LEARNING PROGRAMME

# Climate Change, Citizenship and Democratic Engagement (Empowering Learners for Environmental Action)

## 10-DAY COURSE

50 learning hours | Course programme

# Climate Change, Citizenship and Democratic Engagement (Empowering Learners for Environmental Action) – 10-Day Course

## Introduction and Description

This is a structured professional development course designed to support secondary education teachers and adult educators in addressing climate change as a complex socio-environmental challenge deeply embedded within democratic, civic, and ethical dimensions. In contemporary educational contexts, climate change increasingly shapes public debate, political decision-making, and social cohesion, requiring educators to move beyond disciplinary approaches and to engage learners in critical, participatory, and values-based learning processes. This course responds to the growing demand for education that equips learners not only with scientific understanding, but also with the democratic competences necessary for informed participation in climate-related decision-making at local, national, and global levels.

The course situates climate change within the broader framework of citizenship education, with particular emphasis on climate justice, democratic participation, and civic responsibility. Participants explore how environmental issues intersect with social inequality, human rights, intergenerational justice, and global power relations, and how these intersections shape both public discourse and educational practice. By examining climate change as a contested and value-laden issue, the course supports educators in fostering critical thinking, ethical reflection, and dialogue in learning environments characterised by diverse perspectives and, at times, polarised opinions.

A central focus of the course is the role of education in strengthening democratic culture and learner agency. Participants analyse models of active citizenship and participatory democracy, and investigate pedagogical approaches that promote learner voice, collective decision-making, and responsible civic engagement. Particular attention is given to the challenges educators face when addressing controversial issues, managing emotional responses, and ensuring inclusive participation in both secondary and adult education settings. The course provides practical strategies for creating safe, dialogic learning spaces in which learners can engage constructively with complex climate-related questions.

Through an integrated combination of theoretical input, case-based analysis, collaborative learning, and reflective practice, participants are supported in translating democratic climate education principles into their own professional contexts. The course encourages educators to design meaningful, action-oriented learning experiences that connect classroom learning with community engagement, while remaining aligned with ethical standards and educational responsibilities. Overall, the programme contributes to the professional development of educators seeking to

strengthen democratic education, civic engagement, and climate literacy, and to empower learners as informed, reflective, and active participants in shaping sustainable and democratic futures.

## Methodology and Assessment

The course adopts a learner-centred, participatory methodology grounded in democratic education principles. It combines short theoretical inputs with interactive workshops, case studies, guided discussions, collaborative project design, and reflective practice. Active learning strategies such as dialogue-based learning, inquiry, peer exchange, and project-based learning are used to foster critical thinking, civic engagement, and professional reflection. Continuous formative assessment is embedded through self-reflection, peer feedback, facilitated discussions, and the development of a practice-oriented learning project. Final assessment focuses on participants' ability to design and justify a climate and citizenship education activity transferable to their professional context. Evaluation prioritises reflective learning, pedagogical relevance, and alignment with democratic values rather than summative testing.

## Learning Objectives

By the end of the course, participants will be able to:

### 1. Conceptual Understanding

- Analyse climate change as a multidimensional phenomenon encompassing environmental, social, political, and ethical dimensions.
- Explain key concepts related to climate justice, citizenship, democratic participation, and environmental responsibility.

### 2. Critical Thinking and Media Literacy

- Critically evaluate climate-related information, media narratives, and public discourses.
- Support learners in developing evidence-based reasoning, argumentation, and reflective judgement on contested climate issues.

### 3. Citizenship and Democratic Competences

- Promote active citizenship, learner voice, and civic agency in secondary and adult education contexts.

- Facilitate democratic dialogue, participation, and respectful disagreement within the classroom.

### 4. Pedagogical Design and Implementation

- Design inclusive, participatory learning activities and projects that connect climate education with democratic engagement.
- Integrate climate and citizenship themes across curricula and learning programmes.

### 5. Professional Reflection and Transfer

- Reflect critically on the educator's role in climate-related democratic education.
- Adapt and implement course methodologies within participants' own institutional and cultural contexts.

## Preparation

After registration participants will receive a pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

## Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

## Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record

of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

## Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

## Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

## Fee: 800 €

## Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

| TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday | |
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| Day 1 | Climate Change as a Democratic Challenge |
| 09.00 - 09.45 | Introductions & Icebreakers |
| 09.45 - 10.30 | Course Overview & Learning Agreement |
| 10.30 - 11.15 | Climate change – scientific foundations and societal relevance |

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| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Climate change as a political and civic issue |
| 12.15 - 13.00 | Reflective practice – educators' roles in climate citizenship |
| Day 2 | Climate Justice and Inequality |
| 09.00 - 09.45 | Introducing climate justice |
| 09.45 - 10.30 | Unequal impacts of climate change |
| 10.30 - 11.15 | Global perspectives and North–South relations |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Case studies of climate injustice |
| 12.15 - 13.00 | Pedagogical approaches to teaching inequality |
| Day 3 | Citizenship Education in Times of Climate Crisis |
| 09.00 - 09.45 | Concepts of citizenship in contemporary societies |
| 09.45 - 10.30 | Active citizenship beyond formal political participation |
| 10.30 - 11.15 | Youth and adult civic agency in climate action |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Linking citizenship competences to curricula |
| 12.15 - 13.00 | Guided reflection and mentoring on classroom relevance |
| Day 4 | Critical Thinking and Climate Literacy |
| 09.00 - 09.45 | Climate information, misinformation, and denial |
| 09.45 - 10.30 | Developing critical thinking through climate issues |
| 10.30 - 11.15 | Media literacy and climate narratives |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Structured classroom debate and dialogue |
| 12.15 - 13.00 | Designing critical thinking learning tasks |
| Day 5 | Participation, Voice, and Empowerment |
| 09.00 - 09.45 | Learner voice in democratic education |
| 09.45 - 10.30 | Participatory learning models |
| 10.30 - 11.15 | Learner-led climate initiatives |

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| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Facilitating dialogue on controversial issues |
| 12.15 - 13.00 | Mid-course reflection and peer exchange |
| Day 6 | From Awareness to Civic Action |
| 09.00 - 09.45 | Pathways of civic engagement |
| 09.45 - 10.30 | Community-based climate action |
| 10.30 - 11.15 | Project-based learning for climate engagement |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Ethics, safeguarding, and inclusion in activism |
| 12.15 - 13.00 | Translating action into educational practice |
| Day 7 | Democratic Classroom Practices |
| 09.00 - 09.45 | Creating democratic learning environments |
| 09.45 - 10.30 | Inclusive participation strategies |
| 10.30 - 11.15 | Managing controversy and polarisation |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Educator roles in democratic pedagogy |
| 12.15 - 13.00 | Micro-teaching and simulation activities |
| Day 8 | Education for Sustainable Futures |
| 09.00 - 09.45 | Climate action and sustainable development |
| 09.45 - 10.30 | Systems thinking in climate education |
| 10.30 - 11.15 | Long-term and futures-oriented thinking |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Interdisciplinary curriculum integration |
| 12.15 - 13.00 | Collaborative lesson planning workshop |
| Day 9 | Designing Climate & Citizenship Projects |
| 09.00 - 09.45 | Project design principles |
| 09.45 - 10.30 | Assessing civic and democratic competences |
| 10.30 - 11.15 | Reflection and self-assessment tools |

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| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Adapting projects for different learner groups |
| 12.15 - 13.00 | Feedback and reflection round |
| Day 10 | Individual support, presentations & Closing |
| 09.00 - 09.45 | Action Planning for School Implementation |
| 09.45 - 10.30 | Preparing the final presentations and individual support |
| 10.30 - 11.15 | Final presentations and feedback |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Evaluation & Reflection |
| 12.15 - 13.00 | Validation of learning outcomes and certification |

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.