



MAPPING ECO-PEDAGOGICAL ACTIVITIES REPORT (PR1)

Leading organization:

NOVA University Lisbon, Portugal



Co-funded by
the European Union



This document was created under the Creative Commons license:

Attribution-Non-Commercial-Share Alike (CC BY-NC-SA).

This license enables reuses to distribute, remix, adapt, and build upon the material in any medium or format for noncommercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms. CC BY-NC-SA includes the following elements:

BY: credit must be given to the creator.

NC: Only non-commercial uses of the work are permitted.

SA: Adaptations must be shared under the same terms.

Disclaimer

Funded by the European Union. Views and opinions expressed are, however, those of the authors only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Information

Project	Impact evaluation of eco-pedagogy towards Individual and Collective Engagement through the implementation of a European Open Badges Passport for Climate and Planet – OpenPass4Climate
Project N°	2022-1-FR01-KA220-HED-000089354
Work Package	Work package n°2 - Mapping of eco-pedagogical activities
Date	March 2025
Type of Document	Report
Language	English

Consortium



Universidad de Valladolid



Network of Universities
from the Capitals of Europe



Co-funded by
the European Union

Preamble

The present report aims to give the context on how WP2/PR1 of the OpenPass4Climate project was developed.

The OpenPass4Climate is an evaluation of eco-pedagogy towards Individual and Collective Engagement through the implementation of an European Open Badges Passport for Climate and Planet. It is a Cooperation Partnerships project co-funded by the Erasmus+ Programme of the European Union (2022-2025). The project is organised by five European institutions located in Belgium, France, Italy, Portugal and Spain, respectively, UNICA – Network of Universities from the Capitals of Europe, Institut Polytechnique UniLaSalle (UniLaSalle), Consorzio Scuola Comunità Impresa (CSCI), NOVA University Lisbon (NOVA) and Universidad de Valladolid (UVa).

The main goal of this project is to empower students to actively manage their learning and commitments related to climate action, and also to help Higher Education Institutions to recognize and acknowledge learners' commitment to climate through eco-pedagogical activities that would lead to open badges.

In the next pages it will be showed how the eco-pedagogy topic was approached – essential concept for this project –, how the mapping of eco-pedagogies, across Europe, committed to the SDG alliance, inspired by the model Sustainability Tracking, Assessment and C Rating System (STARS) 1) methodology was developed; and also its 2) practical application – the mapping of eco-pedagogical activities across European countries –, and, in the end, the 3) results of this mapping.

Index

1. METHODOLOGY	6
1.1. THE METHODOLOGY PILLARS	6
1.2. STARS-Inspired criteria.....	7
1.2.1. Sustainability Tracking, Assessment and C Rating System (STARS)	7
1.2.2. STARS at NOVA University Lisbon.....	7
1.2.3. The use of STARS-inspired methodology criteria	8
1.3. Sustainable Development Goals (SDGs).....	8
1.3.1. The SDG Alignment criteria	8
1.3.2. The use of SDG Alignment criteria.....	8
1.4. Eco-Pedagogy.....	9
1.4.1. The eco-pedagogy criteria	9
1.4.2. The use of eco-pedagogy criteria	10
2. PROCESS.....	11
2.1. ADDRESS CLIMATE'S CHALLENGES	11
2.2. ALIGNMENT WITH THE CLIMATE ACTIVITY	12
2.3. LEARNING OUTCOMES ALIGNED WITH CLIMATE	12
2.4. Criteria validation	13
3. MAPPING.....	14
3.1. Methodology.....	14
3.2. Key Findings	15
3.2.1. Organizations' characterization.....	15
3.2.2. Activities' characterization	15
3.2.3. Activities' accessibility.....	17
3.2.4. Activities' age target	17
3.2.5. Activities' climate challenges alignment	18
3.2.6. Activities' types.....	18
3.2.7. Activities' SDGs incorporation.....	19
3.2.8. Activities' eco-pedagogy values incorporation	20
3.2.9. Activities' GreenComp incorporation.....	20
4. Conclusions	21
5. APPENDIX	22
5.1. Appendix 1 – Other Definitions of Eco-Pedagogy.....	22
5.2. Appendix 2 – Mapping of Eco-Pedagogical Activities on Project Website.....	23
5.3. Appendix 3 – Mapping of Eco-Pedagogical Activities – Form Template	24
6. REFERENCES	35

1. METHODOLOGY

First of all, it is important to understand what eco-pedagogy is. According to Kopnina, Helen (2020)¹, “(...) Eco- pedagogy as having its purpose of educating planetary citizens to adopt life-long caring and appreciation for nature. The planetary citizenship involves an ongoing process that expands beyond the classroom to the entire community, encouraging learners to develop a conscience for planetary inclusiveness, where collaboration and sharing with other species becomes the norm.”.

Based on what Kopnina (2020) defines as eco-pedagogy, there are some important aspects, such as climate like aligned topics, learners’ enrolment, location where eco-pedagogy can be applied, among others, that need to be considered regarding this topic. Those aspects should be, then, considered when it comes to identify and map eco- pedagogical activities that learners could enrol to contribute to their European Open Badges Passport for Climate.

So, in order, to identify and map those activities, the first step, was to create a Methodology that could incorporate those important aspects identified by Kopina (2020), and the ones identified by the OpenPass4Climate project proposal: STARS’ methodology and SDGs.

1.1. THE METHODOLOGY PILLARS

According to the Erasmus+ Project Proposal, this Methodology should map eco-pedagogies, across Europe, committed to the SDG alliance, inspired by the model Sustainability Tracking, Assessment and C Rating System (STARS). Therefore, the methodology created should include and combine the following 3 criteria: STARS-inspired methodology, alignment with Sustainable Development Goals (SDGs) and eco-pedagogy.

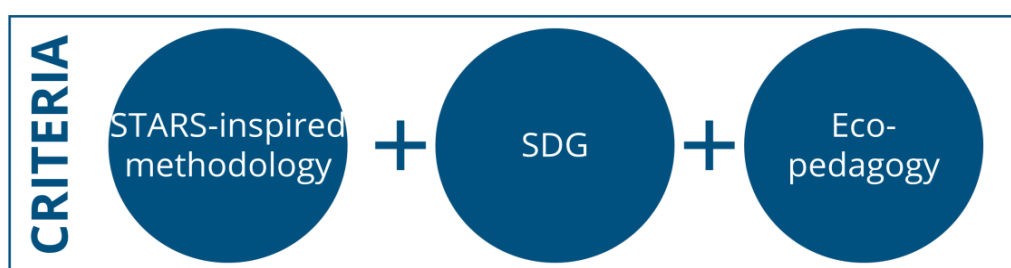


Image 1 - Combination of the criteria used to create the methodology

This Methodology intends to map activities that are aligned with eco-pedagogy, but also

¹ **Kopnina, Helen (2020).** Education for the future? Critical evaluation of education for sustainable development goals. *Journal of Environmental Education*, 2020, Academic Search Complete.

together with the other criteria it will help better filtering and identifying these activities, giving more rigor to the process and making it more robust.

Furthermore, the submission of eco-pedagogical activities, available for learners, is to be done by the activities' owners, as a self-assessment process. Because of the nature of each criteria and its combination, the methodology applied within this self-assessment process would also be interesting as a pedagogical process for the activities' owners.

1.2. STARS-Inspired criteria

1.2.1. Sustainability Tracking, Assessment and C Rating System (STARS)

"STARS is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance.

It helps Higher Education Institutions to integrate sustainability into teaching, learning and research. Also, it encompasses long-term sustainability goals for already high-achieving Institutions, as well as entry points of recognition for Institutions that are taking first steps toward sustainability."².

1.2.2. STARS at NOVA University Lisbon

STARS methodology can be used to list courses as Sustainability (focused and inclusive) courses, depending on the degree of focus on sustainability.

Inspired by this methodology, NOVA University Lisbon has mapped all its courses in terms of sustainability, resulting on NOVA SUSTAINABILITY MAP 2020. In this mapping there were identified as related to sustainability:

- 352 courses in the School of Science and Technology
- 47 in the Institute of Chemical and Biological Technology,
- 24 in the Information Management School,
- 17 in the School of Social Sciences and Humanities,
- 99 in the School of Business and Economics,
- 25 at the School of Law,
- 64 in the Medical School,

² STARS website page: <https://stars.aashe.org/>

- 71 in the Institute of Hygiene and Tropical Medicine.

If the previous mapping experience is aligned with the subject of sustainability, this will gather the identified courses and situate their eco-pedagogy practices.

1.2.3. The use of STARS-inspired methodology criteria

The STARS-inspired methodology criteria brings the eco-pedagogical activities' mapping methodology rigor and robustness. The STARS' methodology suggests that these can be theoretical, or challenge/action based. For courses to be considered sustainability-focused or inclusive, for example, they need a "description or a syllabus that the course incorporates sustainability challenges, issues, and concepts"².

Inspired on these two ideas, the methodology distinguishes between activities' type: "Learning" (theoretical scope), "Action" (challenge scope) or "Learning and Action" (theoretical and challenge scopes) activity. In addition, promotes the need to describe the activity to ensure the activity's alignment with the climate action, just like Universities' need to describe their courses following the STARS methodology.

1.3. Sustainable Development Goals (SDGs)

1.3.1. The SDG Alignment criteria

"The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing- in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests."³.

1.3.2. The use of SDG Alignment criteria

Eco-pedagogical activities identified must contribute to SDG targets, either through direct climate action (primarily SDG 13) or indirect support via related goals (e.g., SDG 4 - Quality Education, SDG 11 - Sustainable Cities).

³ *United Nations website, "Goals" page:* <https://sdgs.un.org/goals>

The SDGs help learners to choose the activities they want to enrol in, giving them a good orientation on the intervention field of each activity, aligning it with their interests and goals, and knowing that they will be contributing to the Agenda 2020, the lighthouse that should guide the society towards sustainable development.

The SDGs provide a comprehensive and globally accepted definition capable of creating more responsible Higher Education Institutions helping on the creation, promotion and development of eco-pedagogical activities. Also, the SDGs offer a framework to demonstrate impact.

1.4. Eco-Pedagogy

1.4.1. The eco-pedagogy criteria

According to the Kopnina, Helen (2020), “(...) eco-pedagogy as having its purpose of educating planetary citizens to adopt life-long caring and appreciation for nature. The planetary citizenship involves an ongoing process that expands beyond the classroom to the entire community, encouraging learners to develop a conscience for planetary inclusiveness, where collaboration and sharing with other species becomes the norm.”⁴. Based on this, there are some important aspects, to take into consideration to this methodology:

- Climate like aligned topics: “purpose of educating planetary citizens to adopt life-long caring and appreciation for nature”;
- Learners’ enrolment: “encouraging learners to develop a conscience for planetary inclusiveness”;
- Location where eco-pedagogy can be applied: “The planetary citizenship involves an ongoing process that expands beyond the classroom to the entire community”.

Furthermore, there are different eco-pedagogy’s definitions (see Appendix 1) that are aligned with Kopina’s definition, that incorporates also, for example, values derived from eco-pedagogy literature, including “Diversity and interdependence of life; Humankind common concern of living with all the planet beings; Respect for the Human Rights; Sustainable development; Ethics, Justice, Equity and Community. And Prevention from what can cause damage.”⁵, that are very important to ensure that is an eco-pedagogical activity.

⁴ **Kopnina, Helen (2020).** *Education for the future? Critical evaluation of education for sustainable development goals. Journal of Environmental Education, 2020, Academic Search Complete.*

⁵ **Ruiz-Peñalver, Soraya María; Porcel-Rodríguez, Laura; Ruiz-Peñalver, Ana Isabel (2021).** *Questioning ecopedagogy: a literature review. Contextos Educativos: Revista de Educación, 2021, Directory of Open Access Journals.*

1.4.2. The use of eco-pedagogy criteria

All these topics are very important to ensure that what is being identified is an eco-pedagogical activity: the climate alignment topics, the learners' enrolment, the location where the activity takes place and the eco-pedagogical values.

The methodology based on the combination of these criteria helps to filter and to identify and sort eco-pedagogical activities. The STARS-inspired methodology criteria helps identifying the type of activity bringing rigor, robustness and alignment with the topic; the SDGs help to organize the activities by area of intervention and therefore helping learners to choose in which activities they want to enrol regarding their interests and motivations; the eco-pedagogy concepts and aspects ensures that we are present an eco-pedagogical activity using the eco-pedagogy values, the information about location where eco-pedagogy are being applied and the alignment with the topics that are being developed.

These will contribute to the implementation of a European Open Badges Passport for Climate and Planet and thus to empower students to actively manage their learning and commitments related to climate action.

2. PROCESS

In order to give the learners eco-pedagogical activities, provided by the activity's owners, that could empower them to actively manage their learning and commitments related to climate action, the identification and mapping process was defined using a combination of the three main pillars, as seen previously. This methodology should be simple enough so it would allow people from the Community to assess their own activities, but ensure, at the same time, that the activities submitted should be compliant with the methodology defined.

The process created has three steps that will incorporate the three pillars throughout the process:

1. ADDRESS CLIMATE'S CHALLENGES;
2. ALIGNMENT WITH THE CLIMATE'S ACTIVITY;
3. LEARNING OUTCOMES ALIGNED WITH CLIMATE.



Image 2 - Eco-pedagogical activities' mapping methodology steps

2.1. ADDRESS CLIMATE'S CHALLENGES

In this first step, the mapping process will incorporate all the three main pillars: STARS-inspired methodology, alignment with Sustainable Development Goals (SDGs) and eco-pedagogy, and will validate if the activity:

- a) Is an "Action" or "Learning", or both "Learning and Action" activity, inspired on the STARS' methodology;
- b) Responds to SDGs and their indicators;
- c) Fosters eco-pedagogy values. According to Ruiz-Peñalver, Soraya María; Porcel-Rodríguez, Laura; Ruiz- Peñalver, Ana Isabel (2021), eco-pedagogy values are: "Diversity and interdependence of life; Humankind common concern of living with all the planet beings; Respect for the Human Rights; Sustainable development; Ethics, Justice, Equity and Community and; Prevention from what can cause damage."

The combination of all pillars in this first step will help to identify whether it is an eco-pedagogical

activity, if it is contributing to a climate challenge, or not.

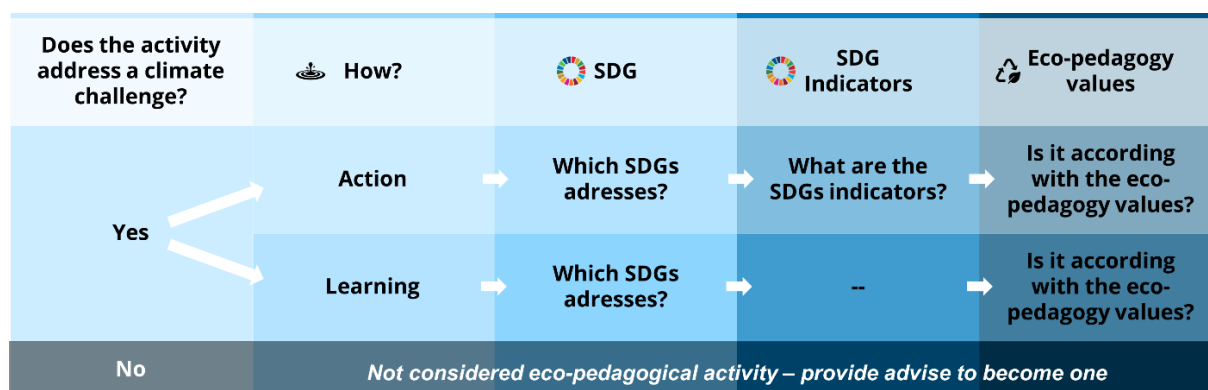


Image 3 - First eco-pedagogical activities' mapping methodology step process

2.2. ALIGNMENT WITH THE CLIMATE ACTIVITY

The second step is also inspired on the STARS methodology and requires a clear description highlighting the activity's alignment with climate challenges. This is mandatory to be identified as an eco-pedagogical activity and will help the applicant to be conscious about eco-pedagogical activities, bringing rigor and robustness, once again.

2.3. LEARNING OUTCOMES ALIGNED WITH CLIMATE

In order to understand if the eco-pedagogical activities is having a positive impact in learners, it was necessary to introduce a new factor to the methodology – the learning outcomes –, and the framework chosen was the GreenComp.

“GreenComp identifies a set of sustainability competences to feed into education programmes to help learners develop knowledge, skills and attitudes that promote ways to think, plan and act with empathy, responsibility, and care for our planet and for public health. ... [it is] a framework for learning for environmental sustainability that can be applied in any learning context.

GreenComp comprises four interrelated competence areas: ‘embodying sustainability values’, ‘embracing complexity in sustainability’, ‘envisioning sustainable futures’ and ‘acting for sustainability’. Each area comprises three competences that are interlinked and equally important. GreenComp is designed to be a non-prescriptive reference for learning schemes fostering sustainability as a competence.”⁶

⁶ Bianchi, G., Pisiotis, U., Cabrera Giraldez, M. GreenComp - The European sustainability competence framework. Bacigalupo, M., Punie, Y. (editors), EUR 30555 EN, Publications Office of the

This comprehensive approach ensures that identified activities not only address climate challenges but also contribute to developing crucial sustainability competencies in learners, aligning with broader educational and sustainability goals, ensuring the students empowerment to actively manage their learning and commitments related to climate action.

2.4. Criteria validation

If an activity responds positively to all these steps, then it is considered an eco-pedagogical activity and mapped as one. Activities without explicit sustainability integration or climate relevance, that are not accordingly with these 3 steps, are not considered eco-pedagogical.

European Union, Luxembourg, 2022; ISBN 578-S2-7c-4c485-3, doi:10.27c0/1328c, JRC128040. Retrieved from: <https://op.europa.eu/en/publication-detail/-/publication/bc830c1d-74ec-11ec-513c-01aa75ed71a1/language-en>



3. MAPPING

The eco-pedagogical mapping occurred during 2023 and mapped 118 activities from over 40 institutions, providing valuable insights into the landscape of climate-oriented educational initiatives. These activities are showcased [on the project website](#) (see Appendix 2).

3.1. Methodology

To be considered an eco-pedagogical activity, the activities' owners should submit a form (see Appendix 3) with the information according to the process that was explained above, on the methodology, previously on this report. The form followed the following structured:

1. Organizations' characterization;
 - 1.1. Organizations' types;
2. Activities' characterization;
 - 2.1. Activities' formats;
 - 2.2. Activities' frequency;
 - 2.3. Activities' costs;
 - 2.4. Participants openness;
 - 2.5. Activities' accessibility;
 - 2.6. Activities' age target;
 - 2.7. Activities' climate challenges alignment;
 - 2.8. Activities' types;
 - 2.9. Activities' SDGs incorporation;
 - 2.10. Activities' eco-pedagogy values incorporation;
 - 2.11. Activities' GreenComp incorporation;
3. Activities' climate challenges alignment description.

The project team collected and analysed data about the eco-pedagogical activities from various organizations, focusing on their type, content, and impact, that is going to be detailed on the next pages.

3.2. Key Findings

3.2.1. Organizations' characterization

3.2.1.1. Organizations' types

There were different types of organizations submitting their eco-pedagogical activities, such as Charities, Cooperatives, Corporations, Educational Institutions, Government Institutions, NGOs, among others. The most part of the eco-pedagogical activities (81.4%) identified are coming from Education Institutions (72.9%) and Governmental Institutions (8.5%).

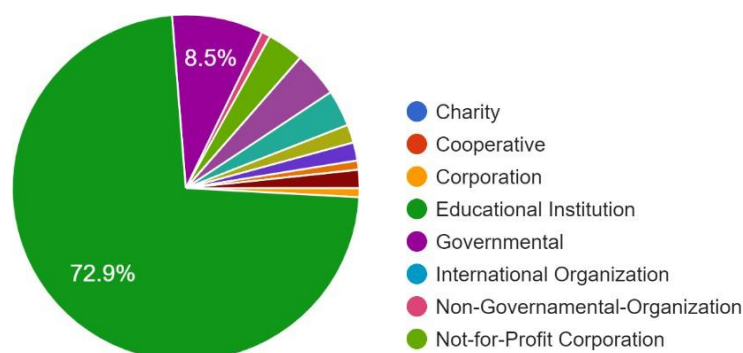


Figure 1 - Distribution of different organizations' types that submitted their eco-pedagogical activities

This distribution highlights the significant role that formal education systems has in promoting climate awareness and action.

3.2.2. Activities' characterization

3.2.2.1. Activities' formats

There are different ways in which an activity can be delivered to learners, like action activities, workshops, courses, projects, conferences, campaigns, seminars, and so on.

The most prevalent activity formats identified were:

- Action activities (33.1%)
- Workshops (17.8%)
- Courses (10.2%)
- Projects (6.8%)
- Conferences (6.8%)
- Campaigns (5.9%)



Figure 2 - Distribution of eco-pedagogical activities by formats

- Seminars (5.1%)

3.2.2.2. Activities' frequency

The eco-pedagogical activities can occur at one time, or on a regular basis, according to their nature and owners' goals. The majority of the eco-pedagogical activities identified are regular, although the difference is not very significant.

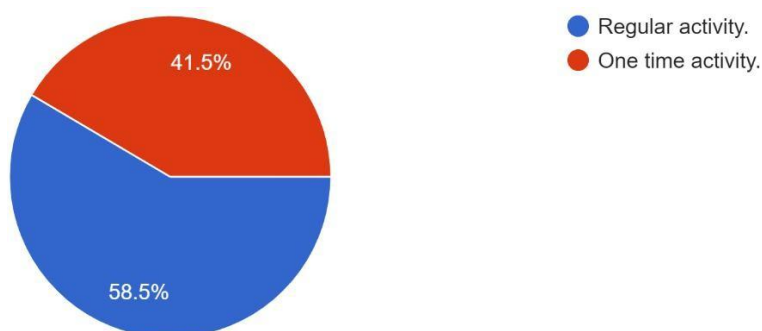


Figure 3 - Distribution of the eco-pedagogical activities regarding their frequency

From this topic on, and until the “2.6. Activities' age target”, the activities will be analysed accordingly to the frequency of the activities: one-time versus regular activities.

3.2.2.3. Costs for participants

There are activities that are free for their participants and others which require payment. According to the eco-pedagogical activities identified, the majority of activities does not require payment from their participants.

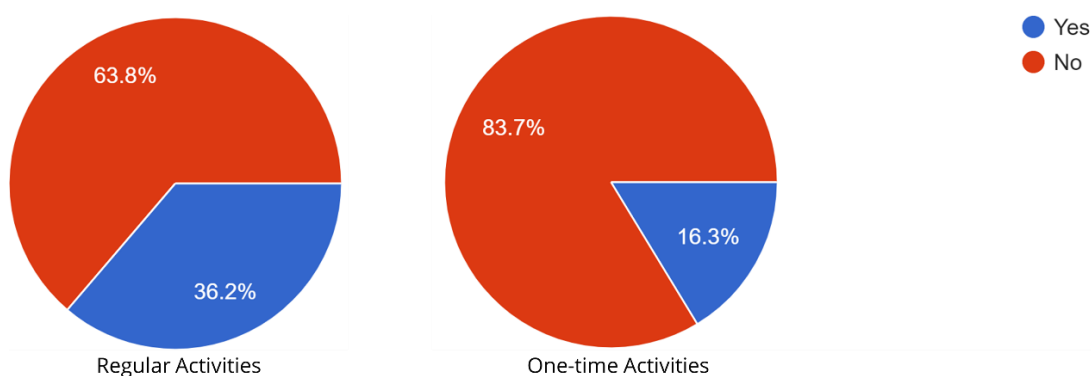


Figure 4 and 5 - Distribution of the eco-pedagogical activities by costs of regular and one-time activities, respectively

3.2.2.4. Participants openness

Some of the eco-pedagogical activities mapped were open to the entire Community, so anyone could enrol, and others that demanded the previous participants' involvement within the activity organization owner. The distribution between these two realities is balanced, showing that in almost half of the activities identified the participants need to be, previously, involved within the organization, and the other half doesn't required that, both in regular or in one-time activities.

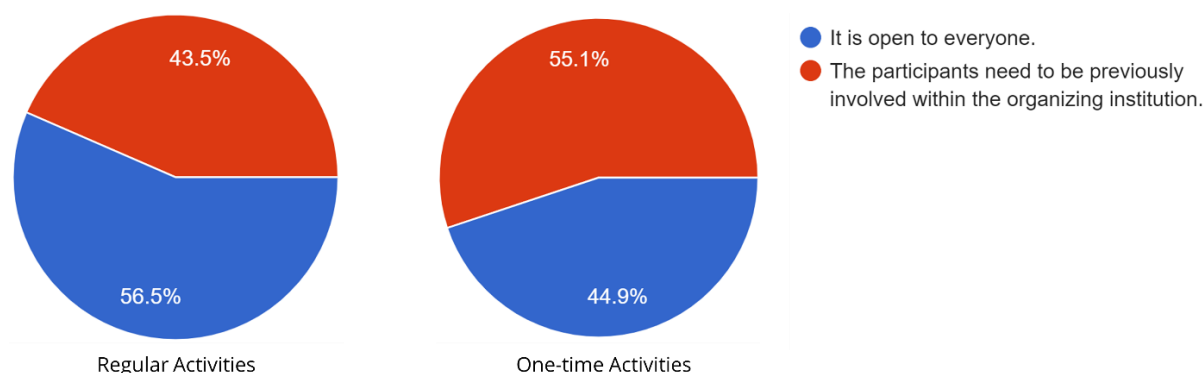


Figure 6 and 7 - Distribution of the eco-pedagogical activities by the need to be previously involved within the organizing institution, of regular and one-time activities, respectively

3.2.3. Activities' accessibility

It is very important that the activities are available to everyone, meaning that they need to be accessible for people with disabilities. This question allowed to identify how the owners were preparing their activities, in order to include everyone. According to the eco-pedagogical activities mapped, almost 100% of the regular activities were considered accessible, and 100% of the one-time activities were accessible.

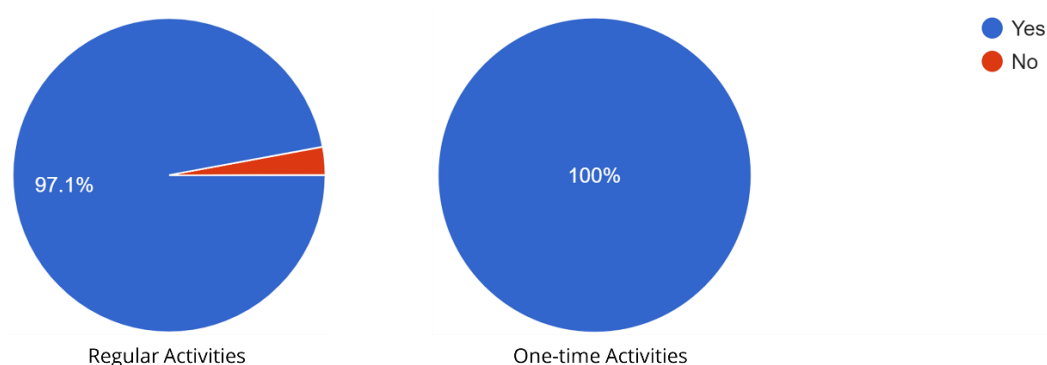


Figure 8 and 9 - Distribution of the eco-pedagogical activities that are accessible to people with disabilities, of regular and one-time activities, respectively

3.2.4. Activities' age target

There was a question regarding the age targets of each activity. The results on this question showed that half of the activities identified are for 18+ years old tier, probably because of the fact that this project is most focused on the Higher Education Institutions, and as we have seen above, almost 73% of the organizations that submitted eco- pedagogical activities are Education Institutions, among them, Higher Education Institutions.

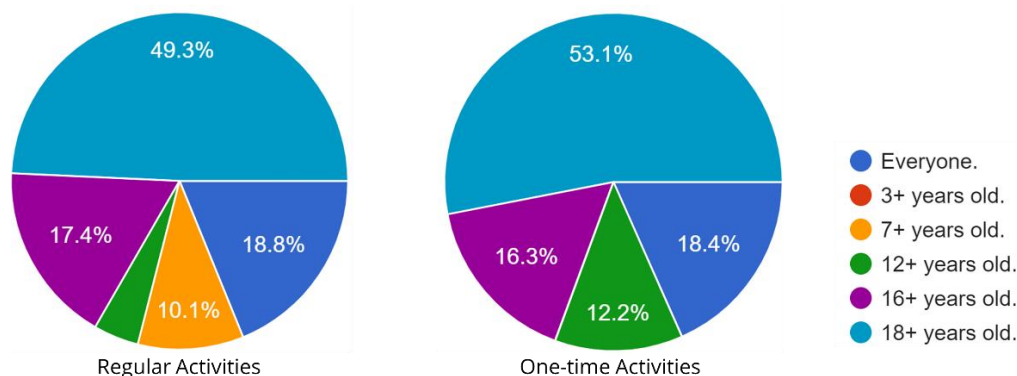


Figure 10 and 11 - Distribution of the eco-pedagogical activities according to aging target, of regular and one-time activities, respectively

3.2.5. Activities' climate challenges alignment

One of the questions that validates if it is an eco-pedagogical activity is this one – it asked if the activity that were being submitted was aligned with climate challenges. All the activities' owners that submitted activities responded positively.

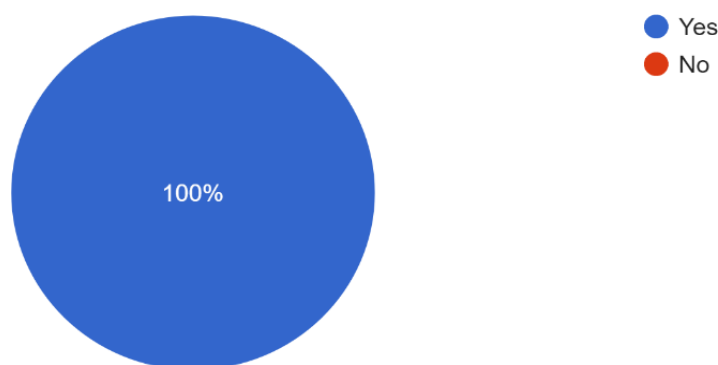


Figure 12 - Distribution of the eco-pedagogical activities that are aligned with climate challenges

3.2.6. Activities' types

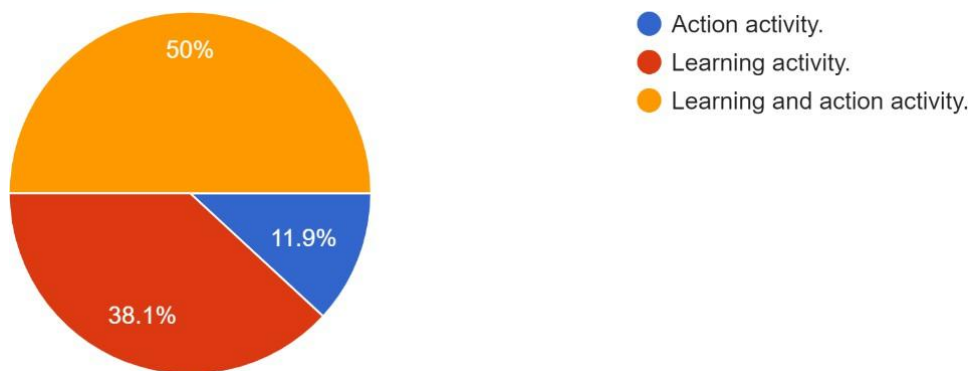


Figure 13 - Distribution of the eco-pedagogical activities by type

According to the methodology, and inspired by the STARS methodology, the activities can be “Action activities”, “Learning activities” or “Learning and action activities”. Approximately half of the activities combine learning and action components, demonstrating a balanced approach to theory and practice in climate education.

3.2.7. Activities' SDGs incorporation

Also, regarding what was defined on the methodology, one of the criteria are the Sustainable Development Goals. In this topic the submitters should choose the SDGs that it was being impacted, directly or indirectly, with their activities. Once the eco-pedagogical activities are related to climate challenges, the SDG 13 (Climate Action) is the most frequently referenced goal across the activities, which shows the alignment with the project's focus on climate- oriented education and action.

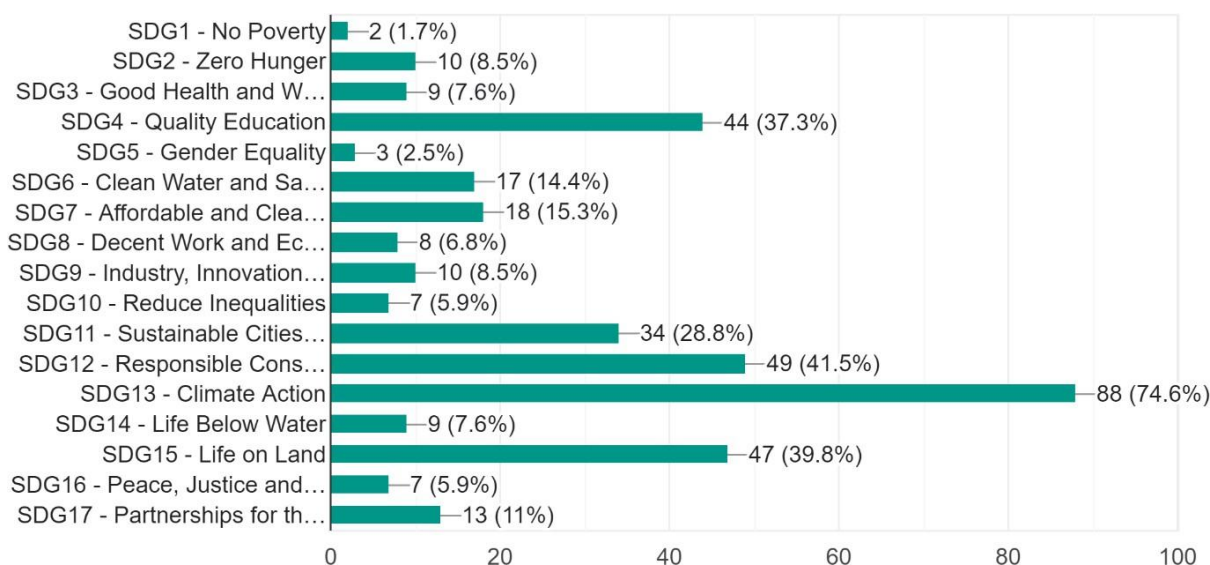


Figure 14 - Distribution of the eco-pedagogical activities by Sustainable Development Goal

3.2.8. Activities' eco-pedagogy values incorporation

One of the eco-pedagogy most important aspects are its values. In this topic the activities identified promote various eco-pedagogical values, with the top three being:

- 1) "Sustainable development";
- 2) "Humankind common concern of living with all the planet beings";
- 3) "Prevention from what can cause damage".

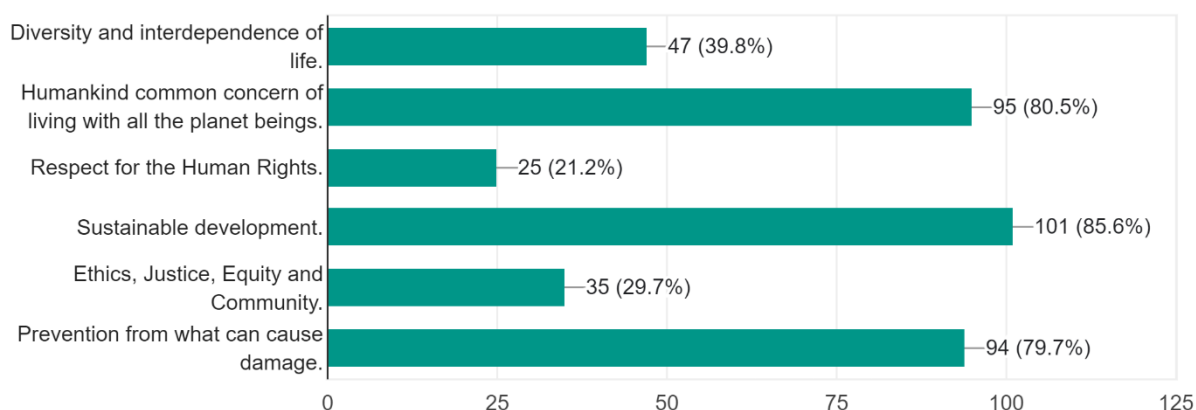


Figure 15 - Distribution of the eco-pedagogical activities by eco-pedagogical values

3.2.9. Activities' GreenComp incorporation

The eco-pedagogical activities contribute to the development of all 12 GreenComp competencies that are transmitted to the learners, with varying degrees of emphasis.

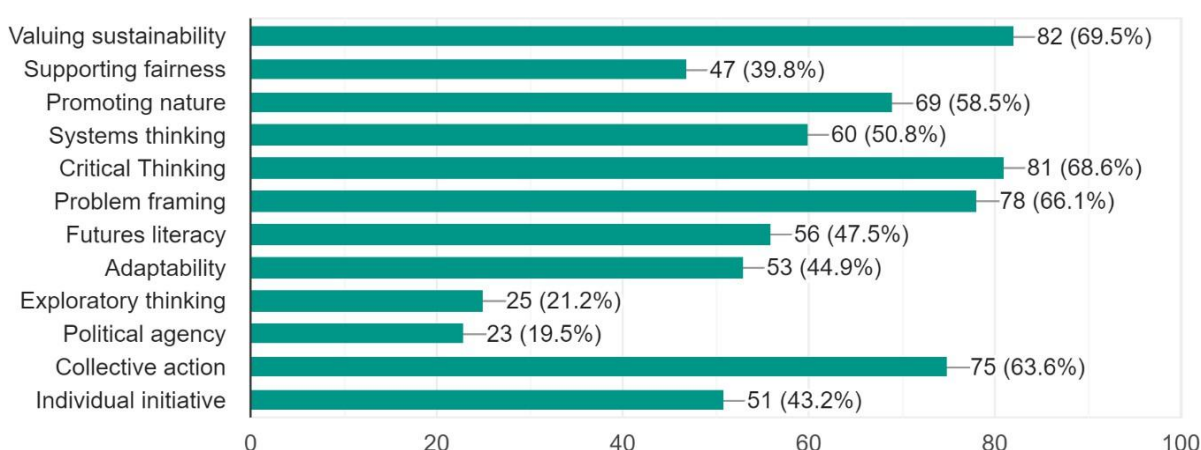


Figure 16 - Distribution of the eco-pedagogical activities by GreenComp

4. Conclusions

Analysing mapping of these eco-pedagogical activities it is possible to say that:

- Educational Institutions play a crucial role in delivering eco-pedagogical activities, highlighting the importance of integrating climate education into formal curricula.
- The diverse range of activity types suggests a multifaceted approach to climate education, catering to different learning styles and objectives.
- The combination of learning and action in many activities indicates a focus on practical application of knowledge, which is essential for effecting real change in climate-related behaviors.
- The strong alignment with SDG 13 (Climate Action) demonstrates a clear focus on climate-specific education and initiatives.
- The promotion of various eco-pedagogical values and GreenComp competencies suggests a holistic approach to developing environmentally conscious and capable individuals.

5. APPENDIX

5.1. Appendix 1 – Other Definitions of Eco-Pedagogy

"A (...) ecopedagogia busca **APROXIMAR DAS ESCOLAS CONCEITOS AMBIENTAIS E SUSTENTÁVEIS** visando à sustentação de uma comunidade ecológica. Porém **NÃO É UMA PEDAGOGIA RESTRITA ÀS ESCOLAS**, espalha-se para ações educativas em geral, procurando **CONSTRUIR DE FORMA PEDAGÓGICA MÉTODOS E PROCESSOS QUE POSSAM ALERTAR DESDE CEDO, CRIANÇAS E JOVENS, SOBRE OS COMPORTAMENTOS RELATIVOS À NATUREZA...**"

"ecopedagogy seeks to **BRING ENVIRONMENTAL AND SUSTAINABILITY CONCEPTS TO THE SCHOOLS** aiming to construct an ecological community. However **IT IS NOT A PEDAGOGY RESTRICTED TO SCHOOLS**, it spreads to learning actions in general, looking **TO BUILD, IN A PEDAGOGICAL WAY, METHODS AND PROCESSES THAT CAN RAISE AWARENESS SINCE EARLY, CHILDREN AND YOUNGS ABOUT THE BEHAVIOURS REGARDING NATURE...**"⁷

"Eco-pedagogy is **A PEDAGOGY CENTERED ON LIFE: IT INCLUDES PEOPLE, CULTURES, MODUS VIVENDI, RESPECT FOR IDENTITY, AND DIVERSITY**. It understands the human being in evolution, as an "incomplete, unfinished, and non-conclusive" being, as stated by Paulo Freire – a being in continuous development, interacting with others and the world."⁸

⁷ Bianchi, G., Pisiotis, U., Cabrera Giraldez, M. GreenComp - The European sustainability competence framework. Bacigalupo, M., Punie, Y. (editors), EUR 30555 EN, Publications Office of the European Union, Luxembourg, 2022; ISBN 578-S2-7c-4c485-3, doi:10.27c0/1328c, JRC12804

⁸ Antunes, Angela; Gadotti, Moacir. Eco-pedagogy as the Appropriate Pedagogy to the Earth Charter Process - A thematic essay which speaks to Principle 14 on incorporating the values of the Earth Charter into education. Retrieved from: https://1stdirectory.co.uk/assets/files_comp/bS3fbff0-0Sce-4fae-aac0-0c271cbfe524.pdf

5.2. Appendix 2 – Mapping of Eco-Pedagogical Activities on Project Website

Mapping of eco-pedagogical ac X +

openpass4climate.eu/mapping-of-eco-pedagogical-activities-pr1

contact@openpass4climate.eu

OpenPass4Climate
NATURALLY ENGAGED

Home About OpenPass4Climate Partners Results/Production Events Contact

Mapping Of Eco-Pedagogical Activities – PR1 - OpenPass4Climate

Home > Mapping Of Eco-Pedagogical Activities – PR1

Activity Goal Competences

I will do my part!

This activity aims to inform, engage, and encourage reflection on the consequences of climate change for the survival of the...

[MORE →](#)

International Seminar on Ecological Corridors and Spatial Planning

The seminar seeks to confront diverse perspectives on ecological corridors as a tool for spatial planning in the face of...

[MORE →](#)

11th International Conference on Engineering for Agroforestry Development

The conference brings together experts and professionals to discuss strategies and innovations for adapting to and mitigating the impacts of...

[MORE →](#)

Environmental education "tenadadelmonete"

The environmental education "tenadadelmonete" involves activities, itineraries, and workshops on environmental education in the province of Segovia offering engaging experiences...

[MORE →](#)

Forest Fires - Activities by the Center for Fire Defense (CDF)

The Fire Classroom is the area of the Center for Fire Defense (CDF) develops educational programs for the active prevention...

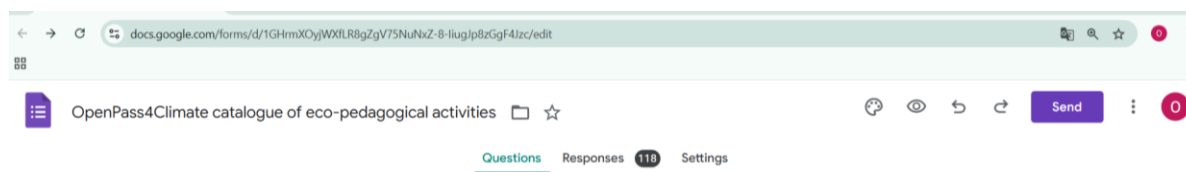
[MORE →](#)

The V(e)2n Program - School visits

School visits within the V(e)2n Program provide an engaging educational experience through interactive activities and guided tours, allowing students to...

[MORE →](#)

5.3. Appendix 3 – Mapping of Eco-Pedagogical Activities – Form Template



OpenPass4Climate catalogue of eco-pedagogical activities

Welcome to the **OpenPass4Climate (OP4C)**.

OP4C aims to capacitate the students to manage their learnings and commitments related to climate through a unique European Open Badges Passport, that proofs one's engagement in climate challenges activities.

These activities, also known as **eco-pedagogical activities**, aim to "educate planetary citizens to adopt life long caring and appreciation for nature, encouraging these learners (students) to develop a conscience for planetary inclusiveness".

These eco-pedagogical activities can be offered by European organizations, like education institutions, civil society bodies such as NGOs, local authorities, private sector companies, etc., and will be gathered in an European level catalogue, from which students can choose, making their own climate challenges journey.

Once students have accomplished the activity they will automatically receive a "stamp" in their passports.

If your organization **offers an eco-pedagogical activity** and want to be part of the OP4C catalogue, answer the following assessment.

In case of having more than one activity, please assess each activity separately.

* Indicates required question

ECO-PEDAGOGICAL ACTIVITY

1. 1.Activity name: *

ORGANIZATION

Information about your Organization.

2. 2.Organization name: *

3. 3.Organization website: *

4. 4.Type of Organization: *

Mark only one oval.

- ☐ Charity
- ☐ Cooperative
- ☐ Corporation
- ☐ Educational Institution
- ☐ Governmental
- ☐ International Organization
- ☐ Non-Governmental-Organization (NGO)
- ☐ Not-for-Profit Corporation
- ☐ Partnership
- ☐ Political Organization
- ☐ Other:

ACTIVITY DETAILS

Detailed information about the activity you are assessing.

5. 5.Activity website:

6. 6.Contact Person: *

7. 7.Contact Person Email: *

8. 8.Type of activity: *

Mark only one oval.

☐ Activity

☐ Course

☐ Degree

☐ Conference / Colloquium

☐ Workshop

☐ Other: _____

9. 9.Activity frequency: *

Mark only one oval.

☐ Regular activity. *Skip to question 10*

☐ One time activity. *Skip to question 18*

Regular activity.

Detailed information about your regular activity.



10. 10.How often does it occur? *

11. 11.Activity location: *

12. 12.Does the activity have any costs for the participants? *

Mark only one oval.

☐ Yes

☐ No

13. 13.Who can participate? *

Mark only one oval.

☐ It is open to everyone.

☐ The participants need to be previously involved within the organizing institution.

14. 14.What is the language of the activity? *

15. 15.Is it accessible for people with disabilities? *

Mark only one oval.

☐ Yes

☐ No

16. 16.Where (webpage) participants can get information on how to enroll?

17. 17.This activity is targeted to: *

Mark only one oval.

☐ Everyone.

☐ 3+ years old.

☐ 7+ years old.

☐ 12+ years old.

☐ 16+ years old.

☐ 18+ years old.

Skip to question 26

One time activity.

Detailed information about your regular activity.

18. 10.When did it occur? *

Example: 7 January 2019



19. 11.Activity location: *

20. 12.Did the activity have any costs for the participants? *

Mark only one oval.

☐ Yes

☐ No

21. 13.Who could have participated? *

Mark only one oval.

☐ It is open to everyone.

☐ The participants need to be previously involved within the organizing institution.

22. 14.What was the language of the activity? *

23. 15.Was it accessible for people with disabilities? *

Mark only one oval.

☐ Yes

☐ No

24. 16.Where (webpage) participants could have get information on how to enroll?

25. 17.This activity was targeted to: *

Mark only one oval.

- ☐ Everyone.
- ☐ 3+ years old.
- ☐ 7+ years old.
- ☐ 12+ years old.
- ☐ 16+ years old.
- ☐ 18+ years old.

Skip to question 26

CLIMATE CHALLENGE

Only activities that address a climate challenge can be considered eco-pedagogical activities.

26. 18.Does the activity address a climate challenge? *

Mark only one oval.

- ☐ Yes *Skip to question 27*
- ☐ No *Skip to question 33*

Skip to question 27

ACTIVITY TACKLING CLIMATE CHALLENGES

Detailed your activity alignment with the climate challenges.

27. 19.The activity result in: *

Mark only one oval.

- ☐ Action activity.
- ☐ Learning activity.
- ☐ Learning and action activity.

28. 20. Which Sustainable Development Goals (SDGs) does the activity address? *

To answer this, and next, question, learn more about the SDGs targets on SDGs webpage: <https://sdgs.un.org/goals>

Tick all that apply.

- ☐ SDG1 - No Poverty
- ☐ SDG2 - Zero Hunger
- ☐ SDG3 - Good Health and Well-being
- ☐ SDG4 - Quality Education
- ☐ SDG5 - Gender Equality
- ☐ SDG6 - Clean Water and Sanitation
- ☐ SDG7 - Affordable and Clean Energy
- ☐ SDG8 - Decent Work and Economic Growth
- ☐ SDG9 - Industry, Innovation and Infrastructure
- ☐ SDG10 - Reduce Inequalities
- ☐ SDG11 - Sustainable Cities and Communities
- ☐ SDG12 - Responsible Consumption and Production
- ☐ SDG13 - Climate Action
- ☐ SDG14 - Life Below Water
- ☐ SDG15 - Life on Land
- ☐ SDG16 - Peace, Justice and Strong Institutions
- ☐ SDG17 - Partnerships for the Goals

29. 21. Which SDGs indicators does the activity address? *

To answer this, and next, question, learn more about the SDGs indicators on SDGs webpage: <https://sdgs.un.org/goals>

30. 22.Does it foster eco-pedagogical values*? *

Tick all that apply.

- ☐ Diversity and interdependence of life.
- ☐ Humankind common concern of living with all the planet beings.
- ☐ Respect for the Human Rights.
- ☐ Sustainable development.
- ☐ Ethics, Justice, Equity and Community.
- ☐ Prevention from what can cause damage.

31. 23.Give a brief description of your activity, highlighting the alignment with the climate challenges. *

In other words, is the activity tackling climate challenges? How?

And how does it help people to become more conscience and proactive about climate challenges?

Skip to question 32

LEARNING OUTCOMES/COMPETENCES DEVELOPMENT

To be identified as an eco-pedagogy activity, it is necessary to foresee the activity learning outcomes/competences development.*

32. 24. This activity helps learners develop the following competences: *

Please identify the Learning Outcomes of your activity using the [12 GreenComp](#) below.

Tick all that apply.

- ☐ Valuing sustainability
- ☐ Supporting fairness
- ☐ Promoting nature
- ☐ Systems thinking
- ☐ Critical Thinking
- ☐ Problem framing
- ☐ Futures literacy
- ☐ Adaptability
- ☐ Exploratory thinking
- ☐ Political agency
- ☐ Collective action
- ☐ Individual initiative

CONSENT

By participating in this form, you acknowledge and consent to the collection and use of the data you have provided for the purpose of integrating your eco-pedagogical activity into the OpenPass4Climate (OP4C) Erasmus+ Cooperation Partnership

catalogue/mapping.

The collected data will be used to develop a catalogue/mapping of these activities at the European level. Your data will be treated with the utmost confidentiality and will only be used for the intended purpose of promoting and facilitating your engagement in climate challenges activities.

If you have any questions or wish to change or delete your answer to this survey, please contact: openpass4climate@gmail.com

33. Do you consent to the collection and use of your data for these purposes? *

Tick all that apply.

- ☐ Yes

34. I, hereby, declare that the information that is about to be submitted is true. *

Tick all that apply.

☐ Yes

This content is neither created nor endorsed by Google.

Google Forms



Co-funded by
the European Union

6. REFERENCES

Kopnina, Helen (2020). Education for the future? Critical evaluation of education for sustainable development goals. *Journal of Environmental Education*, 2020, Academic Search Complete. Retrieved from: <https://discovery.ebsco.com/c/7kzq2s/viewer/html/mrnm7xpd4b>

STARS website page: <https://stars.aashe.org/>

United Nations website, “Goals” page: <https://sdgs.un.org/goals>

Ruiz-Peñalver, Soraya María; Porcel-Rodríguez, Laura; Ruiz-Peñalver, Ana Isabel (2021). Questioning ecopedagogy: a literature review. *Contextos Educativos: Revista de Educación*, 2021, Directory of Open Access Journals. Retrieved from: <https://discovery.ebsco.com/c/7kzq2s/details/hcysq2bhf5?limiters=DT1%3A2018-01%2F2023-01%2CLB%3ATEIqTINCKq%3D%3D%2C&q=%28eco-pedagogy%2S%20OR%20%28ecopedagogy%2S>

Bianchi, G., Pisiotis, U., Cabrera Giraldez, M. GreenComp – The European sustainability competence framework. Bacigalupo, M., Punie, Y. (editors), EUR 30555 EN, Publications Office of the European Union, Luxembourg, 2022; ISBN S78-S2-7c-4c485-3, doi:10.27c0/1328c, JRC128040. Retrieved from: <https://op.europa.eu/en/publication-detail/-/publication/bc830c1d-74ec-11ec-S13c-01aa75ed71a1/language-en>

Müller, Géssica Camargo; Cavalcante, Marcia Helena Koboldt. O DIÁLOGO ENTRE PAULO FREIRE E A ECOPELAGOGIA, Eixo temático: 11 - Educação Ambiental, Modalidade: Produção textual. Retrieved from: https://www2.faccat.br/portal/sites/default/files/muller_cavalcante.pdf

Antunes, Angela; Gadotti, Moacir. Eco-pedagogy as the Appropriate Pedagogy to the Earth Charter Process - A thematic essay which speaks to Principle 14 on incorporating the values of the Earth Charter into education. Retrieved from: https://1stdirectory.co.uk/assets/files_comp/bS3fbff0-0Sce-4fae-aac0-0c271cbfe524.pdf