



My World My Home

Empowering the next generation of environmental leaders

OUR STORY 2015-2021



OUR
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FUTURE

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Summary



My World My Home

About the programme

My World My Home is a prestigious leadership development programme for young people between the ages of 16 and 24, in association with Friends of the Earth and Students Organising for Sustainability UK.

Over the course of a year, participants innovate, organise and build their skills to lead a local community campaign to effect real, positive, change for the environment, whilst working towards an accredited qualification in community campaigning. All students taking part are supported by a coach who offers a package of face-to-face training sessions, 1:1s, and a bespoke coursebook as they build connections with others to design, deliver and evaluate a local environmental justice campaign. Participation in the programme can lead to a unique Award in Community Campaigning (level 3), accredited by OCN London. The qualification awards students 8 UCAS points, and the equivalent financial value for each student completing the course is £6,000.

My World My Home has been running since 2016 and is one of 31 projects funded through the National Lottery Community Fund's Our Bright Future programme. Each project funded by the programme is designed to support young people (aged 11-24) to act as catalysts for delivering change for their communities and the environment. To date, My World My Home has involved over 9,000 students in total, working with over 300 in more depth in 20 colleges and schools in three regions across the UK: London, Bristol and South East Wales and East Midlands.

This report outlines the value and impact of the project so far across four themes: **individuals, places, institutions and systems.**



“The My World My Home course was the best thing I did in my whole two years at sixth form.”
My World My Home student



Individuals

Students are at the heart of My World My Home, with the personalised approach to supporting them to contribute and lead on issues that are important to them, both individually and collectively, providing the following benefits:

- **Opening up issues they have previously felt excluded from**, providing an opportunity for contributing their 'voice' and to be heard: *"As a young person [I] wouldn't usually feel like I have a much of a voice on environmental issues, this has shown that I do."* My World My Home student
- Building a **knowledge and awareness of fundamental issues facing society** – the climate crisis and interconnected environmental harms – alongside an understanding of policy, politics, influence and change
- Through challenge and support to work beyond their comfort zones, students report **improved levels of self-confidence and belief in their ability to achieve**: *"This course changed what I thought was possible." "[The main thing I've learnt about myself is...] That I can come up with a lot of ideas - something I thought I was incapable of."* My World My Home student
- Provided opportunities to reach out beyond their usual friendship groups, **making new connections within and beyond their peer groups and communities**, and learning to understand different perspectives from within these groups/communities: *"I really enjoyed the residential and meeting new people from other colleges and organisations. I have talked to people that I never met before and I learnt a lot from them. My confidence has improved a lot and I'm more ambitious to keep going to make a positive change in my community and the whole world."* My World My Home student
- Planning and delivering campaigns has also **developed vital skills** amongst the students taking part, skills such as time and budget management, communication and team-working that can support achievements beyond the project, for example in formal education or employment: *"My World My Home has helped me to become more confident in class, when completing my assignments I am more focused and believe that I can achieve it."* My World My Home student
- A **developing sense of their potential**, as young people, and of their ability to lead action to protect the environment alongside the development of a more general sense of leadership in their communities
- An **overall improvement in college life**, seeing that students and staff can work together to achieve a shared goal within the campaign. Others also attribute an improvement in academic achievement to their participation in the project



"Connecting with people over small things. We (the students) are all very different, where we come from and our interests (culturally and the way we speak) but we connected over the little things - like wanting to make a difference."

My World My Home student

Places

The colleges and communities in which My World My Home is taking place have also experienced benefits. These include the **environmental improvements**, stemming from actions achieved by students involved in the project including cleaner air, greener surroundings, less traffic, less waste/litter and more sustainable food. In some cases students have leveraged additional funding to complete these environmental actions.

The range of actions delivered has seen student comprehension of environmental solutions **transform from more isolated incremental change to broader more systemic change**, for example from ‘litter picks’ to ‘plastic-free campuses’.

The students involved have also demonstrated their capacity to influence and **drive change in new settings and places** after completing the project. For example, students have gone on to participate in campaigns and actions in other settings, from new educational institutions as they continue their academic careers to a range of local community environmental campaigns.



“I wanted to take the opportunity to let the learners in your group know how proud I am of them for their hard work on the Plastics Campaign for Friends of the Earth....The students were confident, clear in their delivery, and able to talk knowledgeably about the issue, and how they would like to see this developed as part of a College initiative. I am really impressed! I look forward to another meeting with the learners, where we can discuss how this knowledge, and how the momentum for change, which is very evident from this afternoon's presentation, can be translated into College actions.”
College staff, Director of Further Education

“I want to be honest, I used to be one of the students who would chuck rubbish on the floor if I wasn't near a bin. But now I understand how it effects worldwide issues. This campaign has opened our minds to the effect of our behaviour and we think we can help the college engage with students better.”
My World My Home student





“The best thing about My World My Home has been being able to work with different people - meeting people from different organisations.”
My World My Home student

“I really enjoyed the residential and meeting new people from other colleges and organisations. I have talked to people that I never met before and I learnt a lot from them. My confidence has improved a lot and I'm more ambitious to keep going to make a positive change in my community and the whole world.”
My World My Home student

Institutions

As well as proving beneficial at a range of levels for individual students taking part in My World My Home, the colleges and organisations involved have also experienced value in the following ways:

- The development of **stronger networks or relationships within colleges**, for example between students and senior managers, across different departments and between teaching and non-teaching staff: *“The project brings in a different way of relating to each other, which can be beneficial in the college setting.” My World My Home Coach*
- The creation of **new groups and networks** that provide a legacy of My World My Home action with colleges, for example the creation of a ‘green society’ at Nottingham College by students, to enable continued engagement with environmental issues by the project’s participants but also engaging with new students.
- As well as forming a connection with Friends of the Earth, the actions delivered by students have seen colleges **connect with a range of third sector organisations, within and beyond the environmental movement**. These connections are mutually beneficial with third sector organisations providing support and resources for students and their college, whilst also gaining an opportunity to reach new audiences.
- For organisations such as Friends of the Earth, these new audiences provide the benefit of **improving diversity and enabling better integration** with younger people in order to **support a new generation of environmental activism**.
- In some instances, there has been evidence of progress towards **whole-institution change**, for example through pledges to become plastic-free or zero-carbon campuses.



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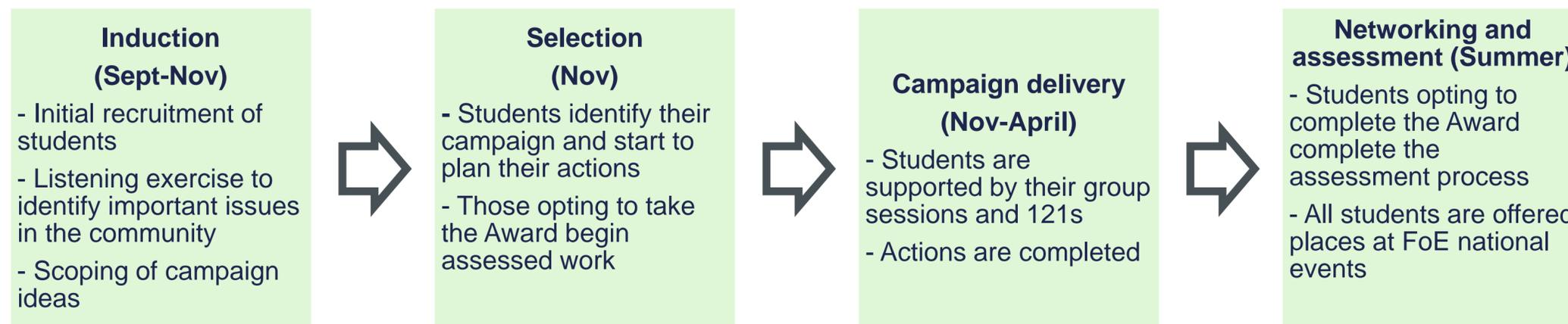
About My World My Home



About My World My Home

My World My Home is a prestigious leadership development programme for young people between the ages of 16 and 24, in association with Friends of the Earth and Students Organising for Sustainability UK.

Over the course of a year, participants innovate, organise and build their skills to lead a local community campaign to effect real, positive, change for the environment, whilst working towards an accredited qualification in community campaigning. All students taking part are supported by a coach who offers a package of face-to-face training sessions, 1:1s, and a bespoke coursebook as they build connections with others to design, deliver and evaluate a local environmental justice campaign. The programme adopts a community organising approach and is delivered throughout the academic year. The approach has been developed from the successful community organising course which Friends of the Earth have delivered to its adult members for a number of years, but now tailored to this younger audience. Participation in the programme can lead to an Award in Community Campaigning (level 3), accredited by OCN London. The qualification awards students 8 UCAS points, and the equivalent financial value for each student completing the course is £6,000. The diagram below shows an outline of the different phases of delivery of the project, once a college has committed to take part.



My World My Home coaches support students to work through four units of activity, designed to support them to deliver their campaign actions, and also to achieve the outcomes required for the assessed Award in Community Campaigning. The table below outlines the outcomes achieved through the participation in each unit.

UNIT	OBJECTIVES	OUTCOMES
1	<ol style="list-style-type: none"> 1. Understand the process of building alliances. 2. Understand how to work in an inclusive manner 3. Be able to plan a campaign project 	This develops students' communication, interpersonal and team working skills. It also assesses their planning skills.
2	<ol style="list-style-type: none"> 1. Understand the concept of power. 2. Be able to map power and choose appropriate strategies and tactics. 	The strategic analysis and understanding of how power works in movements and organisations, including formal structures could be helpful in related employment and future volunteering in campaigning.
3	<ol style="list-style-type: none"> 1. Be able to build alliances in relation to a specific issue or project 2. Be able to work in an inclusive manner 3. Be able to organise activities that engage others in own project campaign 4. Be able to evaluate own actions 	This develops students' leadership and events (including organising activities that engage others) management skills.
4	<ol style="list-style-type: none"> 1. Understand the processes involved in effective negotiating 2. Be able to negotiate effectively 	This develops students' abilities to confidently advocate a position, hold professional meetings with people in positions of power. It also develops students' ability to exchange ideas and perspectives with different audiences through understanding their values and interests, with the aim of reaching a solution.

Through a phased assessment process throughout their participation, students who opted in to the accredited Award demonstrate the following learning outcomes. As well as offering the accredited Award, OCN London also provided students with the requisite levels of participation with a certificate of attendance.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
Be able to build relationships with local groups and campaigners.	<ol style="list-style-type: none"> 1. Select at least two local groups and/or campaigners that you could collaborate with on a local or national project. 2. Describe how these collaborative relationships will help you with your project. 3. Demonstrate own ability to build working relationships with these local groups and campaigners.
Able to organise a project in collaboration with local campaigning groups.	<ol style="list-style-type: none"> 1. Outline a local or national project that can be organised in collaboration with local campaigning groups. 2. Describe how your project will increase the range and diversity of local people who take action on environmental issues. 3. Devise an action plan describing own and others' responsibilities. 4. Deliver your project in collaboration with local campaigning groups.
Reflect on own ability to work collaboratively with others on a joint project.	<ol style="list-style-type: none"> 1. Reflect on what went well and not so well when working collaboratively with others on a joint project. 2. Describe what you might do differently in the future.



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Evaluation approach



Evaluation approach

An array of tools and techniques were developed and used across the different elements of the programme in order to gather data on the outcomes and impacts, outlined in the table below.

AUDIENCE	APPROACH	DATA
Students	Baseline survey	<ul style="list-style-type: none"> • Self-perception of environmental/sustainability awareness and understanding • Self-perception of skills and knowledge • Self-perception of confidence and wellbeing
	Follow-up survey	<ul style="list-style-type: none"> • Self-perception of environmental/sustainability awareness and understanding • Self-perception of skills and knowledge • Self-perception of confidence and wellbeing • Benefits and drawbacks of participation
	Final 121 interview	<ul style="list-style-type: none"> • Motivations for joining MWMH • Good, and less good, experiences of the programme • Perceptions of impact of activity • Connections made • Learning and feelings • Future plans
	6 month follow-up interview	<ul style="list-style-type: none"> • Current activity (e.g. work, study) • Motivations for current activity • How learning from MWMH has influenced current activity • Future plans • Further reflections on MWMH experiences
	Revaluation group	Storytelling approach of their experiences of participating in MWMH, focusing on the value and change generated by the programme

AUDIENCE	APPROACH	DATA
College staff	Interview	<ul style="list-style-type: none"> • Motivations for college involvement • Impact on students in relation to skills and personal development • Impact on students in relation to environment • Wider changes in student population, staff or local community as a result of MWMH activities • Feedback on MWMH delivery
My World My Home Coaches	Revaluation group	Storytelling approach of their experiences of working with students through MWMH, focusing on the value and change generated by the programme



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Findings in detail



Findings in detail: Students

Students are at the heart of My World My Home, with the personalised approach to supporting them to contribute and lead on issues that are important to them, both individually and collectively. This section of the report focuses on the multiple benefits for students generated through participation in the programme after presenting some of the key quantitative achievements.

12 colleges participated in the programme throughout the funding period.

The programme has attracted a diversity of participants, including 49% identifying as BAME.

282 students took part in the programme as 'young organisers'

80 young people achieved the Level 3 Award in Community Campaigning qualification, which demonstrates their learning through assessment and is worth 8 UCAS points.

A further 72 students received an 'Endorsed Certificate' which recognises participation but is not a nationally recognised qualification regulated by Ofqual.

Participants report a 40% increase in knowledge on how sustainability relates to them, and how their actions impact on issues connected to sustainability following participation.

Participants report c.30% increases in belief in their ability to take on voluntary or paid environmental roles following participation.

Participants report 20% increases in confidence levels in relation to talking to members of their communities, including those in leadership positions, about issues that affect them following participation.

The multiple benefits experienced by students as a result of their participation in My World My Home are now described in further detail, according to the following themes:

- knowledge, awareness and action on fundamental issues facing society
- making new connections
- self-confidence, agency and potential
- college life and wellbeing
- space to engage

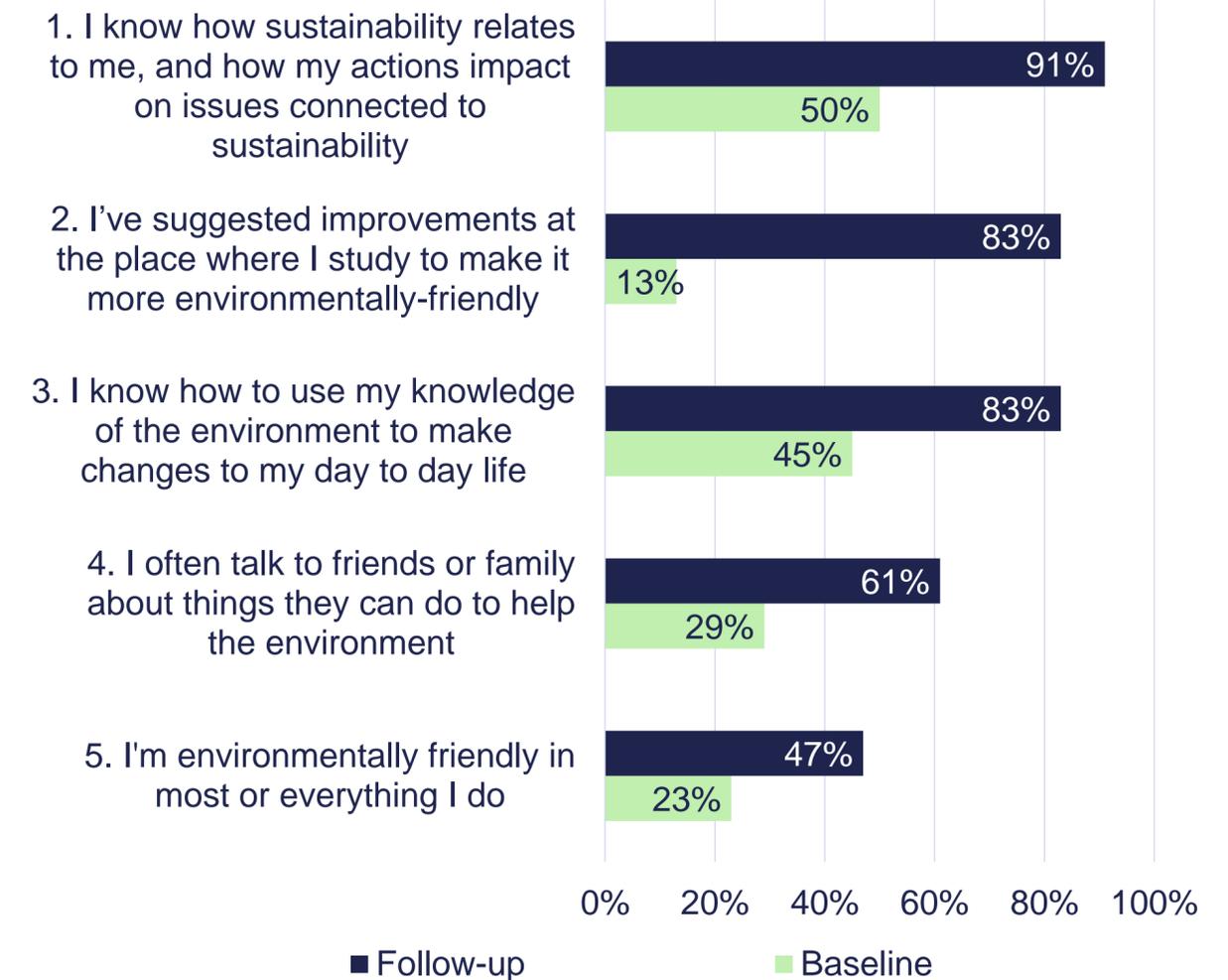
Knowledge, awareness and action on fundamental issues facing society

Through participation in My World My Home, young people have built a knowledge and awareness of fundamental issues facing society – the climate crisis and interconnected environmental harms. For some, this built on an existing foundation, however for others, the project exposed them to new awareness of issues facing the world (and importantly provided an outlet for action alongside this).

“I did not realise how much of a serious crisis the world was in and how much difference we can make just by changing a few things.”
Student, follow-up survey

“I feel like before actually, My World My Home, I like cared about the environment, but I wasn't active and doing anything. And from doing My World My Home, I think I changed my whole lifestyle. Like, I'm not vegan, I'm vegetarian...I like try to buy like only like recyclable foods, I'm in to recycling, I don't really like buy from like 'fast fashion' places, I try and just be conscious of like, where my food's from, like, what I'm buying, and how I can have an impact on the environment, or how I can like help to reduce the impact on the environment. And like in the future, I definitely do want my career to be based in sustainability, whether it be like, I don't know, politically, like maybe I'll go and want to join the Green Party or I would like to kind of go into the future, like designing sustainable cities, or just anything to do sustainability in the future.”
Student, Revaluation group

Survey data collected from participating students at the start and end of their participation also confirms self-reported changes in environmental awareness and behaviour. The survey responses also show respondents encouraging changes in attitudes and behaviours related to the environment among others, such as their peers and also within their place of study.



Survey data: environmental attitudes and behaviour [Statements 1-4: responses shown for 6-8 on a scale of 1-8 where 8 is 'very much like me'. Statement 5: responses for 'environmentally-friendly in most or everything I do']



Other examples of pro-environmental behaviour change reported by students participating in MWMH include:

"I've tried to change as many things as I can such as turning off the lights, not using excessive public or private transport and walking instead and many other aspects."
Student, follow-up survey

"I have become a lot more aware about the environment, I no longer use plastic bottles or packaging and I am an avid recycler at home."
Student, follow-up survey

"I am definitely trying to become a vegetarian after Basecamp and make simple to day-to-day changes to better the environment."
Student, follow-up survey



Making new connections

Commonly fed back by students as being the best thing about MWMH is the opportunity it provides to meet new people amongst their peer group, and in particular people who are developing or building on a shared interest in environmental and social justice. For some, the project was the first opportunity available for them to connect with their peers on these issues.

“On a social side, it introduced me to a lot of new and interesting people on the whole, and during Basecamp. And, you know, not just people, especially in Basecamp, not just people that I got to know. But hearing stories of other people as well, is quite inspiring, especially when they're people from your same perspective, as college students.”
Student, revaluation group

“I really enjoyed the residential and meeting new people from other colleges and organisations. I have talked to people that I never met before and I learnt a lot from them. My confidence has improved a lot and I'm more ambitious to keep going to make a positive change in my community and the whole world.”
Student, follow-up survey

“It made me connect with people who have the same interests as me. I always thought I was the weird one growing up, that loved looking at bugs in the garden but found people with a shared interest in nature.”
Student, 6 month follow-up interview

Developing connections and networks through the project has supported the development of feelings of agency and empowerment, with a sense that acting together is more powerful than acting alone.

“Yeah, it's a lot easier with any project, you'll feel like you could change something with other people. There's a lot of stuff that I think nobody feels like they can do, just them against the world.”
Student, revaluation group

The confidence gained through participation in the project is noted to have helped participants develop new relationships and networks.

“I've learnt that meeting new people is not scary and actually networking with people is good for the future. Networking is really important because you meet people who have similar interests as you and you learn a lot from them.”
Student, follow-up survey



Through campaign activities, students were able to connect with organisations and individuals in positions of leadership, for example councillors and MPs.

"We were given the opportunity and pushed to take action and contact our MPs."

Student, follow-up survey

"But overall, like the project's, it definitely taught me how to like speak to people in power."

Student, follow-up survey

Students participating in the project also noted the benefit of the relationship they developed with the MWMH coaches, as a source of expertise to support them in their campaigning.

"[The best thing about being part of MWMH was] being able to consult someone who has actually got experience in campaigning (the Coach) and working in a team."

Student, follow-up survey

In addition, some participants have been able to develop networks beyond the project as a result of overarching Our Bright Future, Friends of the Earth and SOS-UK activities. Examples include:

- Speaking at a launch event for the National Lottery Community Fund's Climate Action Fund then being asked to sit on the funding panel;
- Four alumni students joined Friends of the Earth's Youth Steering Group;
- Two alumni students travelled to Germany to take part in Young Friends of the Earth Europe's summer gathering with young activists from all over the world;
- Groups of students from across the MWMH colleges have attended SOS-UK's annual Student Sustainability Summit, connecting them with other students and campaigners from across the tertiary education and environment sectors.

Participants have also developed stronger relationships with college staff, which has led to them being nominated for awards, encouraged to stand for student union leadership positions and in one case employed to run NUS's Green Impact Award Scheme.

During college closures due to Covid-19 lockdown measures, students reported that weekly online sessions for My World My Home were one of the few chances they had to make new friends, as regular classes had limited social elements.



Self-confidence, agency and potential

The survey research, completed by participants at the start and end of their participation, was designed to capture a self-assessment of confidence in relation to specific elements of their involvement in the project. Comparing the data shows increases in confidence levels in relation to a number of actions/skills such as team work and leadership, project planning, communication and meeting new people.

Our follow-up surveys, interviews and revaluation group activities have also revealed improvements in general self-confidence and self-esteem levels amongst a number of participants as well as in relation to specific tasks such as public speaking and communicating with people in positions of authority:

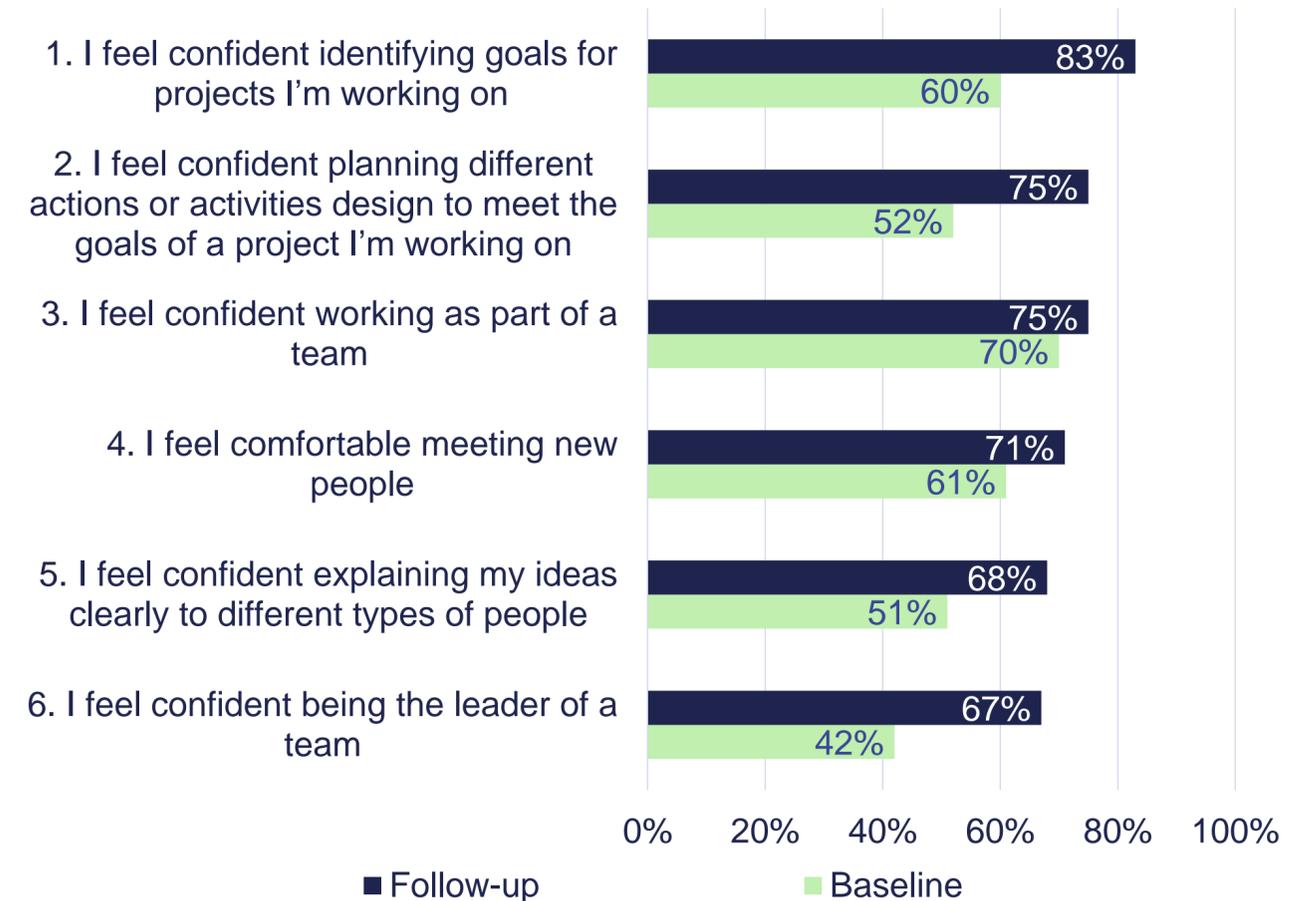
“I think I've become more confident in talking about topics I feel passionate about without worrying about judgement.”
Student survey respondent

“Good at coming up with ideas and sharing them with the group - wasn't as confident before with sharing ideas but now feel can say it.”
Student survey respondent

“I'm more confident in putting my ideas forward.”
Student survey respondent

“I have seen my confidence increase and so has my team members. I have become a more understanding and compassionate person who is more willing to listen to the opinions of others.”
Student survey respondent

Survey data: confidence [Statements 1-6: responses shown for 6-8 on a scale of 1-8 where 8 is 'very much like me']



“And yeah, it was really it was really beneficial for me personally. In the lead up to getting to do the meeting, I was able to improve my, my public speaking skills. Because prior to that, like speaking to people, I don't know, it was really nerve wracking for me. And it also improved my confidence as well. And I'm preparing to speak to the council.”

Student revaluation group

Interviews completed with college staff also highlighted improved confidence in students who participated in MWMH, in settings other than those associated with the project. For example:

“She became more confident and would speak out on, especially when we were in more tutorial situations or anything like public health where there is a social element to it, an inequalities element to it, she would be a bit more vocal about that.”

College staff interview

“I've been really thrilled, I would say, to see some students take this program and run with it to the extent that is actually shaping their lives in many ways. There was one [student] that perhaps, you know, showed a little bit more intimidation and afraid to sort of seize opportunities. But ever since she joined the program, she just seemingly grew so much in that program, to the point that when we invited her recently, to come and talk to other students who were in the program, the feedback from those students that are in the program was that they were inspired by what she did.”

College staff interview

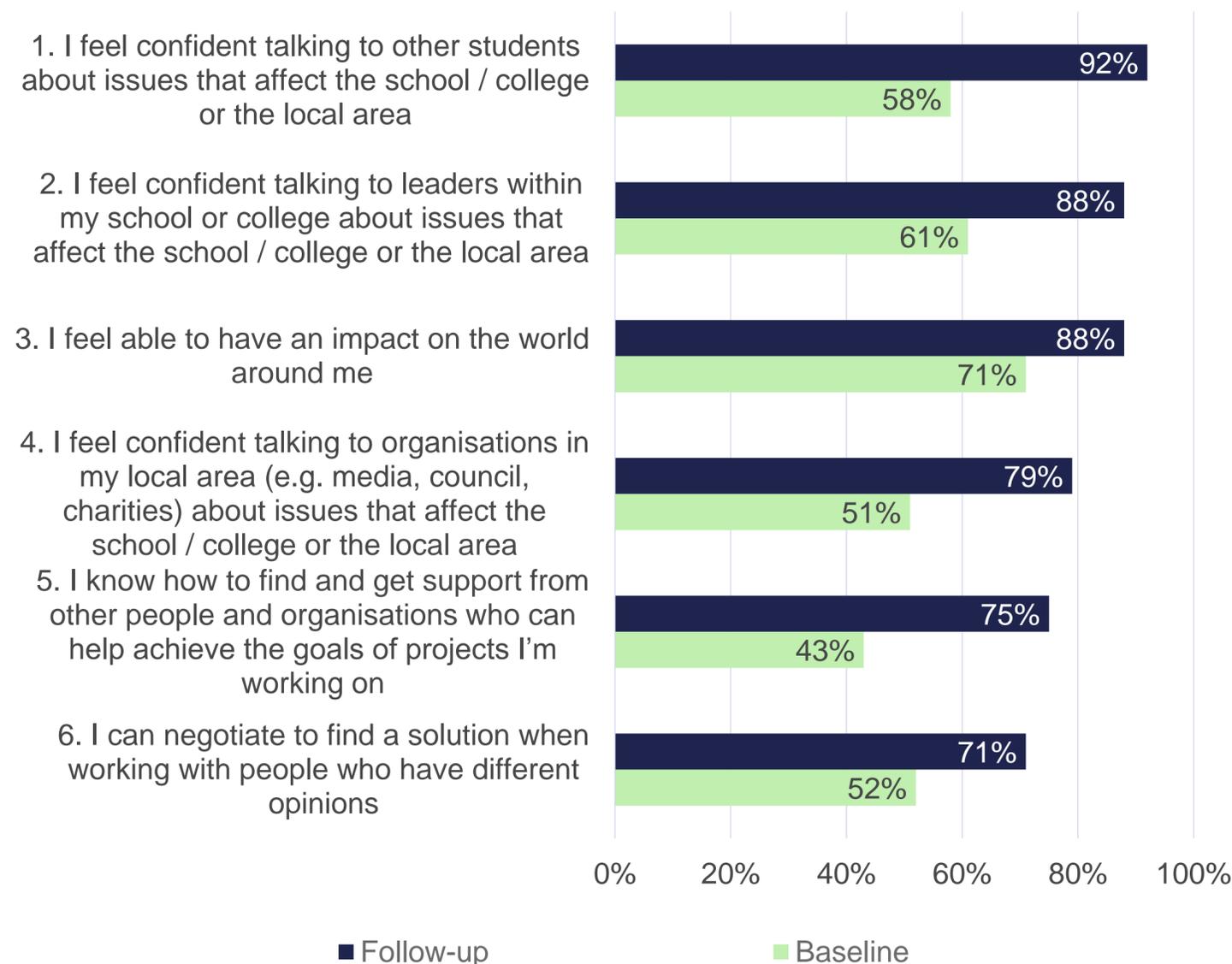
“I think the biggest thing probably has been speaking up, not being afraid to put their hands up because when they sometimes students, they have an idea, but they don't volunteer it because they think or someone's gonna think it's silly, but what they do now is they speak up, they volunteer.”

College staff interview

The changes in confidence amongst participants can also be described as developing the sense of their potential, as young people, and of their ability to lead action to protect the environment alongside the development of a more general sense of leadership in their communities.



Survey data: leadership and agency [Statements 1-4: responses shown for ‘agree’ and ‘strongly agree’. Statements 5-6: responses shown for 6-8 on a scale of 1-8 where 8 is ‘very much like me’]



The qualitative data collected from students through 121s with coaches and evaluation research also shows the association between confidence and self-esteem and the sense of empowerment and feelings of agency as a result of their participation in MWMH. The project tackles common perceptions amongst young people regarding their ability to make a difference.

"[I now] feel like there is something we can all do to make a difference. As a young person wouldn't usually feel like I have a much of a voice on environmental issues, this has shown that I do."
Student, follow-up survey

"People are talking about it [environmental issues] so much more and they feel like especially our age, we just need someone to push us because people do care but it's just they think that their work doesn't matter."
Student, 6 month interview

"I feel like we're able to speak up and like raise awareness up to like, even like talking in a council meeting. It just shows that we know what's happening. And we want to change. I think it's just like brings us out as a person, like it's made me feel like we're responsible, and that we can actually make the difference."
Student, 6 month interview



During interviews securing college staff feedback on the project a common reflection was that the project had enabled students to both find their voice in relation to their environment and community, but also to make it heard, in particular by those in positions of authority.

"Derby as well, I mean, as you probably know in terms of deprivation, it's one of the highest cities, what they get out of feeling they've got an influence, feeling that their voices are heard feeling that they can, they can have an influence on their own environment and their own piece of the world."
College staff interview

"I think that there's a growing culture that 'my voice can be heard'."
College staff interview

"And you couldn't have had two more nervous students who suffer from anxiety more than these two. And they went down and met Mark Drakeford (First Minister of Wales), who sat with them individually I think well over half an hour and listened to their comments. And now you know, you do see them walking around the college like, you know, 'I'm gonna do these things now.'"
College staff interview

"Some of the students who've gone on to do this have then gone on to take leadership roles in college, so then they've been part of the students' union. I would say that was definitely part of their journey of feeling confident enough to put themselves forward to be kind of student leaders."
College staff interview

LEELA'S STORY

17 year old Leela decided to get involved in My World My Home when she heard about plastic pollution in the world's oceans. "*I saw a film about plastic floating in the sea. It was awful.*" she says. "*I'd never heard about it, and didn't realise that something as small as a cotton bud could end up in the ocean if you don't throw it away in the right place.*" After signing up to take part in My World My Home, Leela was part of a student team that designed a community campaign to persuade her college to give out 100 free re-usable water bottles to all student ambassadors. "*I had to make a speech in front of my peers about the dangers of plastic,*" says Leela. "*I didn't want to do it at first as I was really nervous, but most people were shocked and agreed that we needed to do something.*" As a team the My World My Home students then worked with the college catering teams to launch a Plastic Free Friday campaign. One of the highlights of Leela's experience was a trip to meet the Welsh environment minister Hannah Blythyn, where she was able to explain her campaign and ask for advice and support. The meeting took place in a community café in Rhiwbina, which is aiming to become Cardiff's first plastic-free suburb. "*The minister told us that persuading the college to use reusable bottles was a great idea, and that targeting young people is an important way to change things.*"

College life and wellbeing

Whilst not related to specific qualifications or awards, participants have reflected that their involvement in the programme has led to improvements in their wider studies at college (source: follow-up surveys):

"Life in college has improved significantly as independent study has proved to be a contributing factor in getting good grades."

"It's made college much more interesting and made me become closer with my peers."

"My World My Home has helped me to become more confident in class, when completing my assignments, I am more focused and believe that I can achieve it."

"This has had an impact in college - I participate more in groups in classes and make sure my voice is heard in groups and in classes."

The 80 students who achieved the Level 3 Award in Community Campaigning all gained eight UCAS points, which is the equivalent of passing one of their A-levels at a grade higher. Students were able to use include this in their UCAS applications to help them gain acceptance to their university of choice.

Additionally, there is evidence of participation influencing career aspirations in some students, including university subject choice.

"She's got a political interest now, I think last year when I spoke to her about her career aspirations she didn't really know. But this year, she really wants to take science and build that into politics. And politics isn't really something we discussed very much in in our lessons, though, and I presume that has come from My World My Home and because she wants to marry the two things."
College staff interview

ELLIE'S STORY

After starting A Levels at college, Ellie dropped out, experiencing social anxiety as well as a disability. Back in education studying Health and Social Care, Ellie has spearheaded the campaign to address air quality at City of Bristol College.

After doing some digging, Ellie found out that the major contributors to air pollution in UK cities like Bristol are diesel vehicles. As very few staff and students at College Green drive to College, due to restrictions on parking, the College community contribute to this problem far less than other commuters. In response to this Ellie decided to target First Bus, the biggest bus provider in Bristol and her mode of transport to College. First Bus have invested in new hybrid 'Green' buses which switch to electricity when they are near some educational institutions, but do not run near City of Bristol College. Ellie wants a hybrid bus route to her campus and a Clean Air Zone extended to her College. To achieve this, Ellie is building alliances with local students' unions, universities and local activist groups.

This story is special because of the set-backs which Ellie previously faced and the resilience and leadership which she has shown on this programme. She has overcome shyness and social anxiety to lead a campaign despite the College not having a history of student involvement of this kind.

At the start and end of students' participation in My World My Home we tracked wellbeing using a variation of the life satisfaction element of the four questions used by the Office for National Statistics to measure wellbeing at a national level. Survey respondents were asked to respond using a scale of 1-10 where 1 is 'not at all satisfied' and 10 is 'completely satisfied', to two wellbeing related statements. Whilst the measure is unlikely to be a complete reflection of the impact of participation in My World My Home, due to the wide-ranging influences on personal wellbeing, responses do show an increase in reported wellbeing.

Open-ended responses to the follow-up survey reveal the nuanced ways in which the project can be described as contributing to a positive sense of wellbeing through other developments and impacts (such as confidence, empowerment, agency and knowledge) attributed to their participation by students:

"I care less about what other people think about my opinions now, it's freeing."
Student, follow-up survey

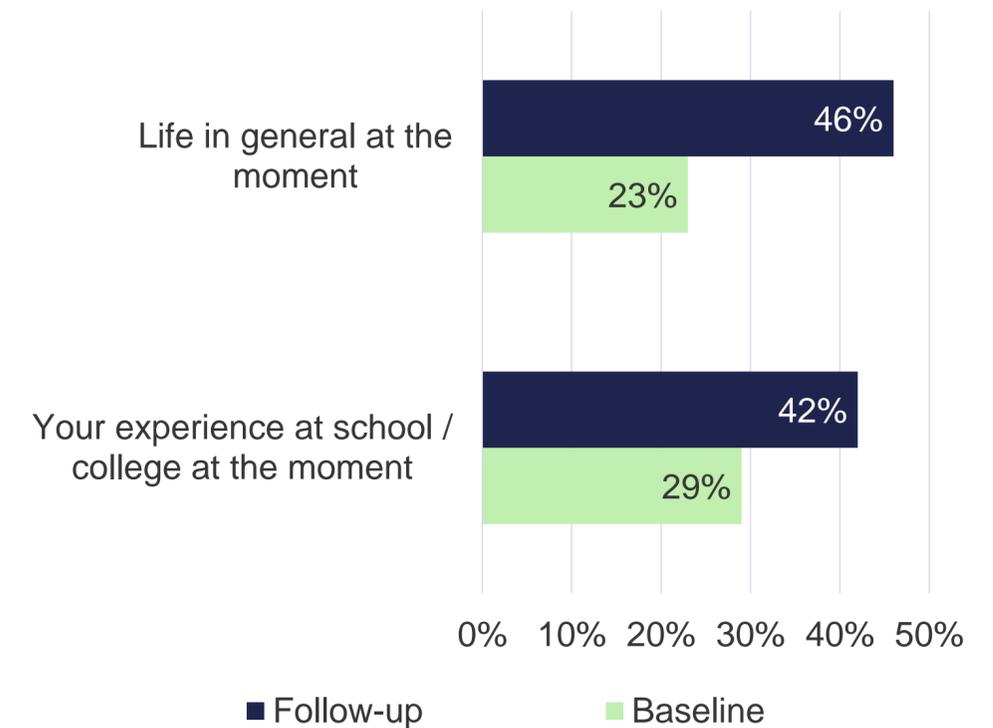
"I actually have interesting things to talk about that actually mean something and people will take me seriously and not think that I am shallow."
Student, follow-up survey

"It is also a good opportunity to find new friends and discover new opportunities such as careers and work experience, college has been far more enjoyable."
Student, follow-up survey

"I did, and just found it really enjoyable, and felt like I was doing something, you know, can be very easy to feel like, all of the world is all garbage. And, you know, I think from time to time, and so being introduced to this helped."
Student, 6-month follow-up

"Yeah, I think like, you know, I needed that, you know, that confidence, and you know, that to go to university. Now, I feel like, you know, this program has actually changed, you know, so I feel like, now I am more me than I was before."
Student, final 121

Survey data: wellbeing [How satisfied do you feel with...? Responses for 8-10 shown where 10 is completely satisfied]



Space to engage

The project also enabled young people to reach people in positions of power and authority, at a variety of levels, from within their college, to those in national positions such as MPs. Being able to access such individuals, coupled with developing the skills to communicate and negotiate through the project has contributed to feelings of empowerment and agency, of having a voice and being heard.

“That's something that's really stuck with me is I know that my voice can be heard by people that you're often made to feel like you can't be heard by. And that is a really important skill to have. Because it feels so often that you're shouting into the void about stuff you're trying to do. And to see a tangible change come from that, especially from people that you're meant to see as these higher figures is an important, important knowledge to have that nobody's really like, immune to being spoken to, and the power of that.”
Student, revaluation group

“And I'm preparing to speak to the council. And I got to learn about the different people in the cabinet and how they can help us and also about the changes that they wanted to implement, to try and make our campaign possible.”
Student, final 121

An important element of the project has been to enable the young people participating to find their voice and understand how to navigate decision-making processes. Participants often reflected that prior to taking part in My World My Home they lacked the understanding and skills required to negotiate for the changes they want to see related to the environment.

“So, for me, like a very random thing that none of us as, like, young people have come across, thinking about how to implement something into the community. And then the step by step process of like, the whole power dynamics and how to like, make negotiations. So, it's really useful in this situation, it could be useful in like, other things in terms of community campaigning, but then it's just also useful in other things like work or anything in my life, I guess. Which I thought was kind of cool.”
Student, revaluation group



"We got a meeting with the actual councillors of Nottingham who run like, you know, the finance and the director for the environment, and there was quite a few very important people in Nottingham, in the meeting... And we just told them ideas about how to deal with the problem in that local area and how we thought that language was a big barrier, and that they should try to maybe contact the local community, local churches and community centres and maybe through those leaders, teach proper waste management and maybe tell them what goes in the right bin or what can they do about bulky waste, because that was a really big problem in the area. They [council members] were very open, because we were so young. And it really in a way they made us feel that they were very proud of what we were doing. And that we took on the initiative to do this. And, and they welcomed us because they were like, normally in the local meetings, board meetings, people come to complain, or you should do this, just like, Oh, this happened. But then they were really like, I remember Rosemary [Mayor of Nottingham] was a bit stunned at the fact that we were coming with the solution rather than just coming to complain about something. So that was really interesting. And they took on board what we were saying and they were asking us very critical questions. And it was really like odd because they were taking this very seriously. I didn't think it would go from here to that really fast!"

Student, revaluation group

"She became more involved in kind of what can we do politically and in action in community projects. So, it was just always incredible. It's been so good. I've really, you know, it's gone way beyond a group of students sitting in a room going oh, let's talk about the environment. Let's talk about this. It's gone way beyond that."

College staff, interview



Findings in detail: Places

Environmental improvements

The colleges and communities in which My World My Home is taking place have also experienced benefits. These include the environmental improvements, stemming from actions achieved by students involved in the project including cleaner air, greener surroundings, less traffic, less waste/litter and more sustainable food. In some cases students have leveraged additional funding to support the completion of these environmental actions.

Over the course of the funding period, despite issues with delivery as a result of the COVID-19 pandemic, a total of 60 environmental improvements were achieved. These local environmental changes can be divided into three categories: college students and people living and working in the local area; college staff; local Government and local companies.

College students and people living and working in the local area

The first stage of the My World My Home programme is a 'listening campaign' which involves finding out what environmental issues are important to fellow students and people in the local community. In this way, students have had hundreds of conversations about the environment with students, local shop owners, people working in the area and local residents through stalls, questionnaires and surveys. Some of these have been very creative, from Coleg y Cymoedd's Christmas themed stall with a Santa sleigh to City and Islington's giant voting booth where students dropped tokens to vote for the issue they wanted the group to tackle. This has raised the profile of environmental issues and encouraged people to consider what they want changed in their area.



After analysing the results of their listening and doing their own research, students then decide what they wanted to change, going on to gather support from their local (college and geographical) community. Again, this meant engagement which often had an environmental behaviour change element. For example, Derby students campaigned on food waste through a smoothie bike maker using wonky fruit and veg. Students engaging with the stall signed the students' petition, but also were encouraged to take action on food waste.

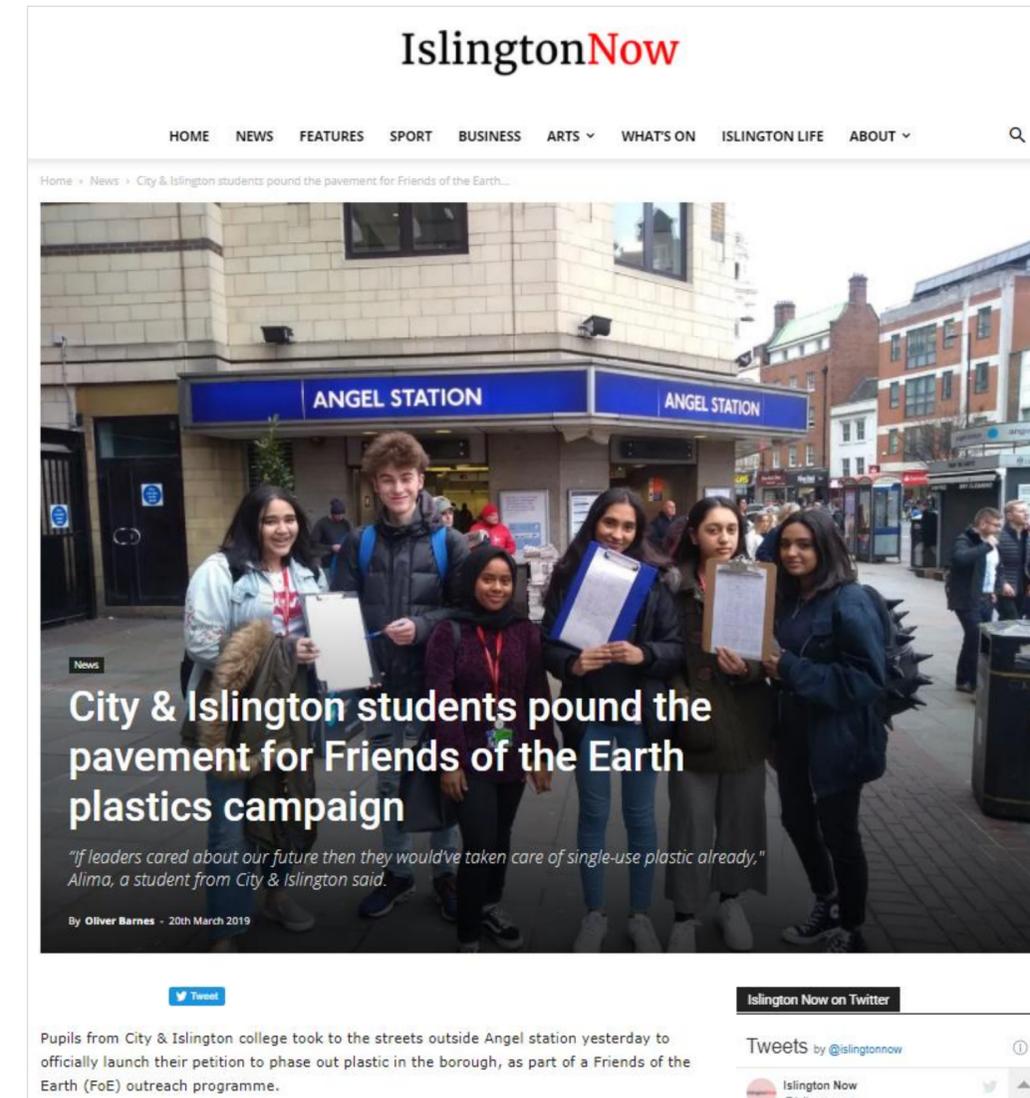
My World My Home students have also involved other students in their campaigns through:

- Presenting at an annual 'Enrichment Showcase' (NewVic);
- Holding an Environmental Fair for 250 students (Coleg Gwent);
- Holding a rally for climate strike days of action (Coleg y Cymoedd and Hackney);
- Holding a litter pick for the local woodland (Cardiff);
- Building a giant Christmas tree made out of plastic bottles (City and Islington);
- Creating TikTok videos on fast fashion (City and Islington) and holding a Fast Fashion Fair with 'swap shop' to exchange clothes (Richmond upon Thames);
- Gathering petition signatures in college and in the local area (City and Islington);
- Holding stalls, many of which involved dressing up as bees or the sun or involving creative artwork (almost all student campaign groups).

Colleges

Some student campaigns have targeted environmental changes in their colleges. Of those campaigns, the following are examples of where environmental improvement have been made:

- Ravensbourne canteen installed a new water fountain to reduce need for plastic bottled water;
- Nottingham students re-planted six previously derelict planters and a wildflower bed;
- Derby and Hackney Colleges and Clarendon campus of Nottingham college swapped plastic cutlery for wooden cutlery;
- Coleg y Cymoedd provided 100 reusable bottles to student ambassadors;
- City and Islington College put recycling bins into every classroom in college. West Nottinghamshire College launched a new student allotment and planted 25 trees on campus.



- Nottingham students won their campaign to set up an Environment Committee made up of students and staff and it has been meeting since 2017. The committee has pushed for plastic reduction, leading to an estimated annual saving of 2.6 million pieces of plastic across all campuses. The committee also ensured all lights in the new campus are motion-sensored meaning that they are saving enough money for two staff members and arranged for the college's 3D printers to only use waste materials;
- Carrying out a feasibility study into installing solar panels at City and Islington college;
- New City College, Hackney, have started a Cycle to Work Scheme for staff.

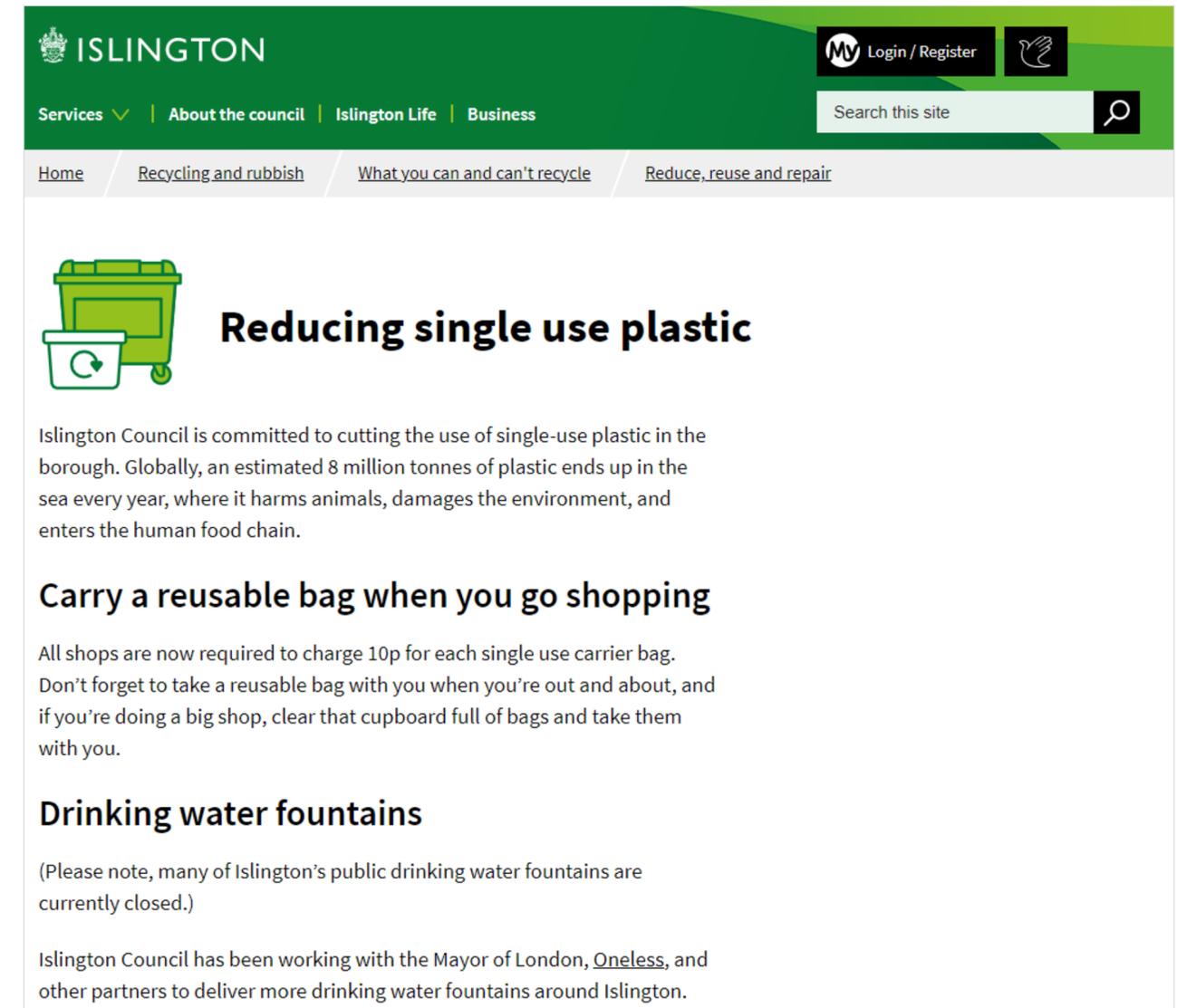
Local government

Changes made by local government bodies as a result of campaigns by MWMH students include:

- Islington Council added a page to their website explaining how you can reduce your own single-use plastic: <https://tinyurl.com/y6a4xnq4>;
- Coleg y Cymoedd students persuaded RCT (Rhondda Cynon Taf) Council to declare a Climate Emergency;
- Nottingham Council organised a 'Nottingham College Takeover' of the City Council's Instagram account 'Nottingham Recycles';
- Cardiff Council tidied up the woodland areas in Llanedeyrn, provided an additional litter bin as requested by the students, and performed a 'deep clean' to clear litter and fly-tipping in areas highlighted by students in their campaign.

Commitments that are in progress at the time of reporting include:

- Actions to reduce air pollution from Newham, Hackney and Tower Hamlets Councils;
- In follow up to RCT's climate emergency declaration they pledged to involve young people in the new carbon reduction strategy.



The screenshot shows the Islington Council website. The header includes the council logo, navigation links for 'Services', 'About the council', 'Islington Life', and 'Business', a search bar, and a 'Login / Register' button. The main content area features a green trash bin icon with a recycling symbol and the title 'Reducing single use plastic'. Below the title, there is a paragraph explaining the council's commitment to reducing single-use plastic, followed by a section titled 'Carry a reusable bag when you go shopping' and another titled 'Drinking water fountains'.

ISLINGTON

Services | About the council | Islington Life | Business

Search this site

Home | Recycling and rubbish | What you can and can't recycle | Reduce, reuse and repair

Reducing single use plastic

Islington Council is committed to cutting the use of single-use plastic in the borough. Globally, an estimated 8 million tonnes of plastic ends up in the sea every year, where it harms animals, damages the environment, and enters the human food chain.

Carry a reusable bag when you go shopping

All shops are now required to charge 10p for each single use carrier bag. Don't forget to take a reusable bag with you when you're out and about, and if you're doing a big shop, clear that cupboard full of bags and take them with you.

Drinking water fountains

(Please note, many of Islington's public drinking water fountains are currently closed.)

Islington Council has been working with the Mayor of London, [Oneless](#), and other partners to deliver more drinking water fountains around Islington.

Incremental to systemic change

The range of actions delivered has seen student comprehension of environmental solutions **transform from more isolated incremental change to broader more systemic change.**

For example, in 2020 the Derby College student campaign group went on a journey from focussing on litter picking from their local river, the River Derwent, to understanding the need to address the river pollution on a systemic level by working with the local council and the Environment Agency.

Similarly, when the student campaign group at Coleg y Cymoedd started analysing the causes of litter locally, the group were quick to pin the blame for inadequate recycling onto apathy amongst their fellow students. After further investigation, they discovered that the recycling information was confusing and often contradictory, with several different types of bin that were not consistent across college. After investigating the problem further by speaking with the Campus Director, they found that there was in fact no recycling contract in place for the campus anyway, so all waste was going to landfill regardless of what bin it was placed in (apart from some paper which was collected from within classrooms). The students won commitment from the Nantgarw Campus Director to advocate for separate waste collection streams when the new waste contract goes for tender. Through the My World My Home process, students were supported to understand the wider actors and considerations involved in encouraging what on the surface looks like a straightforward behaviour.

College staff participating in evaluation interviews also reflected on the impact on the college's organisational attitudes and behaviours, noting that MWMH had provided an impetus for wider action to support the environment within the institution.

"I think, basically it did bring, it provided focus for the college to have to talk more about the environment, and how wide it thought but it definitely provided a focus because it was endorsed by management as well that we could have an environmental thing running through the college."
College staff interview

"For the college, I think it's made a massive impact on the college's sustainability side of... everything. The project worked with our catering and estates team, which got rid of a lot of the single use plastics in the college, and they actually saved 2.6 million pieces of single use plastic that year. So that is some really good work. And I think, but then it started the conversation going everywhere."
College staff interview

CLEAN AIR IN BRISTOL

Students and staff polled at City of Bristol College, identified air pollution as their main environmental concern. The campaign group took part in the national air monitoring project to understand the level of nitrogen dioxide in the air around and outside college and to raise awareness about air pollution and wellbeing as key issues affecting their student body.

The students' research identified diesel vehicles as the main culprit, including the buses which most students use to get to college and decided to support the local Friends of the Earth city wide campaign to put pressure on Bristol City Council to include an ambitious Clean Air Zone. By linking into city wide and national Clean Air campaigns they helped raise the profile of the issue and make it relevant to college students.

Driving change in new places and settings

The students involved have also demonstrated their capacity to influence and **drive change in new settings and places** after completing the project. For example, students have gone on to participate in campaigns and actions in other settings, from new educational institutions as they continue their academic careers to a range of local community environmental campaigns.

Leadership has also been demonstrated in different ways, including students talking about environmental issues to friends and family, bringing others along to events and actions and making changes within paid employment. For example, one alumni student raised the issue of paper waste with his employer, the Marston's pub chain, and as a result of his advocacy made a company-wide policy change on receipts and napkins.

Examples of driving change in new places and settings in more detail are as follows:

Opportunities in education

Students have been elected to voluntary students' union positions within their college as a result of the confidence gained through participation in MWMH. For example:

- students from Richmond upon Thames College have been elected Vice President and Equality and Diversity and Environmental Officer
- students from Nottingham College have been elected Student Union President and Equality and Diversity Officer
- in Wales, six of the students have been student union representatives and have challenged the scope and increased the impact of their role due to their involvement in My World My Home.

Others have taken their involvement in education-based volunteering further, with one alumni of the programme becoming a 'course rep' after starting university, noting that she had used the negotiation skills honed through MWMH to speak to tutors about changes to the course.

Additionally, within the field of student representation, since getting involved in the programme one of the students from Gwent College has been elected onto the Executive Committee for NUS Wales as the FE representative.

Feedback from college staff has also highlighted how students are becoming involved in students' unions and societies following participation in MWMH.

"Some of the students who've gone on to do this have then gone on to take leadership roles in college, so then they've been part of the students' union. I would say that was definitely part of their journey of feeling confident enough to put themselves forward to be kind of student leaders."

College staff interview



Paid employment

Examples of students driving change include opportunities linked to environmental action, for example one alumni student told us that as a result of taking part in My World My Home she was employed by the college to work towards their [Green Impact Award](#).

For others, the outcomes from participation are described as being contributing factors in their ability to secure paid employment. For example, confidence gains have led to students securing work in restaurants and retail or paid freelance social media work.

Continued volunteering

Other students have volunteered after taking part in My World My Home, including continuing with their college campaign and one student got involved in two new campaigns on housing and plastic waste.

Opportunities within Friends of the Earth have also been filled by MWMH alumni, for example a voluntary Media Reps training programme which started in March 2021 has four My World My Home students/alumni as participants.

Career aspirations

Additionally, there is evidence of participation influencing career aspirations in some students, including university subject choice.

"She's got a political interest now, I think last year when I spoke to her about her career aspirations she didn't really know. But this year, she really wants to take science and build that into politics. And politics isn't really something we discussed very much in in our lessons, though, and I presume that has come from My World My Home and because she wants to marry the two things."

College staff interview

Findings in detail: Institutions

College networks and relationships

The development of **stronger networks or relationships within colleges**, for example between students and senior managers, across different departments and between teaching and non-teaching staff: *“The project brings in a different way of relating to each other, which can be beneficial in the college setting.” My World My Home Coach.*

These stronger relationships between students and staff have often resulted in further benefits for students, for example nominations for awards, encouragement to stand for students' union leadership positions and in one case employed by the college to support delivery of an environmental accreditation scheme in college (Green Impact).

As has been highlighted in the section of this report, a key benefit for student participants has been the connections they have made. It's worth highlighting again the opportunities for peer to peer connection the programme has provided, with coaches often finding that despite appearances, students can find colleges difficult places to connect, and that structured enrichment approaches like MWMH have provided the opportunity to meet like-minded people. Often students participating were from the same course, but had not previously spoken to each other before starting MWMH.

New groups and networks

The creation of **new groups and networks** provide a legacy of My World My Home action with colleges, for example the creation of a 'green society' at Nottingham College by students, to enable continued engagement with environmental issues by the project's participants but also engaging with new students.

"Two students, they are actually next year taking and leading the sustainability society at college, because it really involved them. They really enjoyed the My World My Home project. And I think this is kind of their next step because they will be running everything and leading it all."

College staff interview

Alongside specific action on sustainability, feedback from college staff has also highlighted how students are becoming involved in broader action on campus such as students' unions and other societies following participation in MWMH, demonstrating continued leadership and extending the reach of the programme into new areas.

"Some of the students who've gone on to do this have then gone on to take leadership roles in college, so then they've been part of the students' union. I would say that was definitely part of their journey of feeling confident enough to put themselves forward to be kind of student leaders."

College staff interview

"Some of the students that were involved in Friends of the Earth, also became involved with the student magazine. So they then started writing about the environment, writing about what was happening, writing about the Friends of the Earth projects."

College staff interview



Connections across the environmental movement

As well as forming a connection with Friends of the Earth, the actions delivered by students have seen colleges **connect with a range of third sector organisations, within and beyond the environmental movement**. These connections are mutually beneficial with third sector organisations providing support and resources for students and their college, whilst also gaining an opportunity to reach new audiences.

Examples of organisations or individuals from within the environmental movement, or across the third sector that have engaged with the students include:

- Derbyshire Dales Climate Hub
- ACORN Bristol (a community union representing low income people)
- West of England Combined Authority 'Metro Mayor' candidates
- Valleys Kids (a charity for disadvantaged children in South Wales)
- Cardiff Friends of the Earth
- Blaenau Gwent County Borough Council,
- Teach the Future (a student climate education campaign supported by SOS-UK)
- Fossil Free Newham
- Tidy Planet (a food waste organisation)
- Sustainable Hackney
- Tree Musketeers (a volunteer group planting trees in Hackney)
- Groundwork London

"I got to attend events like the 2030 like net zero climate change event and we've got to go to Parliament. I've got to meet Caroline Lucas which is really cool."
Student, revaluation group

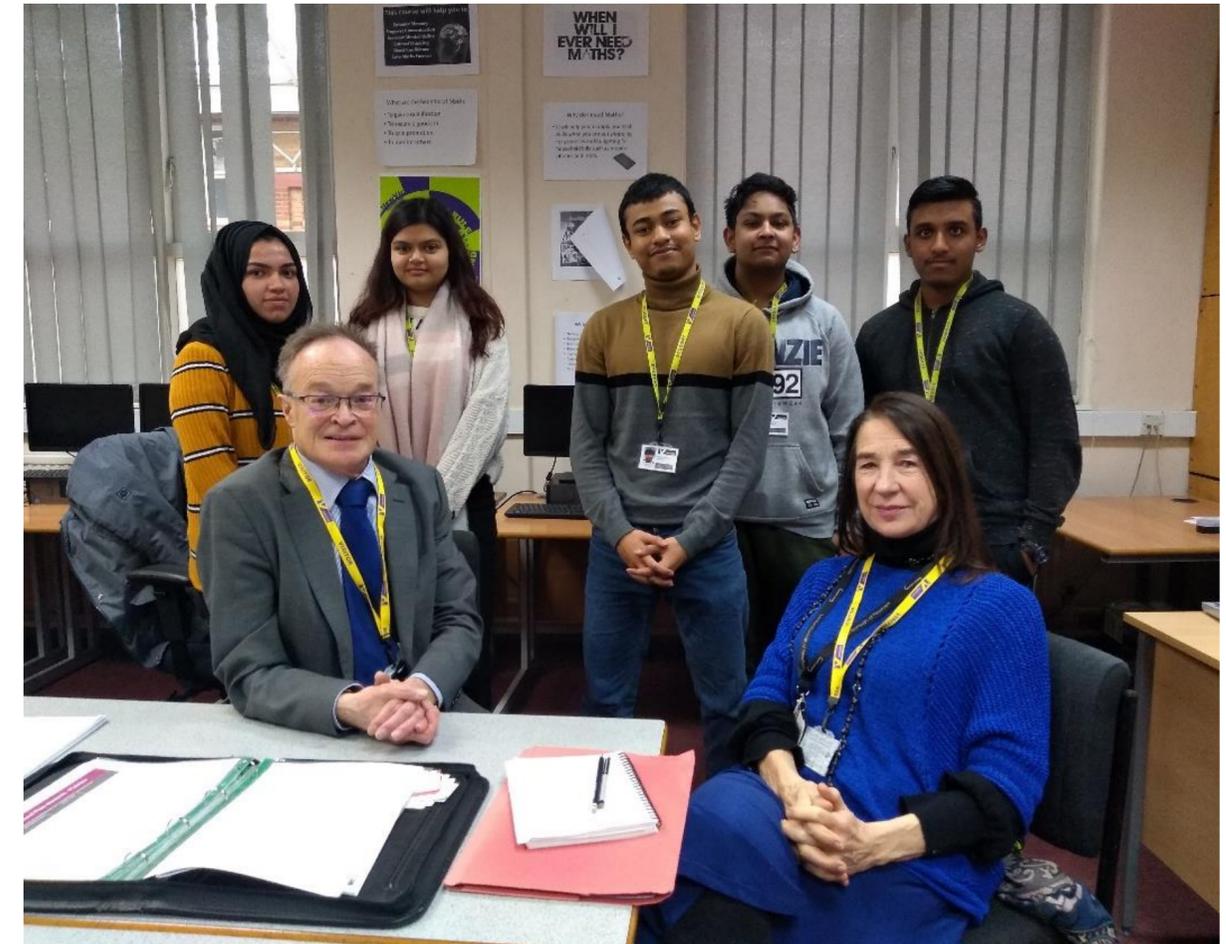


Whole institution change

As mentioned earlier in this report, the presence of My World My Home in the participating colleges has also achieved impact beyond the specific actions driven by students. College staff participating in evaluation interviews reflected on the impact on the college's organisational attitudes and behaviours, noting that MWMH had provided an impetus for wider action to support the environment within the institution.

"I think, basically it did bring, it provided focus for the college to have to talk more about the environment, and how wide it thought but it definitely provided a focus because it was endorsed by management as well that we could have an environmental thing running through the college."
College staff interview

"For the college, I think it's made a massive impact on the college's sustainability side of... everything. The project worked with our catering and estates team, which got rid of a lot of the single use plastics in the college, and they actually saved 2.6 million pieces of single use plastic that year. So that is some really good work. And I think, but then it started the conversation going everywhere."
College staff interview



Diversifying environmental activism

For organisations such as Friends of the Earth, reaching new audiences provides the benefit of improving diversity and enabling better integration with younger people in order to support a new generation of environmental activism.

The programme has attracted a large diversity of students within colleges in part due to the range of locations the colleges are situated in - from central London to ex-mining valleys of South Wales and Nottinghamshire. The intensive, long term and inclusive approach often attracts students who are looking for additional support and the programme has attracted young people with a range of different identities, backgrounds and circumstances which made it more difficult for them to participate in an environmental leadership programme. Examples of these difficulties include:

- A student who was going into the care system whilst participating in the programme
- Students who were between housing or homeless
- Students across the regions have expressed ongoing issues with their mental health including panic attacks, regular sessions with CAHMS, suicidal ideation, anxiety disorders
- Students speaking English as a Second or Additional Language
- Students with caring responsibilities for siblings and other members of their families
- Lack of funds to take part in opportunities
- Paid work commitments
- No access to phone/computer, or home wifi/data
- Difficulties managing time or communication due to stress
- LGBTQ+ students
- Disabled students, including students with learning disabilities

Our groups of young people, particularly in the English regions, are so diverse that their projects and campaigns are almost always working in a mix of racial and religious backgrounds. In total, 49% students identified as Black, Asian or minority ethnic background BAME through the registration form, which is dramatically different to the environment sector as a whole, with a 2018 Policy Exchange report, the [Two Sides of Diversity](#) report finding that environment professionals are the second least diverse profession in the UK with only 0.6% identifying as non-white.



Students also reflected directly on their exposure to a diverse range of people through their participation in the project through 121s and evaluation research activities, often noting it as one of the key benefits of participation for them:

“I have talked to people that I never met before and I learnt a lot from them.”

“Being able to work with different people - meeting people from different organisations.”

“Connecting with people over small things. We (the students) are all very different, where we come from and our interests (culturally and the way we speak) but we connected over the little things – like wanting to make a difference.”

An ongoing reflection within the MWMH team has been the benefit to young people from marginalised backgrounds of meeting people within the sector (for example within Friends of the Earth’s wider staff body) that shared their background, helping them to identify with the sector and feel that they have a place within the movement.

The programme has also triggered reflection and change within Friends of the Earth, with the organisation’s culture moving towards greater integration of young people within policy and advocacy work, and in particular those young people facing significant disadvantage. Whilst a greater focus on putting young people from racialised communities at the heart was emphasised by the Black Lives Matter movement, which came to prominence during the programme, the importance of engaging organisational leaders in the impact of the programme through personally being able to meet and hear from the young people themselves was also found to be key. Examples of how young environmental leaders have now been embedded more centrally within the organisation as a result of developing and delivering My World My Home include the organisation recruiting a young trustee, developing a Youth and Families Team, initiating a Young Friends of the Earth network, employing a Youth Action Coordinator and initiating a youth programme. More youth consultation takes place across the organisation, for example, young people have been consulted on a new Nature campaign and organisational strategy and young people are now a priority audience for Friends of the Earth. The organisation now has a clear objective around youth movement building in the current Business Plan for the first time. These changes are already making significant impacts on young people’s experiences, and vice versa to the organisation as a whole. For example, in 2020, two members of our Young Friends of the Earth Steering Group were part of a panel alongside local group members to recruit the organisation’s new CEOs. The young trustee continues to shape the organisation through the board and My World My Home students have inputted to organisational campaigns and direction at several points through our evaluation research.

The changes triggered partly as result of MWMH have led to Friends of the Earth being recognised as environment-sector leaders in working with young people from racialised communities on environmental campaigning. We have collaborated and advised others on making their work more diverse and inclusive as a result. This work is now a major part of Friends of the Earth’s plans for the future and we look forward to a more diverse and inclusive environmental movement and sector.



Findings in detail: Systems

As highlighted throughout the detailed findings presented so far, the project can also be described as contributing to systemic change, in relation to the environment, but also in relation to the education system the participating colleges and students are part of and similarly in relation to the environmental movement. For example:

- The project provides a space for students to holistically explore what environment means to each participant individually, as well as **engage with and transform their environments**.
- Through participation in My World My Home, participants are supported to be able to **reveal the injustices they face in relation to the environment** (and more broadly), both as a generation and within their communities, but also to take steps to address these experiences, generating a sense of empowerment and confidence that lasts beyond the duration of their participation in the programme.
- This participation is also making important strides towards transforming the environmental movement by **creating a new generation of environmental leaders** operating at a range of levels, from high-profile campaigners to those working more inconspicuously in their communities. This new generation are **improving the diversity and inclusivity** of the organisations involved in delivery but also across the sector as a whole:

“The environmental movement could be so much more, it doesn’t have to be siloed in a white, middle-class, higher education educated box. There is so much more potential, but we need spaces for different people to be in. My World My Home shows this.”

My World My Home Coach





Next steps



We have identified that although some students have gone on to student union positions and further volunteering, mostly students have continued to take action with us through one-off opportunities such as running training, public speaking or media work. We have seen that the mainstream environmental movement hasn't traditionally been set up by or for people from marginalised backgrounds, and wider change is required alongside empowering young people from these backgrounds for them to fully participate in the wider movement.

Therefore, we identified the need for a more structured follow-on programme to enable alumni to take their next environmental campaigning steps. We have secured grant funding for such a programme and started the programme during summer 2021. Climate.Youth.Society, is a youth campaign mentoring programme designed for young people who identify as a racialised identity, disabled or working class. The programme supports a pool of around 20 young people through 6 months mentoring with an established justice activist as their mentor, followed by 6 months support to lead their own environmental campaigns.

This learning can be seen as a reflection of the levels of marginalisation present amongst the young people the project has engaged, and our strategic decision to focus on improving inclusivity and providing access to this broader range of students that do not necessarily begin their involvement ready to take on high profile leadership roles. MWMH has provided transformational experiences to students involved, but many require further support, beyond the framework of the project, to step into the kinds of opportunities we commonly see as demonstrating environmental leadership.

Additionally, in the 2021-2022 academic year three variations of the programme are being piloted:

- Developing a version of the programme in Northern Ireland, adapted and evolved based on advice from consultants with experience of the specific context in Northern Ireland colleges.
- Working with students with learning disabilities in Special Educational Needs and Disability (SEND) or Additional Learning Needs (ALN) departments. We are working with two classes, one in Wales and the other in England to build on previous experience working with a few disabled students to develop the programme to be as inclusive to young people with learning disabilities as possible.
- Supporting college staff to run the programme themselves, with remote training and support from MWMH Campaign Coaches. This allows the programme to be offered to young people in locations where no MWMH staff are based and also develop links between college staff with Friends of the Earth local networks.



For information about My World My Home, contact laura.mcfarlane-shopes@foe.org.uk or visit

<https://friendsoftheearth.uk/about-us/my-world-my-home-creating-environmental-leaders-tomorrow>