated in Tourism, Health and Energy related VET courses, but also into community-based actions.



## ACTION Training Curriculum: learning outcomes matrix

### MODULE 1: Why should we worry about climate change?

**AIM:** To understand climate change and its impacts

**DEVELOPERS:** CEDRU & AEVA

#### KNOWLEDGE

state the main concepts regarding climate change

select available data and evidence of scientific research regarding climate change

relate climate change with new risks that communities around the world are facing

#### SKILLS

identify the main causes of climate change

describe the main consequences of climate change

appraise different perspectives regarding climate change, including denial perspectives

#### AUTONOMY & RESPONSIBILITY

interpret how climate change caused by global warming can impact on communities

evaluate the impact of green economies and sustainable communities on climate change

demonstrate the main arguments for climate change adaptation

## MODULE 2: What is climate change adaptation?

**AIM:** To introduce climate change adaptation

**DEVELOPERS:** CEDRU & AEVA

### KNOWLEDGE

define the climate change adaptation strategy

list the reasons why climate change adaptation is important

select the best practises regarding climate change adaptation

### SKILLS

identify the advantages of climate change adaptation

demonstrate the main reasons why people may resist climate change adaptation

analyse major international trends regarding climate change adaptation

### AUTONOMY & RESPONSIBILITY

disclose quality information that helps people make informed decisions on climate change adaptation

encourage people to take appropriate actions, that best serve the community in a climate change adaptation strategy

promote people sharing their initiatives, spreading the word about climate change adaptation

## MODULE 3: Fostering climate change adaptation and resilience

**AIM:** Fostering climate change adaptation and resilience

**DEVELOPERS:** CEDRU & AEVA

### KNOWLEDGE

define what a resilient climate change strategy means

list the reasons why being resilient on climate change is important

select the best practices on resilient communities regarding climate change

### SKILLS

identify the advantages of a resilient climate change strategy

identify the main reasons why people may resist being resilient to climate change

analyse major international trends regarding climate change resilience

### AUTONOMY & RESPONSIBILITY

debate quality information that helps people make informed decisions on climate change resilience

encourage people to take appropriate actions, that best serve the community in a climate change resilience strategy

promote people sharing their initiatives, spreading the word about climate change resilience



## MODULE 4: Climate changes – how to promote adaptation and mitigation

**AIM:** To explain the benefits of climate change adaptation and mitigation

**DEVELOPERS:** CEDRU & AEVA

### KNOWLEDGE

underline how both strategies – adaptation and mitigation – can be used

describe the advantages of both strategies – adaptation and mitigation

define what values and skills need to be promoted to get a more active community

### SKILLS

identify specific measures that people may adopt regarding both strategies

analyse other causes that could increase the communities' vulnerability to climate change

compare different structures that can moderate potential damages and losses

### AUTONOMY & RESPONSIBILITY

boost community's strength and ability to deal with the impacts of climate change

support people monitoring their actions and adjust them, if need

promote the transition to more sustainable lifestyles, green economies and sustainable, climate resilient societies

## MODULE 5: Climate change - act now!

**AIM:** To understand the climate change - agenda for the future

**DEVELOPERS:** CEDRU & AEVA

### KNOWLEDGE

recognize the main goals of the 2030 agenda for sustainable development, at global and local levels

select the goals more relevant to the local community

state the importance of education for the sustainable development of societies

### SKILLS

discuss the importance of cooperation at all levels, from local to international

diagnose ways of boosting a clean, circular economy, restoring biodiversity and cutting pollution

establish the role of local VET providers, authorities and NGOs about climate action regarding the agenda for the future

### AUTONOMY & RESPONSIBILITY

set out a local agenda, defining relevant milestones

decide what will be the main local goals

promote active participation of local VET providers, authorities and NGOs

## MODULE 6: What 's climate change got to do with it?

**AIM:** To integrate climate change related topics into Tourism, Health and Energy VET paths

**DEVELOPERS:** INFODEF & MEATH

### KNOWLEDGE

relate the interactions between weather, climate change and tourism

state why some tourist destinations can partly benefit from local climate change

define the interactions between weather, climate change and health

describe the impacts of climate change on human health and well-being

relate the interactions between consumption, climate change and energy

define why the energy sector is central to efforts regarding climate change

### SKILLS

identify the role of tourist operators, public authorities and other players on climate change

analyse why climate change downscaling is important for tourism

distinguish the role of health providers, public authorities and other players on climate

describe ways of minimising climate change impacts in health from an individual

relate the impact of using renewable and endogenous energy sources on climate

plan how to minimise climate change impacts from a consumer perspective

### AUTONOMY & RESPONSIBILITY

recommend best practices to minimise climate change impacts from a tourist perspective

discuss about responsible, sustainable and universally accessible tourism and our

design strategies to raise awareness on the threats that climate change presents to human health

sensibilise on how a healthy life is the key for our well-being at all ages and the importance to commit to SDG

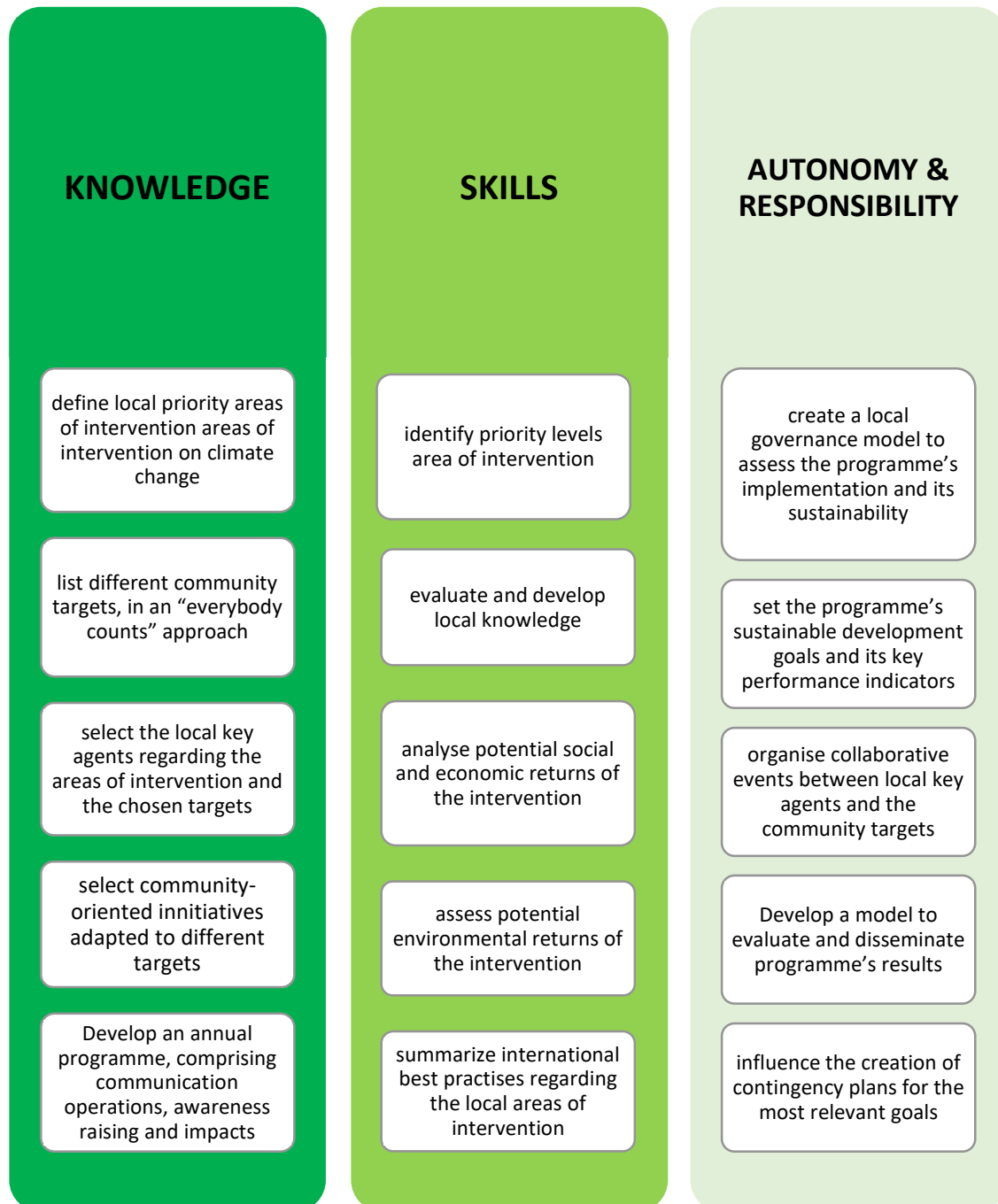
support ways to turning the whole economy carbon neutral

justify the need of having affordable, reliable, sustainable and modern energy for all, in line with the SDGs

## MODULE 7: Climate change: what can I do?

**AIM:** To boost climate change through community-based actions led or supported by the municipalities

**DEVELOPERS:** CSI & CCSC



## MODULE 8: Let's get digital on climate action

**AIM:** To enhance innovative digital approaches to increase climate change education for all

**DEVELOPERS:** CWEP

### KNOWLEDGE

define a social media strategy to increase climate change awareness

underline contexts in which video can be useful to "spread the word"

name initiatives in which apps can help people adopt good practises

### SKILLS

identify potential influencers who can be ambassadors of a good daily practises

explore the use of smartphones in video production

use the ACTION app generator to create own storyboard apps

### AUTONOMY & RESPONSIBILITY

organise the creation of relevant contents and activities using social media

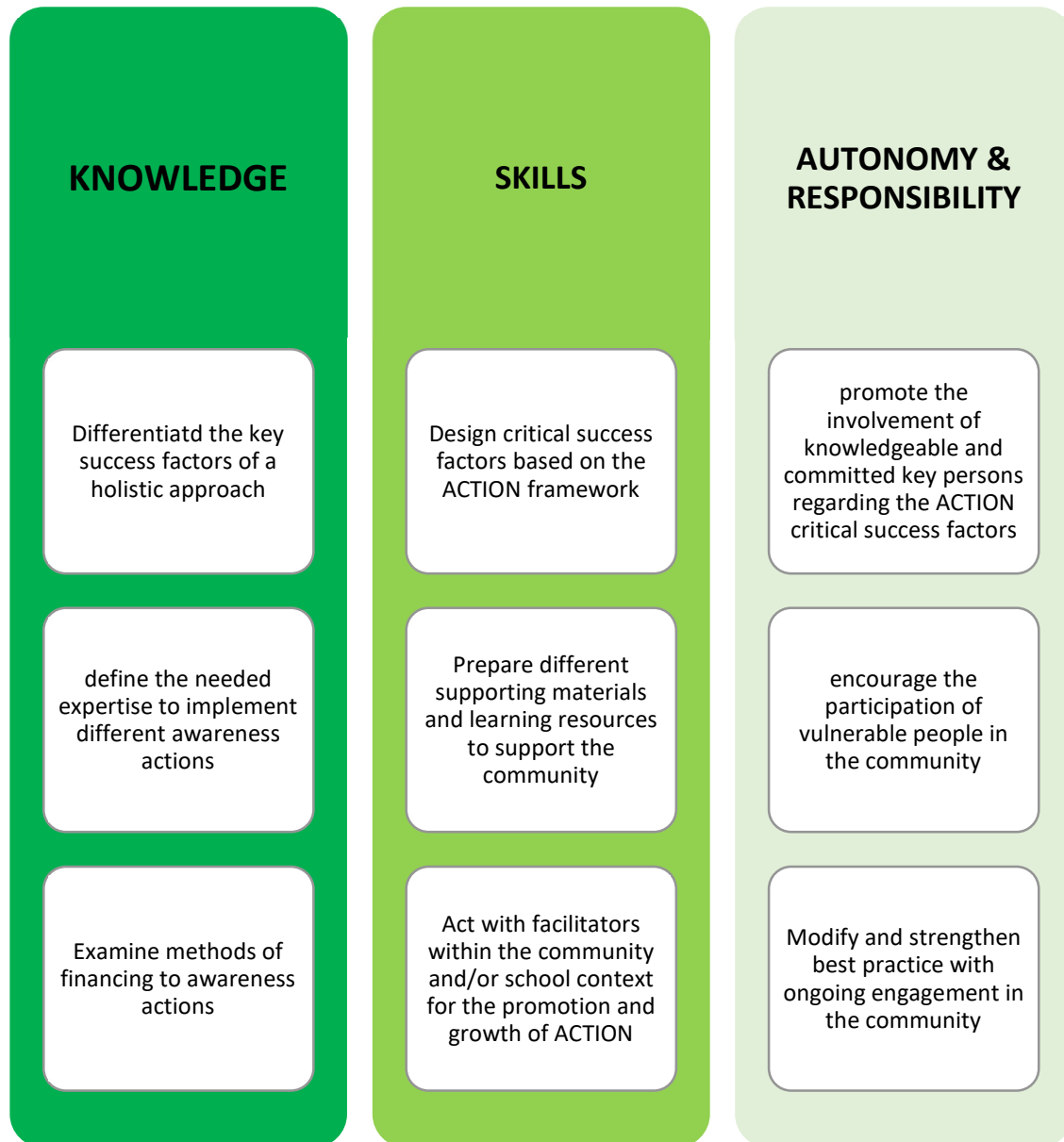
support the creation and up-to-date of Youtube channel (or other similar) and videos

boost the use of ACTION app by local communities

**MODULE 9: Call to action on climate action**

**AIM:** To empower learners and citizens to act on climate change through education and sensibilisation

**DEVELOPERS:** EGS



## MODULE 10: Building a sustainable community

**AIM:** To raise awareness about climate change through media communication, networking and local stakeholders' involvement

**DEVELOPERS:** SYMPLEXIS & GOI

### KNOWLEDGE

outline a media communication plan

relate network dynamics and attitude change

define ways for local stakeholders to get involved

### SKILLS

identify the media players to reach the target audiences

build a network to promote deep participation and broad mobilisation in the community

explore what each stakeholders' contribution could be

### AUTONOMY & RESPONSIBILITY

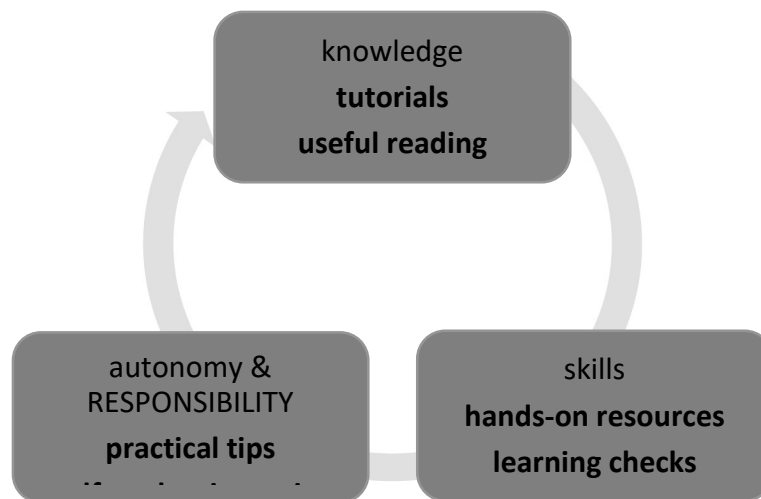
get local media commit to the initiatives

create collaborative platforms to promote sharing and communication

encourage stakeholders proactivity

## LEARNING ACTIVITIES

The learning activities, to be designed under the ACTION educational package [O3] are planned to offer a circular learning path and tailored self-learning materials specific designed for each type of LO to be achieved by the educators and community leaders.



## ACTION Training Curriculum: certification procedures

ACTION offers the opportunity to participants to receive a certificate in line with their achievements. For this, a modular certificate of completion is auto-generated by the ACTION e-learning portal [O4] providing information about the modules accomplishment and the total number of learning hours.