



THE QUIZ

STAGE 1

1 Environmental change is:

- a. A modern issue that is being addressed now a days
- b. An unchanged issue throughout history
- c. Unrelated to human activity
- d. Something present throughout history, but now increased into a global emergency due to human action

(For teacher) answer d

2 The consequences of environmental change affect which people most?

- a. often affect the so-called 'Global South' most, but this does depend on a number of other factors: location, economic resources, gender, vulnerability, and dependence on subsistence agriculture
- b. They affect everyone in the world equally, as everyone is exposed to environmental change and disasters
- c. They only affect those in coastal areas, because they are more likely to experience flooding, rising sea levels, and storms

(for teacher) answer a

3 Refugee, Migrant, and Internally Displaced Person:

Tick the most relevant category/categories for each of the following examples:



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	Migrant	Internally Displaced Person	Refugee
This person usually has a right to remain in the host country			
This person is usually regulated by migration laws			
This person has been forced to leave their home, but has not crossed an international border			
This person has been forced to leave their home due to conflict or persecution			
This person has been forced to leave their home due to famine or natural disaster			
This person is entitled to international protection by law			
This person has been forced to leave their home due to rising sea levels, caused by climate change			

(for teacher) Notes that could be mentioned:

- Migrants often have good reasons to leave their country (such as famine, disaster...) but are often not given international protection
- The categories of ‘refugee’ and ‘migrant’ are sometimes hard to separate
- ‘Refugee’ refers to both a category of person (somebody forced to leave their homes) and a legal status (a right to remain in a country based in international law, due to fear of persecution or conflict in their home country). The legal status covers only limited categories of people.

4 Who is an environmental or climate refugee?

Circle true or false for the following statements

Environmental refugees are currently legally recognised and entitled to protection

True

False

(for teacher) false

Environmental refugees are only those who have been forced from their homes by rising sea levels



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True

False

(for teacher) false

Environmental refugees are those who have been displaced by slow development (famine, desertification...) or rapid development (floods, earthquakes...) environmental changes

True

False

(for teacher) true

Environmental refugees can also be war refugees, if the conflict is related to environmental changes such as competition over natural resources

True

False

(for teacher) true

There is a clear definition of environmental refugee which is recognised internationally by all the main organisations and governments

True

False

(for teacher) false

5 Based on the stories of Muiris Ó Súilleabháin and Ardo and Abdullahi Gedi, what do you think are the main similarities and differences between environmental displacement in 1920s Ireland and in Ethiopia today?

.....

(For teacher) Key similarities that could be mentioned:

- Environmental changes have been forcing people to leave their homes for a long time, as happened to Muiris, Ardo, and Abdullahi
- These changes especially impact certain groups, such as those with fewer resources and those who rely on their environments to survive, like farmers or fisherfolk.



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- Displacement is often a very difficult event for those involved, affecting individuals, families and communities.
- In all cases, it is often difficult to separate environmental from other causes driving displacement, such as conflict or poverty.

(For teacher) Key differences that could be mentioned:

- Although Ireland in the 1920s was affected by environmental displacement, today most environmental displacement occurs in the so-called 'Global South'.
- Although displacement has occurred all around the world throughout history, it is now much more widespread, more frequent, and more severe due to human-driven environmental change and climate emergency.
- Although the event in Ireland largely took place in one period, projections now show that areas like Ethiopia in the Horn of Africa will continue to suffer worse and worse displacement due to drought and environmentally-driven conflict.
- The displacement in Ireland was a local phenomenon, affecting a few thousand people. Today, drought is affecting tens of millions in the Horn of Africa, and environmental change is affecting millions more worldwide. Although the environmental change which affected Muiris' community was local, the environmental crisis we see today is a global phenomenon.

6 Which of the following countries are amongst the top 5 hosting people displaced by disasters in 2021?

Germany

True False

Ethiopia

True False

South Sudan

True False

UK

True False

China

True False

Russia



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True False

Afghanistan

True False

Philippines

True False

(For teacher) Answers: Afghanistan, China, Philippines, Ethiopia, South Sudan.

7 What is climate debt?

- a. Climate debt is money owed by countries to pay for climate change
- b. Climate debt represents the amount of damage a country does to the environment
- c. Climate debt is the overconsumption of Earth's natural resources over time, especially large amongst so-called 'developed' countries.

(For teacher) answer c

8 Which countries contribute the most to environmental change today?

- a. Countries which are rapidly industrialising, such as China and India, due to their increasing production
- b. So-called 'developed' countries in Europe, North America, and elsewhere due to their lifestyle of high consumption
- c. 'Developing' countries, due to their new industries being developed

(For teacher) answer b

STAGE 2

1 From this list, please circle 3 potential reasons that a community might be displaced by environmental change

- a. Drought or famine caused by changing climate
- b. Forced to leave their home for industrial development
- c. Sudden disasters like flooding, earthquakes, wildfires
- d. Over-exploitation of natural resources for industry (e.g. overfishing, forest clearance)
- e. Persecution by government
- f. Loss of key species and biodiversity
- g. Desertification
- h. Lack of access to internet



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2 What is climate justice?

- a. Climate justice acknowledges that environmental change has differing impacts on different populations, creating inequality. Climate justice advocates seek to change these injustices.
- b. Climate justice relates to legal cases around environmental exploitation, such as court cases taken against companies exploiting natural resources illegally.
- c. Climate justice relates to the need to act fairly and equally in respect to our environment, to ensure that the environment is not damaged.

(For teacher) answer a

3 When environmental displacement takes place, does this affect all people equally?

Yes

No

(For teacher) answer: Usually not. Although all people in an area can suffer environmental displacement, often there are groups which are more vulnerable to displacement (such as socially vulnerable groups living in poorer-quality housing) and also more vulnerable while displaced (such as women, who might be subjected to gender-based violence during their displacement).

4 Which case study did you feel was the most powerful, and why?

.....

5 What is the difference between interests and values? Can you recognise an interest and a value in any of the dilemmas?

.....

(For teacher) answer

Values are the principles or rules that facilitate harmony and coexistence in society, and form the set of virtues of a person to interact and relate to their environment. They indicate the difference between what is correct and what is not.

Examples could include the importance of human rights, the importance of traditional culture, or the need for solidarity and support for displaced persons. Interests relate to the profit or utility that can be obtained from something.

Examples could include the EU's interest in fisheries in Senegal, the extraction of Lithium in Chile, or the interest of the EU and other countries in preventing environmental refugees from obtaining international protection.



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STAGE 3

1 In your opinion what was the most valuable outcome from the encounter with diversified working groups (rank in order of your priority)

- To learn about other cultures
- To learn about how environmental change and migration impacts other realities
- To get to know the perspectives about environmental change and migration issues of other students

3 Why is it important to listen to other people's perspective? (Rank in order of your priority)

- To exchange views
- To understand other realities
- To better understand the phenomenon of environmental change and migration issues

4 Why is it important to understand other countries' realities?

- To get a general idea of the phenomenon
- To understand the differences and think of possible solutions
- To understand how we can improve our own reality

5) Do you think that people who are displaced by the environmental change should have the rights as refugees when they reach their host country? Why?

.....

6 In your opinion, how were the issues of environmental change and migration different in the context of the students you encountered? (2-3 sentences)

.....

STAGE 4



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1) Why spreading knowledge about environmental change and migration is important? (Rank in order of your priority)

- Unite forces and fight the phenomenon**
- Spread knowledge and call to action**
- Influence policies**

2) Which are the characteristics of an inclusive society?

.....

3) List a range of actions that you can take to minimising environmental change and developing more inclusive societies

- Spread the word**
- Keep up the political pressure**
- Shop local and buy sustainable**
- Don't waste food**
-**

4) List a range of actions that governments or international organisations can take to minimise environmental change and displacement and/or develop more inclusive societies?

.....



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