

# **EU-MED CLIMATE**

## **An Innovative Laboratory for Climate Change Knowledge in the Mediterranean: A Summer School Experience**



**Deliverable 1.9 Volume about the Project activities**

**University of Rome ROMA TRE**

**CNR-ISMed**

**This Project has received funding from European Union under the Grant Agreement n.  
101048131**

## Introduction

Today, the Mediterranean region is experiencing significant anthropogenic environmental changes that threaten the future environmental and socio-economic sustainability, with severe consequences for human security. The main drivers of these changes include population growth, the impact of climate change, pollution, biodiversity loss, and unsustainable practices in the use of marine and terrestrial ecosystems. In this context, significant efforts are required to mitigate the driving factors of change, adapt to irreversible transformations, and enhance the resilience of socio-ecological systems.

New opportunities arise from the *EU's New Mediterranean Agenda*, which identifies a range of actions across five key policy areas: human development, good governance, and the rule of law; strengthening resilience, building prosperity, and embracing digital transition; peace and security; migration and mobility; and green transition: climate resilience, energy, and environment. The agenda aims to transform common challenges into opportunities within a framework of mutual interest.

In line with the strategic priorities outlined in the EU's New Mediterranean Agenda and consistent with EU climate action and the implementation of the UN 2030 Agenda for Sustainable Development, Roma Tre University (PhD Program in Philosophy Roma Tre/Tor Vergata; Master's in Environmental Studies and Territory – Environmental Humanities), in collaboration with the Institute for Mediterranean Studies of the National Research Council (CNR-ISMed), developed a comprehensive training project addressing environmental and climate challenges. This initiative led to the creation of the *EU-MED CLIMATE Summer School* in three editions.

This project represented a critical step in tackling the unique and pressing challenges faced by the Mediterranean region. By offering interdisciplinary approaches, the Summer School provided students with the opportunity to deepen their understanding of climate change impacts on both the natural environment and the socio-economic landscape. Moreover, it fostered the development of practical solutions that address the region's vulnerabilities, helping to shape future leaders equipped to drive positive change.

Through the collaborative efforts of experts from various fields, this Summer School served not only as a learning platform but also as an incubator for innovative ideas and actions aimed at building climate resilience and promoting sustainability across the Mediterranean.

By blending theory with practical applications, it prepared participants to engage in climate-related research and policy, while also encouraging active participation in the region's green transition.

In particular, the Summer School was designed as a laboratory for experimenting with innovative teaching and learning models that contribute to advancing systemic knowledge on the issues and challenges that Mediterranean countries must face in the 21st century, as well as the opportunities provided by the New Mediterranean Agenda to strengthen cooperation between Europe and the Southern and Eastern Mediterranean countries.

To achieve these objectives, the Summer School aimed to:

1. Combine theoretical and practical knowledge, offering a variety of learning activities such as lectures, workshops, and case study analyses, ensuring a comprehensive understanding of the multifaceted challenges facing the Mediterranean.
2. Develop a constructivist learning approach, encouraging active student participation in the knowledge creation process through interactive seminars, thematic dialogue tables, and collaborative problem-solving sessions. This promoted deeper engagement and enhances critical thinking.
3. Reimagine disciplinary boundaries, involving not only academics, researchers, and scholars from various disciplines but also non-academic actors, including policymakers, environmental practitioners, and community leaders. This approach fostered cross-sectoral dialogue and enhanced the relevance of learning for real-world application.
4. Strengthen the relationship between art and science, by incorporating artists into the program and utilizing various forms of art as tools to make the learning process more effective, engaging, and creative. The integration of art into the scientific discourse facilitated a deeper understanding of environmental issues and promoted alternative, innovative solutions that resonate with diverse audiences.

By fostering an interdisciplinary, cross-cultural, and collaborative environment, the Summer School aimed at empowering participants to engage with climate and environmental challenges in a holistic way, preparing them to become leaders and change-makers in the Mediterranean region's green transition. This unique approach ensured that students were not only equipped with the scientific knowledge and practical skills needed to

address climate change but also inspired by creative, forward-thinking solutions that can drive positive change.

The ultimate goal of this training course was to provide a crucial integration to the current academic programs offered by Roma Tre University, with the aim of fostering the creation of future-oriented academic curricula and enriching the skills of a new generation of 'Mediterranean specialists' in the fields of culture, arts, education, science, and policy. This initiative equipped them with the knowledge and tools necessary to envision a sustainable and just future for the region, in alignment with the central vision of the New Mediterranean Strategy for Sustainable Development (MSSD).

By complementing existing academic offerings, the course aspired to create a dynamic educational framework that addressed the urgent challenges of the Mediterranean in the 21st century. It enabled participants to develop the critical thinking and problem-solving abilities required to tackle complex, interconnected issues such as climate change, biodiversity loss, social inequality, and geopolitical tensions. Through this, the program aimed to shape professionals who could bridge the gap between diverse disciplines and foster collaborative efforts that led to tangible solutions for sustainable development across the Mediterranean.

The training not only provided students with the technical expertise and interdisciplinary understanding necessary for addressing environmental and socio-economic challenges, but it also encouraged a forward-thinking, holistic perspective that combined academic knowledge with practical action. In doing so, the course contributed to the formation of well-rounded professionals capable of leading initiatives that drive long-term positive change in the Mediterranean region, while promoting global cooperation in the pursuit of sustainability and social justice.

The Summer School was open to graduate and postgraduate students in the fields of Social and Human Sciences who wished to gain a comprehensive understanding of the key issues facing the Mediterranean region, while recognizing the value of an interdisciplinary perspective. The program attracted those eager to deepen their knowledge of the complex social, environmental, and cultural dynamics of the Mediterranean, offering a unique opportunity to explore these challenges through a multifaceted, collaborative lens.

Candidates for the Summer School included doctoral students, individuals holding at least a bachelor's degree, and students regularly enrolled in master's degree programs in the fields of Social and Human Sciences. These participants came from diverse academic

backgrounds, united by their shared commitment to understanding the region's pressing issues and the interconnectedness of its social, political, and environmental factors.

The selection process sought individuals who demonstrated both academic rigor and a genuine interest in exploring the Mediterranean's challenges from an interdisciplinary standpoint. Through this approach, the Summer School provided a platform for emerging scholars to engage with experts from multiple fields, fostering an environment of knowledge exchange and collaborative learning. Ultimately, the program aimed to equip participants with the tools and insights necessary to address the complex and urgent challenges facing the Mediterranean, preparing them to become leaders in their respective fields while promoting a deeper, more holistic understanding of the region's diverse realities.

The course aimed to:

1. Encourage students to adopt a holistic perspective and systemic thinking, while maintaining the scientific rigor inherent to their individual disciplines. It sought to foster an understanding that challenges students to view complex issues from multiple angles, integrating insights from various fields of study. By blending the analytical precision of traditional disciplines with a broader, more interconnected approach, the course aimed to cultivate a mindset that is both interdisciplinary and scientifically grounded.
2. Stimulate critical thinking and unlock students' creative potential by combining various modes of knowing—preconscious, intuitive, and rational. The course encouraged students to explore the full spectrum of cognitive processes, integrating the power of the arts alongside the traditional methods of science. This approach not only enhanced their understanding of the Mediterranean's multifaceted challenges but also empowered them to engage with complex issues from new and innovative perspectives. By introducing artistic methods into scientific inquiry, the course aimed to deepen students' comprehension of topics that are often addressed solely through scientific knowledge, thus enriching their capacity to think critically and creatively about the region's future.

Ultimately, the course aimed to bridge the gap between different forms of knowledge and to equip participants with the intellectual flexibility needed to confront the increasingly interconnected global challenges that the Mediterranean region faces. It emphasized the

importance of both analytical thinking and creative exploration in developing well-rounded solutions to pressing environmental, social, and cultural issues.

## **1. The Mediterranean at Risk: A Climate Change Hotspot**

The Mediterranean region is facing a critical and rapidly escalating set of environmental challenges, with climate change at the forefront. Over the past few decades, the region has experienced warming at a pace that outstrips the global average. This accelerated warming has led to significant shifts in environmental conditions, notably changes in temperature and rainfall patterns, the increasing frequency of extreme weather events, and rising sea levels. These changes are already having profound effects on ecosystems, economies, and human societies (MedECC, 2020).

One of the most pressing concerns in the Mediterranean is the growing water scarcity caused by decreasing precipitation and higher temperatures. The region, which has long relied on its water resources for agriculture, industry, and daily life, is seeing a reduction in freshwater availability. This scarcity threatens food security, particularly for communities that depend on agriculture. Crop yields are declining due to unpredictable weather patterns, which include periods of drought followed by intense storms, and this disruption to farming practices is undermining the stability of local economies. Additionally, the livelihoods of millions of people who rely on the agricultural sector for employment are increasingly at risk (MedECC, 2020).

The rising temperatures are also contributing to a range of health problems, from heat-related illnesses to the spread of vector-borne diseases. The changing climate has expanded the range of mosquitoes and other disease-carrying organisms, increasing the incidence of illnesses such as malaria and dengue fever. Vulnerable populations, including the elderly and those with pre-existing health conditions, are particularly at risk from extreme heat events, which are becoming more frequent. As health systems in many Mediterranean countries are already under pressure, the added burden of climate-induced health issues is creating additional challenges (MedECC, 2020).

In addition to the direct environmental and health impacts, the Mediterranean's coastal areas are facing a growing threat from rising sea levels and coastal erosion. The region's extensive coastal infrastructure, including tourist resorts, ports, and cities, is highly vulnerable to flooding and damage caused by rising seas and more frequent storm surges. Low-lying coastal areas, which are home to a large portion of the region's population, are at

particular risk. These environmental stresses on coastal areas are also having socio-economic consequences, as tourism – a major economic driver in many Mediterranean countries – is threatened by the impacts of climate change on the region's natural beauty and coastal infrastructure (MedECC, 2020).

Furthermore, the changes to ecosystems and biodiversity in the Mediterranean are of growing concern. The region is home to a unique array of species, many of which are already under pressure from human activities such as overfishing, habitat destruction, and pollution. Climate change is exacerbating these challenges by altering migration patterns and habitats, threatening the survival of some species while allowing others to expand their range. Marine ecosystems are especially vulnerable, with rising ocean temperatures and ocean acidification putting marine life under significant stress. Coral reefs, which are vital for marine biodiversity, are increasingly at risk of bleaching and collapse due to the warming waters (MedECC, 2020).

The socio-economic consequences of these environmental changes are also far-reaching. Economic sectors such as agriculture, fisheries, and tourism, which have traditionally been pillars of the Mediterranean economy, are becoming less viable due to changing weather patterns, resource scarcity, and the degradation of natural ecosystems. The region's economies are already feeling the strain, and without significant adaptation efforts, the losses could deepen, resulting in further instability and hardship (MedECC, 2020).

In addition to these challenges, the Mediterranean is also experiencing increased migration, both within the region and from outside it. Environmental degradation and resource scarcity are driving many people to seek better living conditions, either by moving within their own countries or by migrating to other parts of Europe (MedECC, 2020). This displacement is contributing to social tensions and placing additional pressure on already strained infrastructure and resources.

Looking ahead, the situation in the Mediterranean is expected to continue to worsen unless urgent and sustained action is taken. The region is likely to face even higher temperatures, more frequent and intense extreme weather events, and further degradation of its ecosystems. Without effective mitigation strategies and climate adaptation plans, the environmental, social, and economic challenges facing the Mediterranean will only intensify, leading to a cascade of negative impacts for both human populations and the natural world (MedECC, 2020).

To address these challenges, policymakers must act quickly and decisively. Reducing greenhouse gas emissions is critical to mitigating further climate impacts, and immediate steps must be taken to transition to renewable energy sources, improve energy efficiency, and promote sustainable practices across all sectors of society. Equally important is the need for adaptation strategies that focus on building resilience in communities and ecosystems. These strategies should include improving water management, protecting biodiversity, and strengthening infrastructure to cope with the impacts of climate change. Efforts to adapt must also be linked to broader sustainability goals, including social justice and economic equity, to ensure that the most vulnerable populations are not left behind.

Public awareness and education will also be essential in fostering a sense of urgency and empowering individuals and communities to take action. Efforts to raise awareness about the impacts of climate change and the steps that can be taken to mitigate its effects should be prioritized at all levels of society, from schools and universities to local governments and businesses.

In conclusion, the Mediterranean is at a critical crossroads. The region's unique environmental, social, and economic systems are under severe stress from the accelerating impacts of climate change. If immediate action is not taken to address these challenges, the consequences will be dire. However, with concerted effort, collaboration, and innovation, the Mediterranean can still transform these challenges into opportunities for a more sustainable, resilient, and equitable future. The need for global cooperation, informed by science and guided by a commitment to long-term sustainability, has never been more urgent.

## **2. The Growing Challenge of Climate Change and the Need for Holistic Education**

Today, it is undeniable that climate change stands as one of the most significant and pressing threats to our planet, fundamentally compromising both our development and our collective well-being. Its far-reaching effects have already begun to reshape ecosystems, economies, and societies in ways that were once inconceivable. From intensifying natural disasters to rising sea levels and extreme weather patterns, the consequences of climate change touch every corner of the globe. Yet, despite its enormity, it has become increasingly clear that traditional educational systems are not fully equipped to address the breadth and urgency of this global crisis. Many universities, entrenched in rigid academic silos, have yet to fully integrate climate change into their curricula, leaving students to navigate a world rife with information that is often incomplete, fragmented, or misleading.



The proliferation of social networks and online information has only compounded the problem. While the internet offers vast quantities of data on climate change, it also fosters the rapid spread of misinformation and scepticism, particularly when it comes to the scientific consensus on the issue (Treen et al., 2020). In this digital landscape, where anyone can publish their views regardless of scientific accuracy, students often find themselves caught in a maze of contradictory opinions, which only deepens confusion and erodes trust in authoritative sources. This climate of uncertainty poses a formidable challenge to those who wish to engage meaningfully with the subject of climate change.

To address this growing crisis, we must recognize that climate change education involves much more than simply understanding the mechanics of the phenomenon. It requires students to comprehend the risks, uncertainties, and multifaceted impacts of climate change on both human societies and natural systems. As Stevenson et al. (2017) emphasize, the intricate nature of climate change compels a learning experience that goes beyond the physical sciences and includes the socioeconomic dimensions of the problem. Educating students about the consequences of climate change involves exploring the complex relationships between the environment, politics, economy, and human behaviour, as well as understanding how climate change disproportionately affects vulnerable communities. Furthermore, teaching climate change must encompass mitigation strategies, adaptation techniques, disaster management, and social justice, offering students the tools to not only comprehend the problem but also to find solutions that are both scientifically sound and ethically grounded.

One of the most pressing issues within formal education today is the deep segmentation of knowledge into isolated disciplines. While this division has traditionally helped shape academic inquiry, it is increasingly inadequate when confronting the urgent, interconnected challenges posed by climate change. As many have pointed out, climate change is inherently transdisciplinary—it requires insights from fields as varied as environmental science, sociology, political science, economics, and engineering. A holistic, multidisciplinary approach is essential to help students understand the complexity of the problem and how different factors, from global economic systems to local cultural practices, can exacerbate or mitigate the impacts of climate change. Unfortunately, the educational system's slow pace in adapting to this need means that many students graduate with a narrow understanding of the global climate crisis, leaving them ill-equipped to think creatively and critically about possible solutions.

As McCowan and McCowan (2023) argue, to effectively tackle issues like climate change, transdisciplinary approaches that transcend traditional university structures are needed. Universities must rethink their curricula to move beyond siloed disciplines and offer programs that embrace holistic, systemic thinking. Given the urgency of the climate crisis, we cannot afford to wait for institutional reforms to unfold over decades. Sustainable development requires immediate action, and an academic system that is too rigid to adapt quickly to new challenges will only exacerbate the problem. To successfully incorporate climate change into academic programs, universities must create engaging, dynamic courses that captivate and inspire students from various fields—whether they come from the sciences, the humanities, or the arts.

Furthermore, like any other area of study, climate change education must be approached from multiple perspectives: ontologically, epistemologically, and axiologically. Ontology seeks to define the conditions that shape the existence and nature of things, while epistemology helps us understand the procedures by which valid knowledge is generated. Finally, axiology focuses on instilling the values of responsible learning and action into our daily lives (Biesta, 2015). In the case of climate change, these three dimensions are essential to ensure that students not only acquire factual knowledge but also develop a profound reflection on their role in addressing this global challenge. The process of learning about climate change must thus lead to a deeper understanding of being, knowledge, and values, which will, in turn, foster a sense of personal responsibility and drive the behavioural changes necessary to confront the crisis.

Ultimately, the goal of climate change education should be to engage students at a personal level, ensuring that they see the relevance of the subject to their own lives and communities. The educational experience should be immersive, encouraging students to reflect on their own beliefs, experiences, and cultural contexts in relation to climate change. As Enke and Budke (2023) and Munguia et al. (2023) suggest, individuals' understanding of the climate crisis is often influenced by their sociocultural background, political affiliations, and values. Therefore, a shift in both attitudes and behaviours—from understanding the risks to taking concrete actions—is crucial in moving toward a more sustainable future.

As we look to the future of climate change education, it is imperative for universities to adopt innovative educational programs that address the topic comprehensively and engagingly. The current generation of students, who are increasingly accustomed to interactive, technology-driven learning, requires programs that incorporate digital tools and creative methodologies to keep them engaged and motivated. Traditional, lecture-based

approaches risk alienating students, making it essential to incorporate new techniques that emphasize active learning and collaborative problem-solving. By integrating digital platforms, hands-on projects, and interactive tools, universities can capture the interest of students from diverse fields, inspiring them to take an active role in climate action.

Ultimately, the future of climate change education lies in the proactive, inclusive, and transformative approaches that universities take to address the urgent challenges of our time. By equipping students with the knowledge, skills, and motivation to actively contribute to sustainable solutions, we can ensure that the next generation of leaders is not only well-informed but also prepared to make a meaningful difference in the fight against climate change.

### **3. The EU-CLIMATE Summer School: An Innovative Learning Model**

The Mediterranean region, home to diverse ecosystems and a rich cultural heritage, faces one of the most urgent global challenges of our time—climate change.

In response, our Summer School has emerged as an innovative laboratory, designed to provide participants with a holistic understanding of climate change, combining interdisciplinary theoretical lessons with a practical photovoice workshop. This distinctive combination of learning methods enabled students to deeply engage with both the environmental and human dimensions of climate change in the Mediterranean, while also highlighting the critical need for implementing effective mitigation and adaptation strategies.

#### **3.1 The Interdisciplinary Theoretical Framework**

The interdisciplinary lessons offered throughout the Summer School provided a thorough and well-rounded exploration of the environmental, social, economic, and geopolitical dimensions of climate change. Drawing on the expertise of professionals from a wide range of disciplines—ranging from the natural sciences to the social and human sciences—students were guided in how to analyse climate change from multiple, interconnected perspectives. This comprehensive approach underscored the intricate relationships between natural ecosystems and human societies, highlighting the importance of understanding climate change as a complex, multifaceted challenge that goes far beyond the confines of individual academic fields.

To fully grasp the local and global consequences of climate change, students learned that expertise in environmental science alone is insufficient. The issue requires an understanding of socio-political systems, economic structures, and cultural values—each of which plays a pivotal role in shaping both our collective and individual responses to environmental challenges. By integrating these perspectives, the Summer School emphasized how climate change is not just an environmental crisis but a deeply interwoven issue with profound social, economic, and cultural implications.

In the context of the Mediterranean, where rising temperatures, extreme weather events, and disruptions to ecosystems are already having significant impacts on local communities and economies, this transdisciplinary approach to education becomes particularly crucial. The Summer School aimed to equip students with the knowledge, skills, and tools needed to not only comprehend the ongoing effects of climate change in the region but also to take proactive steps toward developing and implementing sustainable, adaptive solutions.

### **3.2 The Photovoice Approach: A Practical Framework**

Photovoice is a participatory research method that empowers individuals to document and reflect on the strengths and challenges within their communities, encouraging dialogue and knowledge sharing on significant issues. By using photography as a tool for expression, it enables participants to capture and communicate their perspectives in ways that can be both personal and impactful. Through group discussions, photovoice fosters collective reflection, enhancing understanding of critical matters and facilitating a deeper connection with the subject at hand.

While traditionally applied in the field of public health, the use of photovoice has expanded into new areas, particularly in emergency management and climate change contexts. In these fields, photovoice provides a unique opportunity for individuals to visually document the environmental challenges and impacts their communities face, offering valuable insights into local experiences of climate change. The method not only amplifies community voices but also serves as a powerful tool for raising awareness, building understanding, and informing policymaking. By allowing communities to visually narrate their stories, photovoice becomes an effective mechanism for advocating for change, helping decision-makers understand the human and environmental dimensions of climate challenges.

By combining theoretical knowledge with the practical skills gained through photovoice, students were empowered to express their understanding of climate change visually and advocate for the necessary behavioural changes within their communities. In the photovoice workshop, participants learned powerful techniques to capture and communicate their perspectives on climate change through photography. This method encouraged them to document the local effects of climate change, highlight areas of concern, and raise awareness through visual storytelling.

### **3.3 The Peer-to-Peer Learning Approach**

The inclusion of peer-to-peer learning was also a cornerstone of this educational experience. Students were not only taught the technical aspects of photography but also engaged in a peer-to-peer learning environment, where they shared insights, provided feedback, and collectively analysed their works. This collaborative process fostered a deeper connection to the subject matter and ensured that each student had an active role in shaping the narrative around climate change in their communities. In an environment where students were not simply recipients of knowledge but active contributors, this method allowed for the exchange of ideas, collective problem-solving, and shared learning. By fostering a supportive, collaborative space, the Summer School helped students build a sense of ownership over their learning journey, as well as a sense of community with fellow participants from diverse backgrounds.

Furthermore, the Summer School's design emphasized the importance of personal engagement and authentic learning. By empowering students to reflect on their own beliefs, values, and experiences with climate change, we ensured that the educational process was not only informative but also transformative. Students were encouraged to question how their own lives intersect with climate change and to identify ways they could contribute to mitigating its effects, both locally and globally.

### **3.4 The Nexus Between Science and Art in Learning**

The arts and the humanities have a vital role to play in fostering deeper engagement with climate change, particularly within universities, where they can provide students with new perspectives and approaches. Humanities courses at universities offer spaces for critical thinking, integrative learning, and reflective discussions, which are essential for

addressing complex issues like climate change. The arts, including visual art, theater, and music, offer creative environments where students can experiment, imagine, and explore different perspectives on the challenges of our time.

Art, in particular, has the power to engage emotions, fostering hope, responsibility, empathy, and solidarity. By incorporating arts-based methods into climate change education, universities can expand students' imaginations and empower them to co-create new scenarios for transformative change. Creative practices allow for a reimagining of the future, offering new visions of what a sustainable world might look like.

The potential of art to influence and transform society, as well as its ability to inspire agency and cultivate a sense of responsibility, has long been recognized. Aesthetic practices within the arts can create an emotional connection to sustainability, leading to deeper, more meaningful learning. For instance, art can encourage openness to more-than-human worlds, offering students access to a broader range of cognitive, emotional, and sensory experiences.

Moreover, art is an effective tool for communicating complex scientific ideas, especially in the realm of climate change. Within the expanding field of science communication, art has been identified as an impactful way to raise awareness about climate change and its impacts. Through visual media such as video, documentaries, infographics, illustrations, and comics, art can convey the urgency of climate change while simultaneously inspiring action and adaptation. This demonstrates that the integration of arts within university education can be a transformative force in not only communicating the science of climate change but also in motivating change toward a more sustainable future.

As a result, the nexus between science and art in climate change education plays a crucial role in fostering a deeper and more holistic understanding of the issue. While scientific data and research provide the foundation for understanding the complex environmental challenges we face, art offers a unique medium through which the emotional, cultural, and human dimensions of climate change can be explored (Corner and Clarke, 2016).

During the Summer School, students had the opportunity to engage with a variety of visual materials, such as films, documentaries, and photographs, which brought climate change to life in a way that statistics alone cannot. These artistic expressions not only illustrated the devastating impacts of environmental degradation but also evoked empathy, encouraging students to connect with the human stories behind the numbers (Ludvigsen and Jørgensen, 2015). Following these visual experiences, structured debates and

discussions allowed students to reflect critically on the content, facilitating a rich exchange of ideas (O'Neill and Nicholson-Cole, 2009). This blend of science and art provided students with a multifaceted perspective on climate change, enabling them to grasp its full complexity and importance, and to develop more meaningful, nuanced solutions for the future. The power of visual storytelling, paired with scientific analysis, deepened their understanding and commitment to addressing the climate crisis (Barton and McCulloch, A. 2020).

## **Conclusions**

The narrative of climate change is deeply interconnected with the role of universities. Unusually, given the highly politicized nature of the issue, scientists have emerged as the central figures in the climate change discourse. They are not only key contributors to authoritative bodies like the Intergovernmental Panel on Climate Change (IPCC), but have also taken on roles as whistle-blowers, advocates, and leading voices for the cause – often facing backlash from the climate denial movement. While much climate science is conducted outside of universities, in specialized institutes or governmental agencies like NASA and the Met Office, higher education institutions remain the primary epicenter for generating, communicating, and validating knowledge on climate change. This places universities at the forefront of shaping both scientific understanding and public perception of one of the most urgent global challenges of our time.

However, while Universities have a pivotal role in addressing climate change, the complexity and multifaceted nature of the issue pose significant challenges to the traditional structure and functioning of academic institutions. Climate change education remains an evolving field, with ongoing discussions about its scope and content. Scholars have highlighted various facets of this field, with Asshoff et al. (2021) emphasizing that much of the research has been centered on developing knowledge and understanding of climate literacy. Field et al. (2019) argue that the gap in climate change education, particularly in the context of pre-service teacher training, can be attributed to the broader lack of adequate training in climate change topics within educational frameworks. This highlights the need for more comprehensive integration of climate change education across all levels of learning, ensuring that educators are equipped to teach this critical issue."

The EU-CLIMATE Summer School offered a pioneering approach to climate change education, blending theoretical knowledge with practical experience in a unique interdisciplinary framework. The program underscored the critical importance of viewing climate change not merely as an environmental issue but as a complex, multifaceted

challenge that spans across social, economic, political, and cultural dimensions. The inclusion of diverse disciplines, ranging from natural sciences to social sciences and the arts, allowed students to explore climate change from multiple perspectives, enhancing their understanding of its global and local impacts, especially in the Mediterranean region.

A cornerstone of the Summer School was its emphasis on the integration of science and art. By engaging students with visual media such as documentaries, films, and photographs, the program fostered a deeper emotional and intellectual connection to the subject. This artistic approach complemented scientific knowledge and provided a more holistic understanding of climate change, while also stimulating critical thinking and dialogue. The use of visual materials in the learning process not only enriched students' comprehension of the climate crisis but also helped them envision creative solutions to its challenges.

One of the most innovative aspects of the Summer School was the Photovoice laboratory, where students were given the opportunity to capture their own visual narratives about climate change. By using photography as a tool for storytelling, students were able to highlight the environmental and social impacts of climate change in their local communities. Through this process, they gained the skills to reflect critically on their surroundings, identify areas most affected by climate change, and express their findings in a powerful visual format. The projects created by students showcased their unique perspectives, allowing them to communicate complex issues in a manner that was both accessible and impactful. This hands-on approach not only strengthened their understanding but also encouraged them to think about climate change solutions from a grassroots level.

The peer-to-peer approach within the Summer School proved instrumental in enhancing collaborative learning. By fostering a supportive environment where students could engage in debates, share insights, and collectively analyze case studies, the program cultivated a sense of shared responsibility and empowerment. Students not only gained knowledge but also developed the skills to become active contributors to sustainable solutions. This collaborative, hands-on learning model encouraged the exchange of ideas and promoted a deeper, more engaged understanding of climate change.

The interdisciplinary approach was particularly crucial in addressing the complexities of climate change, where understanding the interplay between science, policy, and society is essential. This framework emphasized the need for solutions that transcend traditional disciplinary boundaries, recognizing that effective climate action requires cooperation and innovation across diverse sectors. The Summer School, by fostering a space for such



interdisciplinary collaboration, has contributed to the formation of a new generation of climate-conscious professionals who are equipped to tackle the challenges of the Mediterranean region and beyond.

In conclusion, the EU-CLIMATE Summer School was not just an educational experience—it was an innovative laboratory for exploring and addressing the multifaceted issue of climate change. By combining theory, practice, and artistic expression, the program provided students with the tools to critically analyse and engage with one of the most pressing challenges of our time. The knowledge, skills, and connections gained during the Summer School, especially through the Photovoice laboratory and the students' creative projects, will undoubtedly empower the next generation of climate leaders to advocate for effective, sustainable, and equitable solutions to climate change.

In doing so, we hope to inspire the next generation of climate leaders—individuals who are not only well-informed about environmental challenges but also equipped with the creativity and motivation to drive real change.

## **First edition: 12-23 september 2022**

### **1. First week: 12-15 September (online)**

The first week of first edition of the EU-Med Climate Summer School, held online from 12 to 15 September 2022, provided an interdisciplinary overview of the environmental, social, and cultural challenges faced by the Mediterranean region in the contemporary era, with a particular focus on climate change, migration, and sustainability. Participants, coming from various fields of the humanities, had the opportunity to explore issues related to environmental history, natural resources, and security through lectures by prominent international experts.

The week began with an introduction to the EU-MED project by Daniela Angelucci (Roma Tre), the scientific coordinator, who outlined the guidelines for the Summer School and presented the research objectives related to the Mediterranean in the Anthropocene. The

day continued with a lecture by Gabriella Corona (CNR-ISMed), who delved into *environmental history*, exploring the themes, issues, and periods through which the ecological evolution of the Mediterranean region is analyzed. Alessandra Giuffrida (University of Naples L'Orientale) then offered an in-depth reflection on research approaches to migration, focusing on the use of mixed methods and digital ethnography, key tools for understanding migration flows in the Mediterranean context. In the afternoon, Elena Past (Wayne State University) discussed *climate change and migration cinema*, examining how cinema can represent and influence the perception of migration driven by climate change. Desirée Quagliarotti (CNR-ISMed) then addressed the link between *climate change and security in the Mediterranean*, exploring how environmental change affects geopolitics and conflict dynamics in the region.

The second day focused on the natural resources essential to the Mediterranean. Giulia Giordano (ECCO) explored the complex *nexus between water, food, and energy* in the MENA region (Middle East and North Africa), highlighting the issues related to resource scarcity and sustainability. Next, Marica di Pierri (Associazione A Sud) addressed *climate justice and migration*, analyzing how inequalities in resource management contribute to migration movements. In the afternoon, Daniela De Gregorio (CNR-ISMed) and Gianni Tartari (Associazione European Pact Ambassador Italia) presented *European research and innovation funds* in the Mediterranean, with particular focus on the PRIMA program (Partnership for Research and Innovation in the Mediterranean Area), a key tool for tackling environmental and social challenges in the region.

Wednesday was dedicated to *marine biodiversity* and the *blue economy*, a growing sector that involves the sustainable use of marine resources. Marianna Musco (CNR-ISMed) discussed *marine ecosystems and climate change* in the Mediterranean, analyzing the impacts of global warming on marine habitats and species. Stefania Toraldo (CNR-ISMed) then addressed the *2030 Agenda* and *Sustainable Development Goals* (SDGs) in the Mediterranean, exploring global policies and local challenges in implementing the SDGs in the region. In the afternoon, Daniel Finch-Race (University of Bologna) proposed an interesting *peripatetic* approach to rereading Venice, using a visual analysis that combines art history with environmental changes. The day concluded with Roberto Micera (University of Basilicata) discussing *sustainable tourism in the Mediterranean*, analyzing how sustainability can be integrated into tourism practices in the region, which is a vital resource for many Mediterranean economies.

The final day of the Summer School focused on the link between *migration, security, and the environment* in the Mediterranean. Marco Armiero (Laboratory of Environmental Humanities, CNR-ISMED) discussed the importance of *environmental humanities* and political ecology to understand environmental challenges in the Mediterranean, adopting an interdisciplinary approach that integrates both natural and humanistic sciences. Giovanni Carlo Bruno (CNR IRISS) then discussed *climate-induced migration*, addressing the legal issues related to climate refugees and the applicable international legal regime. In the afternoon, Michela Becchis (art historian and curator) proposed a *visual journey* through the representation of the Mediterranean in art, analyzing the dynamics of salvation and escape through contemporary art. The day concluded with *final reflections* by Daniela Angelucci, who invited participants to think about the Mediterranean as a complex and dynamic concept that requires innovative approaches to address its future challenges.

The first week of Summer School provided an enriching and intellectually stimulating week that brought together a range of interdisciplinary perspectives on the Mediterranean's most pressing challenges. The expert-led lectures and discussions offered valuable insights into the complex intersections between climate change, migration, security, and sustainability in the region. Participants gained a deeper understanding of the issues facing the Mediterranean, alongside innovative solutions and approaches to addressing them.

A key takeaway from the week was the importance of incorporating art into these discussions. Art has the unique ability to visualize and humanize complex issues, making abstract concepts like climate change and migration more tangible and accessible. Artistic expression allows for the representation of personal and collective experiences, fostering empathy and encouraging dialogue in ways that purely academic or policy-focused discussions may not. Furthermore, art can be a powerful tool for activism, bringing attention to urgent social and environmental issues and influencing public opinion.

In the context of the Mediterranean, where cultural heritage and environmental challenges are deeply intertwined, art offers a way to bridge the gap between scientific and humanistic approaches, adding an emotional and creative dimension to the conversation. Integrating art into research and discussions on the region's future allows us to explore new methods of engaging with and addressing the Mediterranean's ongoing transformation.

This week was an important step in recognizing the potential of the humanities to contribute meaningfully to shaping more sustainable, just, and compassionate responses to the challenges of the Mediterranean world.

## **2. The introduction by the scientific coordinator to the first week of the Summer School. An example of how to use art to talk about the environment**

In her lecture on September 12th, Daniela Angelucci introduced the work of Sabine Réthoré as part of the first week of the Summer School, shedding light on how the artist uses cartography to challenge conventional geographical representations. Réthoré has been working for years to offer the public alternative forms of mapping, seeking to provide a new way of understanding space and geography. Angelucci emphasized how Réthoré's work critiques traditional, ethnocentric map-making conventions that have shaped our view of the world. For instance, the familiar positioning of the North and South Poles and the distorted representation of continents like Africa are all the result of long-established cartographic conventions that Réthoré questions in her work.

Réthoré's goal is not only to question these traditional representations but to create maps that present alternative perspectives on the world. One of her most significant tools is Google Earth, which allows her to access Earth's satellite images from all possible angles, enabling her to freely experiment with geographic features and viewpoints. As Angelucci pointed out in her lecture, this technical advancement allows Réthoré to represent the world through a natural time cycle, such as following the sun's path, instead of the traditional north-to-south orientation.

Angelucci focused particularly on *Méditerranée Sans Frontières* (Mediterranean Without Borders), a map created by Réthoré in 2011. This project emerged from the realization that it was increasingly difficult to find a map of the Mediterranean in France, reflecting a lack of representation of this area in mainstream cartography. Réthoré's response was to create a new map that disregards traditional borders and national divisions, instead offering a fresh and neutral perspective. Her map, Angelucci explained, eliminates national boundaries and instead represents the region based on its natural geography, using names given by the local inhabitants, creating a neutral and inclusive depiction.

In her lecture, Angelucci described how Réthoré's map reorients the Mediterranean, placing it in a new position: East to West, rather than the traditional North to South. This reorientation, Angelucci pointed out, invites the viewer to see the Mediterranean not as a barrier or border but as a space of movement and connection. The map symbolizes the Mediterranean as a place that unites rather than divides, a concept that challenges the traditional perception of the sea as a boundary.

Through her work, Réthoré opens up the possibility of rethinking not only geography but also the social and political structures that map-making reflects. Angelucci noted that Réthoré's project is not merely about creating an accurate map, but about fostering a shared vision that invites us to reconsider our traditional beliefs and see the Mediterranean—and the world—in a new light. The artist's work serves as a powerful reminder of how cartography can be used as a tool for both artistic expression and political questioning, encouraging us to think critically about the spaces we inhabit and how they are represented.

### **3. The teachers of the first week**

The first week of the Summer School was enriched by a distinguished group of lecturers coming from diverse academic backgrounds, nationalities, and disciplines, underscoring the importance of a multidisciplinary and inclusive approach to the topic of the program. With expertise spanning anthropology, environmental sciences, history, political studies, art, and migration studies, the lectures brought a wide range of perspectives to the discussions on the Mediterranean and its complex issues. Among the faculty were professors from renowned institutions such as the University of Roma Tre, the University of Naples L'Orientale, the CNR-ISMED, and Wayne State University, as well as experts from associations like A Sud. Their varied academic formations—ranging from environmental humanities to sociology, history, and cultural studies—enabled a multifaceted exploration of pressing issues such as climate change, migration, security, and sustainability in the Mediterranean region. This diverse representation of academic and geographical backgrounds was crucial to understanding the Mediterranean not just as a physical space, but as a dynamic and interconnected area that requires cross-border dialogue and innovative, interdisciplinary solutions. The combination of their collective knowledge and experiences highlighted the need for a nuanced, collaborative approach to the challenges of the Mediterranean, reinforcing the significance of diversity in academic inquiry.

#### **Daniela Angelucci**

Professor of Aesthetics at Roma Tre University, Daniela Angelucci is the scientific coordinator of the EU-MED project. She is the co-director of the post-graduate course Environmental humanities. She has participated in numerous national and international conferences. Recent Books: *Filosofia del cinema*, Carocci, Roma, 2013; *Deleuze and the concepts of cinema*, Edinburgh University Press, Edinburgh 2014; *Là fuori. La filosofia e il*

reale, 2023. Recent Editions: *Deleuze in Italy*, Deleuze and Guattari Studies (Edinburgh University Press), volume 13, number 4, 2019, pp. 459-579; *Environmental Humanities* (con M. Armiero et al.).

### **Gabriella Corona**

Director and Senior Researcher at the Institute for Studies on the Mediterranean (ISMed) of the National Research Council (CNR). She is the Editor-in-Chief of the international scientific journal *Global Environment. A Journal of Transdisciplinary History* and Co-Editor of the interdisciplinary journal *Meridiana. Rivista di Storia e Scienze Sociali*. She teaches Environmental History in the Historical Sciences program at the Department of Humanities of the University of Naples Federico II. She is the Vice President of the Italian Society for Environmental History (SiSAM). She has published articles in national and international scientific journals, essays in collective volumes, monographs, and edited volumes. Among her books published after 2000: *L'Italia dell'Antropocene. Percorsi ambientali tra XX e XXI secolo* (Carocci, 2023), *A Short Environmental History of Italy* (The White Horse Press, 2017), *Breve storia dell'ambiente in Italia* (Il Mulino, 2015), *The Problem of Waste Disposal in a Large European City* (Mellen Press), and *Rifiuti. Una questione non risolta* with Daniele Fortini (XL Edizioni, 2012 and 2010, respectively), *I ragazzi del piano. Napoli e le ragioni dell'ambientalismo urbano* (Donzelli, 2007). Her current research focuses on Environmental History from both a national and global perspective.

### **Alessandra Giuffrida**

Specialized in the migratory mobility of Saharan agro-pastoral societies. She holds a degree in Anthropology from Goldsmiths, a Master's in Communication Sciences from the London School of Economics, and a PhD from University College London on the structural fluidity of Tuareg societies in Mali. Her research continues on migration networks in Morocco, Mauritania, and Europe. She has been a Visiting Scholar at the Centre of African Studies (SOAS) and IREMAM (Université Aix-Marseille). She has taught research methodology in social anthropology at UCL, sustainable development at South Bank University, and migration anthropology at the University of Pavia. She has been a Visiting Lecturer at the Centre Norbert Elias, Laboratoire d'Anthropologie Sociale, Kenyatta University, and Université Cadi Ayyad. She has supervised and examined PhD dissertations at the University of Oxford and Université de Brest. Additionally, she has worked as a consultant for humanitarian projects, documentaries, and various programs for BBC World Service, Al Jazeera, and Sky History.

## **Elena Past**

Associate Professor of Italian at Wayne State University in Detroit, Michigan, where she teaches courses in modern Italian literature, culture, and cinema. She began studying Italian as an undergraduate at the University of Texas at Austin and earned her Ph.D. from the University of Pennsylvania in 2005, with a dissertation on contemporary Italian crime fiction and its roots in Italian criminological thought. Her research and teaching interests include contemporary Italian literature and cinema, literary theory, criminology, detective fiction, Italian horror cinema, food culture (particularly the Slow Food movement), the Italian Enlightenment, art and literature, Mediterraneanism, and Italy's participation in the Spanish Civil War.

## **Désirée Quagliarotti**

Researcher at the Institute for Studies on the Mediterranean of the National Research Council (CNR-ISMed) and an adjunct professor at the University of Naples Federico II and the Libera Università degli Studi Maria Ss. Assunta (LUMSA) in Rome. Her primary research topics include food security, the water crisis, and the impact of climate change in the southern and eastern Mediterranean countries. She is the author and co-author of articles in scientific journals, edited volumes, and book chapters, and has been invited to numerous national and international conferences. She serves on the editorial boards of several academic journals and book series. She graduated with honors in International Trade Economics from the University of Naples "Parthenope," obtained a Master's in Agricultural Economics and Policy from the University of Naples Federico II, and earned a PhD in Food and Environmental Resource Economics from the University of Naples "Parthenope."

## **Giulia Giordano**

Director of Mediterranean and Global Strategy at ECCO, Italy's first independent, non-profit climate change think tank, founded in 2021 with the mission of accelerating climate action in Italy and worldwide. Giulia is an Italian researcher and practitioner with extensive experience in the Middle East. She joined ECCO during its early conceptual phase as Head of Strategy and Development and currently leads the International Programme. Before joining ECCO, she was the Director of International Programs at EcoPeace Middle East, a trilateral organization based in Israel, Jordan, and Palestine. Previously, she was a visiting

researcher at the Hebrew University of Jerusalem and a lecturer at Al-Quds University in East Jerusalem, where she taught courses on Human Rights and International Environmental Law.

### **Marica Di Pierri**

Journalist, researcher, and science communicator. She holds a degree in law and a PhD in Human Rights. For the past fifteen years, she has worked in the field of environmental justice and ecology. A freelance journalist, she is the Deputy Director of the publication *EconomiaCircolare.com*. She is the co-founder and director of the Environmental Conflict Documentation Center, where she coordinates research teams and reporting activities. Since 2007, she has been on the board of the A Sud Association, serving as its spokesperson. She has authored numerous articles and co-authored essays and publications, collaborating with newspapers, magazines, and radio and television networks.

### **Daniela de Gregorio**

Since 1996, Daniela de Gregorio has been involved in project design for research and training activities funded by European and national research programs. Since 2023, she has been a Senior Technologist at the CNR. She was the Project Manager for the international projects *CLIC – Circular Models Leveraging Investments in Cultural Heritage Adaptive Re-use* and *BESECURE – Best Practice Enhancers for Security in Urban Environments*. She was the scientific coordinator for advanced training courses such as *Expert in Experience Design*, part of the PON Research project *NeoLuoghi – Solutions for Cultural Experience in the Spaces of Supermodernity*, and *Territorial Improvement and Social Media Manager*, part of the PON Research project *OR.C.HE.S.T.R.A. – Organization of Cultural Heritage for Smart Tourism and Real-time Accessibility*. She graduated with honors in Economics and Business from the University of Naples Federico II and earned an MBA from the STOA' Business School in 1995. She holds the PRINCE2® Foundation certification and has published contributions and participated in national and international conferences on career guidance and human resources.

### **Gianni Tartari**

Senior research manager at the National Research Council (CNR), Secondary Section Head, and Senior Associate Researcher at the Institute for Water Research (IRSA-CNR) in Brugherio (MB). For nearly 40 years, he has studied the climate of glacial regions and alpine



lakes at both high and low altitudes, as well as the circulation of pollutants in lakes and rivers. He has also worked on acid rain research for about 30 years. From 1989 to 2015, he contributed to the development and operation of meteorological monitoring networks in the Himalayas and Karakoram. For over two decades, he has been involved in the creation of databases on river and lake water bodies. Since December 2020, he has been an Ambassador for the European Climate Pact, appointed by the European Commission as part of the European Green Deal. He is also the founder and current secretary of the association *EuCliPa.IT APS*. He has authored over 190 publications, including more than 100 in international journals, and serves as a peer reviewer for scientific articles.

### **Marianna Musco**

Marianna Musco graduated with honors in 2008 in Natural Sciences from the University of Palermo. In 2012, she earned a PhD in Environmental Sciences (with top marks) from Ca' Foscari University of Venice, with a dissertation on *The Study of Benthic Foraminifera Along the Sicilian Coasts (Tyrrhenian Sea and Strait of Sicily) and Their Use as Bioindicators*. During her PhD, she won a three-month scholarship from the French Ministry of Foreign Affairs (MAE) in 2011 to study at the *Laboratoire des Bio-Indicateurs Actuels et Fossiles (BIAF) de l'Université d'Angers* under the supervision of Professor Frans Jorissen. During this training, she participated in the *Pech 9* oceanographic campaign in the Bay of Biscay, collecting water, plankton, and meiobenthos samples. Since 2012, she has been a Level III Researcher on a fixed-term contract at the CNR, conducting biological and ecological studies on benthic and planktonic marine organisms for various environmental monitoring and biodiversity conservation projects.

### **Stefania Toraldo**

Stefania Toraldo holds a degree in International Relations and has academic and professional experience in human rights, sustainable development, sustainability education, and international cooperation. As a Junior Education Manager for UN SDSN Mediterranean, she contributed to the coordination and production of the volume *Agenda 2030: A Journey Through the Sustainable Development Goals*. As a Junior Network Manager for the *United Nations Sustainable Development Solutions Network (UN SDSN) Italy*, she worked on education and training related to the *2030 Agenda* and the *Paris Climate Agreement*, as well as research, awareness campaigns, and dissemination efforts on achieving the *Sustainable Development Goals (SDGs)* in Italy and Europe.

### **Daniel Finch-Race**

Fixed-term (junior) researcher in the Department of History, Cultures, and Civilizations at the University of Bologna, in the disciplinary sector GEOG-01/A Geography. He is a member of the Orientation Commission and the Commission for Inclusion and Disability. He earned a PhD in French Studies from the University of Cambridge (2012-2015), a Master's in European Studies from the same university (2011-2012), and a dual degree in French and Italian Studies from the University of Edinburgh (2007-2011). He has participated in working groups for the *Association of Italian Geographers* in Rome and *Social Sciences and Humanities for Transformation and Climate Resilience* in Lisbon (2023-2024). Additionally, he has reviewed articles for numerous academic journals and publishers and has given lectures at various international institutions. In the 2024/2025 academic year, he taught the course *Environmental Humanities (1) (LM)* at the Bologna campus, part of the master's program in Geography and Territorial Processes.

### **Roberto Micera**

Associate researcher at the Institute for Studies on the Mediterranean (CNR-ISMed). In 2018, he obtained the National Scientific Qualification as an Associate Professor in the field of *Economics and Business Management (13/B2)*. He holds a PhD in Business Sciences from the University of Naples Federico II and a Master's in Tourism Economics from Bocconi University in Milan. He was also a visiting scholar at the Fisher College of Business at Ohio State University. He has been the scientific coordinator for CNR research projects on tourism and is part of numerous national and international research initiatives on management and innovation in tourism enterprises and destinations (*smart tourism destination*). Currently, he teaches *Territorial Marketing* at the University of Basilicata, where he previously held the *Tourism Destination Management and Marketing* chair. He also teaches in university master's programs, advanced training courses, and specialization courses on *Tourism Management and Marketing*.

### **Marco Armiero**

Senior research manager at the Institute for Studies on the Mediterranean (CNR-ISMed) and director of the Environmental Humanities Laboratory at KTH Royal Institute of Technology in Stockholm. He has conducted research at Yale University, the University of California, Berkeley, and Stanford University. He was a *Marie Curie Fellow* at the Autonomous University of Barcelona and a Visiting Researcher at the Center for Social

Studies at the University of Coimbra. He was appointed *Barron Visiting Professor of Environmental Humanities* at Princeton University. His publications include *Le montagne della patria. Natura e nazione nella storia d'Italia* (2013, Einaudi), *L'era degli scarti. Cronache dal Wasteocene, la discarica globale* (2021, Einaudi; English edition by Cambridge University Press, forthcoming in Brazil, Bosnia, and Spain), and *La natura del duce. Una storia ambientale del fascismo* (2022, with Roberta Biasillo and Wilko Graf von Hardenberg, published by MIT). Since 2019, he has been the president of the *European Society for Environmental History*.

### **Giovanni Carlo Bruno**

First Researcher in International Law at CNR since 2021. He has been working at CNR - IRISS since 2014. He holds a degree in Political Science, specialising in international politics. His main scientific interests lie in international and European human rights law, with particular reference to the protection of vulnerable groups (persons deprived of their liberty, migrants). He is scientifically responsible for projects (some examples): 'Progetto Migrazioni - Intesa MIUR-CNR' (for ISGI); 'Migrazioni e Sviluppo'; 'Net.Work - rete antidiscriminazione'; 'Servizi Interculturali Regione Campania'; 'Prima-Vera Campana - Per un'integrazione lavorativa dei lavoratori stranieri in Campania'. He has also participated in numerous projects of the CNR and other organisations. Former Editor-in-Chief of Human Rights and International Law (2007-2011 - journal fascia A ssd 12/e1), since 2021 he has been Book Review Editor of the Italian Review of International and Comparative Law (ISSN 2772-5650). Evaluator included in the CINECA and REPRISE lists for the evaluation of basic research projects, and in the ANVUR lists of evaluators. Since 2020, he has been Co-Coordinator of the Interest Group on International Law of Culture of the European Society of International Law. From 2012 to 2014, he was Seconded National Expert - Legal and Human Rights Advisor to the European External Action Service (European Union Delegation to the Council of Europe).

### **Michela Becchis**

Art historian and critic, has taught at the universities of L'Aquila, Chieti, Rome 'Tor Vergata' and at the University Institute 'Suor Orsola Benincasa' in Naples. He has collaborated with the International University Institute of Fiesole, the 'Giacomo Leopardi' School of Advanced

Studies (University of Macerata), and the Italian RISD (Rhode Island School of Design). He has been involved in Art History Didactics for many years, having taught this subject in SSIS, TFA and PAS courses. In this regard he published *A che serve la Storia dell'Arte?*, in *È tempo di cambiare. Nuove visioni dell'insegnamento-apprendimento nella scuola secondaria*, edited by C. Pontecorvo, 2018. He has a particular interest in the relationship between art, history, gender and political movements and the circulation of inter- and trans-cultural figurative and linguistic models. With her Association Officina delle Culture she curates festivals that contaminate different genres and artistic cultures by uniting artists from different parts of the world in visual, theatrical, performance and musical experiments. She is co-director, with Elisabetta Portoghese, of the International Photography Festival of Castelnovo di Porto. She writes for *Il Manifesto*, *S-Definizioni* and *ArtAPart*.

These distinguished lecturers, coming from diverse academic backgrounds and nationalities, provide a multi-faceted approach to the topics discussed in the summer school, enriching the experience with their varied expertise in fields ranging from environmental history to economics, law, sociology, and the humanities. Their diverse perspectives are crucial to addressing the complex issues explored during the summer school, especially in the context of Mediterranean studies.

#### **4. Second week: 19-23 September (Roma Tre University)**

The second week of the Summer School featured a Visual Workshop on Photovoice led by Simone Padovani, a professor at Roma Tre University, Department of FILCOSPE. The workshop took place in Room 21 at the Via Ostiense 234 campus. The focus of the workshop was on visual research and activism, particularly through the methodology of Photovoice.

Simone Padovani is an Italian professional photographer, born in 1981. He works for the international agency Getty Images and National Geographic and is based in Venice, but works all over the world. He has experience working in different types of environments. He has been a researcher in community psychology since 2007, after graduating in Psychology from the University of Padua, with which he still collaborates in researching and teaching a technique that combines photography and community psychology, called Photovoice, and is the founder of ECA Global and Behind Venice. He collaborates with UNESCO and the EU to document and create awareness-raising campaigns on climate change. He also collaborates with EU ambassadors in charge of national monitoring of the Green Deal and Covenant of Mayors, with photo and video documentation projects in Italy. He has won two

FIOF awards for Italian photography and was selected by National Geographic to publish some of his work in its magazine and on its website, in 2010 and 2011.

On September 23, 2022, a significant event was held in Aula Verra from 9:30 to 18:30, bringing together scholars and researchers to discuss pressing issues related to the Mediterranean Sea, migration, and the humanities. The event consisted of a Round Table in the morning and a Photovoice Poster Presentation in the afternoon.

#### Morning Session: Round Table - "Mediterranean Sea, Migration, and Humanities"

The day began with an intellectual exchange focusing on the intersections between the Mediterranean Sea, migration, and the role of the humanities in understanding these complex issues. The round table featured prominent speakers from various academic institutions, who shared their insights on the social, political, and environmental challenges within the Mediterranean region.

Halima Ouanada (University of Tunis "El Manar") kicked off the session, addressing the socio-political dimensions of migration in the Mediterranean, particularly focusing on North Africa and the broader implications for the region.

In her keynote address, Halima Ouanada (University of Tunis El Manar) provided a compelling and thought-provoking exploration of mobility, citizenship, and mediterraneity, advancing a vision of the Mediterranean as a space not of conflict, but of connection and collaboration. Building on her extensive research and her ongoing work with scholars from both shores of the Mediterranean, Ouanada challenged the traditional narratives that have dominated discussions about the region—stories of division, opposition, and tragedy. Instead, she proposed a shift toward a more inclusive understanding of the Mediterranean, one that is open to cooperation, exchange, and mutual understanding. Central to her argument was the concept of mediterraneity, which she argued should transcend the traditional geographic and political confines of the Mediterranean, moving toward a more global, utopian vision that encompasses the region's shared cultural and historical values.

Ouanada framed mediterraneity as a space that could foster a new kind of citizenship, one that is not bound by rigid national borders but instead is fluid, open, and mobile, capable of addressing the needs of an increasingly interconnected world. She explored how the ideas of mobility and citizenship are fundamentally tied together, particularly in relation to migration and the evolving concept of a shared Mediterranean citizenship. Drawing on historical patterns of migration, particularly between Tunisia and other Mediterranean countries,

Ouanada reflected on the long-standing movement of people across the Mediterranean, linking it to contemporary issues like the brain drain phenomenon, which has a profound impact on Tunisia's economy and future development.

She stressed the importance of recognizing the historical roots of mobility in the region, using examples of past migrations to show the complex dynamics that still shape today's migration patterns. In particular, Ouanada pointed to the example of Tunisia, which has long been both a destination and a source of migration. The "dream of citizenship" she highlighted, especially from the southern Mediterranean perspective, remains a key driver of migration, particularly as people seek better economic opportunities and stability in the north. However, she also critiqued the notion of migration as an inherently negative or stigmatized process, suggesting that mobility should be viewed as a positive, open, and welcoming concept that can enrich societies rather than divide them.

In conclusion, Ouanada's talk called for a reconceptualization of citizenship in the Mediterranean, one that reflects the region's diverse and interconnected realities. She proposed a model of Mediterranean citizenship that is inclusive, fluid, and adaptable to the complexities of today's globalized world, offering the potential for deeper solidarity, shared values, and collaborative efforts to address common challenges. This vision of citizenship is not simply an abstract idea, but a call to action, urging individuals, governments, and institutions on both shores to engage in practical cooperation rooted in shared values of freedom, equity, and respect for human dignity. By embracing this broader, more inclusive vision, Ouanada suggested that the Mediterranean could become a model for peaceful coexistence and cooperation in the face of today's most pressing challenges.

Laura Paulizzi (University of Rome Tor Vergata) then discussed the role of the humanities in migration research, exploring how cultural and historical contexts can provide a deeper understanding of migration as both a local and global phenomenon.

The session was followed by a discussion, with various experts engaging in a dialogue on the key themes raised during the morning talks. The panel discussion included contributions from: Daniela Angelucci (University of Roma Tre); Antonio Cecere (University of Rome Tor Vergata); Daniela De Gregorio (ISMED - CNR); Desirée Quagliarotti (ISMED - CNR). These scholars actively participated in the conversation, offering diverse perspectives on how the humanities can contribute to addressing the migration crisis in the Mediterranean and highlighting the importance of cross-disciplinary research.

In the afternoon, from 14:30 to 18:30, participants had the opportunity to showcase their work through a Photovoice poster presentation. This session was dedicated to presenting the results of the Photovoice workshop, where participants used photography as a tool to express and analyze their perceptions of migration, environmental change, and the Mediterranean region.

The Photovoice methodology, led by Simone Padovani, enabled participants to engage with the themes of migration and the environment in a visual and creative manner. Through the posters, participants illustrated the intersection of personal experiences, cultural representations, and the broader social and environmental issues affecting the Mediterranean. The posters provided a powerful visual representation of the challenges faced by communities in the region, promoting dialogue and raising awareness about the human impact of environmental and migration-related phenomena.

The event on September 23, 2022 fostered an engaging and multidisciplinary dialogue between experts in migration studies, environmental humanities, and visual activism. The round table discussions and the Photovoice presentation contributed to deepening participants' understanding of the Mediterranean's complex challenges, offering a range of perspectives from the academic and activist communities. This event was part of an ongoing effort to explore new ways of thinking about migration, climate change, and social justice, with the goal of using humanities research and visual tools to spark greater awareness and action within the Mediterranean context.

## **5. The EU-Med summer school logo**

The EU-Med logo visually combines the trident of Poseidon, the Greek god of the sea, and the Caduceus of Hermes, the god of writing and the messenger of the gods. In Greek mythology, it is Hermes who, under Zeus's command, grants humans the gift of writing. The trident symbolizes the Mediterranean, the geographic region at the heart of the project's ecological and transdisciplinary analyses. It anchors the logo in the Mediterranean world, a region central to the environmental challenges being addressed. On the other hand, the Caduceus represents knowledge in its dual nature: the ability to reconcile opposites, creating harmony between disparate elements, but also the potential for destruction or toxicity when knowledge and techniques are misused or naively applied.

This symbolism is inspired by the ideas of French philosopher Bernard Stiegler, who interpreted Hermes' Caduceus as a symbol of pharmacology—not in the traditional medical sense, but in a philosophical context. Stiegler coined the concept of "pharmacology" to describe a critical methodology that analyzes the symptoms of ecological, social, and psychological distress—the three ecologies identified by Félix Guattari. The aim is to develop the necessary knowledge and practices to address the toxic effects of the "pharmaka"—the techniques and technologies that, by their very nature, are ambivalent. They can be both curative and poisonous, much like the venom of snakes from which antidotes are derived.

The environmental crisis we are currently facing is a profound, undeniable symptom of the destructive power humanity has unleashed through technological and scientific advancements. These advancements, while born out of technical expertise and scientific formalisms, have been wholly subjected to the dogmas of an exploitative, globalized economy of carelessness. The ecological thinking that the EU-Med project seeks to foster must engage with this ambivalence of knowledge and technologies. The goal is to redefine the socio-political and economic purposes of these technologies, transforming their toxicity into potential healing—starting with the research and activities carried out in the Mediterranean region. The logo, thus, is not just a symbol but a visual representation of this ongoing process of reconciliation and transformation, echoing the challenges and hopes embedded in EU-Med's mission.

## **6. Photovoice: Research and Visual Activism**

The workshop provided participants with an introduction to Photovoice, a participatory research method that involves participants in capturing and reflecting on their own experiences through photography. This approach is widely used in fields such as social sciences, activism, and community engagement, as it allows participants to tell their own stories visually and advocate for change within their communities.

Simone Padovani guided the students through the theoretical foundations of Photovoice and its practical applications in research and activism. The main objective was to empower participants by using photography as a tool to raise awareness about social, cultural, and environmental issues.



The Photovoice workshop was a powerful exploration of how visual methods can be used to capture and reflect on socio-environmental issues, particularly in the context of the Mediterranean. Through the act of photography, participants were able to not only document their experiences but also engage critically with the complex realities of migration, climate change, and cultural heritage in the region. Photography, as a tool of testimony, has the unique ability to communicate lived experiences in a way that words alone cannot, offering an authentic and emotional connection to the issues at hand. It also serves as a means for participants to express creative responses to these pressing challenges, challenging conventional narratives and encouraging new ways of thinking about the problems facing the Mediterranean.

This approach underscores the importance of art in the process of social change, particularly when it is used to shed light on the human side of environmental and political crises. By capturing the faces, places, and stories of those most affected, photography can serve as a powerful form of activism—sparking conversations, raising awareness, and inspiring action in ways that academic research alone may not achieve.

Moreover, the workshop highlighted the need to engage students in practical, real-world activities. For students in disciplines such as philosophy, economic history, and environmental studies, it is essential to move beyond the confines of the university classroom and apply theoretical knowledge to tangible, real-world issues. By stepping outside the academic environment and engaging directly with communities and environmental issues, students can develop a deeper sense of responsibility and commitment to the challenges facing the Mediterranean and beyond. This hands-on approach encourages students to think critically about how their academic work can translate into meaningful contributions to society, using their knowledge and skills to create real-world change.

Ultimately, the Photovoice workshop was a reminder of the power of interdisciplinary approaches that combine humanities, art, and activism to address the pressing environmental and social issues of our time. By fostering creativity and practical engagement, we can cultivate a new generation of thinkers who are not only academically knowledgeable but also deeply invested in creating solutions to the complex challenges of the Mediterranean world.

## **7. Students works from the Photovoice Lab**

During the Photovoice lab on climate change, participants presented a series of photographic projects that vividly illustrated their proposals for building a more sustainable urban future. Their work highlighted the urgent need to integrate green spaces into cityscapes—whether through green roofs, parks, or urban gardens—to help citizens reconnect with nature and experience its restorative benefits. This connection, they argued, is essential not only for personal well-being but also as a critical strategy in the fight against climate change.

Many projects focused on the philosophy of Km0, promoting local food production and reducing the environmental impact of plastic use. Through striking images, students demonstrated how embracing this approach could lead to virtuous initiatives that support eco-friendly behaviors while minimizing waste. They also showcased the concept of "public water houses"—innovative installations already piloted by the Lazio region—which provide free, accessible water to citizens and help curb the use of single-use plastic bottles.

In addition, the projects underscored the importance of enhancing public transportation. Proposals included increasing the availability of buses, developing safer bicycle lanes, and launching citizen engagement challenges that reward sustainable commuting practices. These measures aim to reduce reliance on private cars, alleviate traffic congestion, and ultimately lower CO2 emissions.

Finally, the photographic narratives called for the establishment of shared working groups on climate issues—spaces where technical, economic, and political needs intersect with community desires. By fostering a collaborative dialogue among citizens, institutions, and activists, these initiatives strive to ensure that green projects are tailored to local contexts and truly transformative. The Photovoice lab thus not only captured compelling visions of change but also ignited a broader discussion on the role of community-driven action in shaping a more sustainable and inclusive future.

## **8. Environmental humanities and teaching**

Environmental Humanities (EH) are an interdisciplinary field of study that has been gaining significant momentum for the past fifteen years, especially in Anglo-Saxon

countries. At the heart of this approach lies the integration of humanities, social sciences, and environmental sciences, working together to shed light on the cultural dimensions of the ecological crisis. The goal is not only to critically interpret these dimensions but to do so with a creative and imaginative lens. The term “socio-environmental crisis” better captures this approach, drawing from Félix Guattari’s “three ecologies” (environmental, social, and mental) which also references Gregory Bateson’s mental ecology. The dialogue between literature, history, anthropology, philosophy, linguistics, cinema, art, social sciences, and natural sciences produces knowledge that goes beyond merely analyzing how the environment has been conceptualized in relation to humanity. It seeks to promote a more inclusive, critical, and sustainable culture.

In this framework, there is an inherent activist dimension aimed at protecting the climate, common goods, biodiversity, and ecosystems, with a strong commitment to environmental justice. The transdisciplinary nature of EH underscores the idea that reflections on the ecology of life must extend beyond the boundaries of traditional academic disciplines. Environmental Humanities offer us a critical lens through which we can engage with the environment, identifying responsibility and values without losing sight of the “materiality” of the world in which economic discourse and political decisions take shape. This perspective also includes a broader view of the non-human world, recognizing that plants, territories, and non-human animals are active agents in the ecological system. This shift in perspective encourages a rethinking of the humanities themselves, in a model known as “post-humanities” or “non-anthropocentric humanism.”

The Summer School’s teaching methodology is deeply rooted in the principles of Environmental Humanities. The approach fosters a multidisciplinary perspective on environmental issues, engaging participants in critical thinking that transcends the traditional boundaries of disciplines, and promoting a reimagined view of the planet. This framework encourages students to explore new ways of relating to the environment, drawing connections between knowledge systems and emphasizing the urgency of environmental justice and sustainability. Through such an approach, the Summer School offers an innovative and holistic learning experience that is both intellectually stimulating and socially impactful.



## **Second edition: 3-14 July 2023**

### **1. First week: 3-6 September (online)**

The first week of the second edition of the EU-Med Summer School, held online from September 3 to September 6, 2023, was rich in interdisciplinary sessions covering critical environmental, social, and geopolitical issues in the Mediterranean region. The sessions were designed to provide in-depth insights into climate change, resource scarcity, marine and coastal challenges, human mobility, and the role of art and philosophy in addressing these issues.

The opening session was led by Daniela Angelucci, the scientific coordinator of the EU-Med project, who introduced the objectives and framework of the online Summer School. Desirée Quagliarotti (CNR-ISMed, EU-Med Scientific Coordinator) then presented a session on the Mediterranean as a climate change hotspot, exploring the causes, impacts, and strategies for mitigation and adaptation. Her session also covered the critical link between climate change and security in the southern and eastern Mediterranean countries. In the afternoon, Gabriella Corona (CNR-ISMed) offered a session on environmental history, addressing key themes, questions, and periodization, followed by Daniela de Gregorio (CNR-ISMed), who provided valuable insights on European funding opportunities for research and innovation in the Mediterranean region.

Tuesday's sessions began with Lucia Simonetti (University of Naples Federico II) discussing resource scarcity, followed by Giulia Giordano (ECCO), who explored the nexus between water, food, and energy in the MENA region (Middle East and North Africa). In the afternoon, Dario Gentili delved into the concept of scarcity and its implications. The day concluded with Roberto Micera (University of Basilicata), who provided insights into sustainable tourism in the Mediterranean, discussing how tourism can contribute to both the economy and environmental preservation.

The Wednesday sessions focused on marine and coastal issues. Angela Cuttitta (CNR-ISMed) opened the day by discussing marine ecosystems and climate change in the Mediterranean, followed by Vito Pipitone (CNR-ISMed), who explored the concept of Blue Economy in the Mediterranean region, focusing on sustainable practices related to marine resources.

In the afternoon, Marco Armiero (CNR-ISMed) presented the concept of Environmental Humanities in the context of the Mediterranean, highlighting the role of culture, arts, and human practices in understanding and addressing environmental challenges. The day concluded with Andrea "Andreco" Conte, an artist, who shared his experience with artistic practices, the environment, and climate change, offering an innovative perspective on the role of art in addressing these pressing issues.

Thursday's sessions began with Donato di Sanzo (CNR-ISMed), who addressed migration in the Mediterranean, a critical topic for understanding the region's social dynamics, particularly in the context of climate change and socio-political instability. Fiamma Montezemolo, an artist and anthropologist, followed with a session on the concept of "Mediterranean Blue," reflecting on cultural, environmental, and artistic perspectives in the region.

In the afternoon, Riccardo Chiaradonna (University of Roma Tre) offered a philosophical discussion on the distinction between Western and Mediterranean philosophy, prompting a reflection on regional cultural identities and worldviews. The week concluded with a session led by Daniela Angelucci (Roma Tre, Scientific Coordinator EU-Med Climate School), titled "Thinking with the Mediterranean," which summarized the key insights from the week and offered conclusions on the interconnectedness of environmental, social, and cultural issues in the Mediterranean.

Throughout the week, the Summer School provided a comprehensive exploration of the Mediterranean's environmental challenges and opportunities, emphasizing interdisciplinary approaches and the importance of collaboration between academia, policy-makers, and civil society to address the region's pressing issues. The sessions successfully highlighted the importance of critical thinking, creativity, and activism in shaping a more sustainable and inclusive future for the Mediterranean.

## **2. "Thinking with the Mediterranean". An example of how to use philosophy to talk about the migrations**

The lecture by Daniela Angelucci, titled *Thinking with the Mediterranean*, addressed the profound philosophical implications of the migration crisis in the Mediterranean, framing the event within the broader context of human experience and contemporary philosophy. Angelucci began by noting the urgency of the issue, which she argued should compel us to rethink how we approach the world, particularly through the lens of philosophy. She referred to disturbing statistics from the International Organization for Migration (IOM) on migrant

deaths in the Mediterranean. In 2022 alone, 1,568 people went missing, making this the only route globally where the number of disappearances exceeds the confirmed deaths.

Angelucci explored how the *philosophical act*—the production of concepts—must begin from an external event, with the migration across the Mediterranean acting as such a compelling event today. She raised the question of how we can narrate this crisis: how can we avoid turning it into a purely objective discourse (as Lacan would term it, an “university discourse”), or risk becoming overly familiar with situations so far removed from the European experience? The challenge, according to Angelucci, is to avoid objectifying the migrant experience while also refusing to speak *for* others.

Drawing on the work of Deleuze and Guattari, Angelucci emphasized the importance of avoiding the role of “intercessor,” a concept from Deleuze’s philosophy, which means to become an active participant in a continuous exchange of perspectives, rather than speaking on behalf of others. She linked this idea to a concept from Pasolini’s cinema, where the boundary between subject and object, between author and character, becomes fluid. Angelucci also brought up Iain Chambers’ notion of “thinking with migrations,” which suggests that rather than thinking about migrations from an external viewpoint, we must allow the experience of migration to challenge our worldview, uproot our sense of belonging, and prompt a reorientation of how we engage with our own cultural backgrounds.

The lecture then turned to a discussion of *tremor* as a concept to think with. Citing Edouard Glissant’s “thinking of tremor,” Angelucci suggested that the Mediterranean can be understood as a place of constant movement and uncertainty, much like the tremor of an earthquake. Glissant’s philosophy, which emphasizes the *archipelagic* way of thinking, advocates for recognizing the differences between islands (or, in the case of the Mediterranean, cultures), while resisting rigid systems of thought. The *tremor* concept applies not only to the fluidity and movement of the sea but also to the ethical openness to the Other and to the changes brought about by such encounters.

The lecture also explored how the Mediterranean Sea’s inherent uncertainty—exemplified by its unpredictability and peril—requires a philosophical and political approach that is open to the unknown. Drawing on Homer’s *Odyssey* and Melville’s *Moby Dick*, Angelucci underscored the uncertainty of navigating the sea, where survival itself is in doubt, and the relationships formed with those arriving from the sea must be rooted in hospitality rather than fear.

Finally, Angelucci linked her reflections to the philosophical idea of the *invention of a new space* and a *new people*, a concept taken from Deleuze and Guattari. She suggested that the migratory experience itself creates new spaces—paths that didn't exist before—as people flee their homelands in search of safety and new possibilities. In line with Deleuze and Guattari's idea of a "minority" and a "minor" philosophy, Angelucci argued that the creation of a new, nomadic, and changing people—rooted in difference rather than uniformity—was both an artistic and political task. In conclusion, Angelucci called for a new way of thinking with the Mediterranean—one that involves embracing its uncertainty, its mobility, and the emergence of new relationships forged through the experiences of migration. This approach, she argued, should not only shape philosophical discourse but also open up new ways of being in the world, ones that are attuned to the fluidity and complexity of human existence in the Mediterranean.

### **3. Teachers of the second edition**

#### **Daniela Angelucci**

Professor of Aesthetics at Roma Tre University, Daniela Angelucci is the scientific coordinator of the EU-MED project. She is the co-director of the post-graduate course Environmental humanities. She has participated in numerous national and international conferences. Recent Books: *Filosofia del cinema*, Carocci, Roma, 2013; *Deleuze and the concepts of cinema*, Edinburgh University Press, Edinburgh 2014; *Là fuori. La filosofia e il reale*, 2023. Recent Editions: *Deleuze in Italy*, Deleuze and Guattari Studies (Edinburgh University Press), volume 13, number 4, 2019, pp. 459-579; *Environmental Humanities* (con M. Armiero et al.).

#### **Gabriella Corona**

Director and Senior Researcher at the Institute for Studies on the Mediterranean (ISMed) of the National Research Council (CNR). She is the Editor-in-Chief of the international scientific journal *Global Environment. A Journal of Transdisciplinary History* and Co-Editor of the interdisciplinary journal *Meridiana. Rivista di Storia e Scienze Sociali*. She teaches Environmental History in the Historical Sciences program at the Department of Humanities of the University of Naples Federico II. She is the Vice President of the Italian Society for Environmental History (SiSAM). She has published articles in national and international scientific journals, essays in collective volumes, monographs, and edited volumes. Among



her books published after 2000: *L'Italia dell'Antropocene. Percorsi ambientali tra XX e XXI secolo* (Carocci, 2023), *A Short Environmental History of Italy* (The White Horse Press, 2017), *Breve storia dell'ambiente in Italia* (Il Mulino, 2015), *The Problem of Waste Disposal in a Large European City* (Mellen Press), and *Rifiuti. Una questione non risolta* with Daniele Fortini (XL Edizioni, 2012 and 2010, respectively), *I ragazzi del piano. Napoli e le ragioni dell'ambientalismo urbano* (Donzelli, 2007). Her current research focuses on Environmental History from both a national and global perspective.

### **Desirée Quagliarotti**

Researcher at the Institute for Studies on the Mediterranean of the National Research Council (CNR-ISMed) and an adjunct professor at the University of Naples Federico II and the Libera Università degli Studi Maria Ss. Assunta (LUMSA) in Rome. Her primary research topics include food security, the water crisis, and the impact of climate change in the southern and eastern Mediterranean countries. She is the author and co-author of articles in scientific journals, edited volumes, and book chapters, and has been invited to numerous national and international conferences. She serves on the editorial boards of several academic journals and book series. She graduated with honors in International Trade Economics from the University of Naples "Parthenope," obtained a Master's in Agricultural Economics and Policy from the University of Naples Federico II, and earned a PhD in Food and Environmental Resource Economics from the University of Naples "Parthenope."

### **Daniela de Gregorio**

Since 1996, Daniela de Gregorio has been involved in project design for research and training activities funded by European and national research programs. Since 2023, she has been a Senior Technologist at the CNR. She was the Project Manager for the international projects *CLIC – Circular Models Leveraging Investments in Cultural Heritage Adaptive Re-use* and *BESECURE – Best Practice Enhancers for Security in Urban Environments*. She was the scientific coordinator for advanced training courses such as *Expert in Experience Design*, part of the PON Research project *NeoLuoghi – Solutions for Cultural Experience in the Spaces of Supermodernity*, and *Territorial Improvement and Social Media Manager*, part of the PON Research project *OR.C.HE.S.T.R.A. – Organization of Cultural Heritage for Smart Tourism and Real-time Accessibility*. She graduated with honors in Economics and Business from the University

of Naples Federico II and earned an MBA from the STOA' Business School in 1995. She holds the PRINCE2® Foundation certification and has published contributions and participated in national and international conferences on career guidance and human resources.

### **Lucia Simonetti**

Lucia Simonetti is Professor of Political-Economic Geography (GEOG-01/B) at the University of Naples L'Orientale. She holds a PhD in Geopolitics and Geoeconomics (subject area MGGR-02) from the Faculty of Political Science, University of Trieste. He obtained his PhD title in March 2007 with the thesis: 'Polycentrism, cohesion and development in the Europe of cities', later published by Liguori Editore, Naples, 2008 (title 'Strong heart, weak peripheries. Contradictions and representations of the European space'). She was a member of the AGEI research group 'Territorial reorganisation and local development. What elements of contact?'. Among her most recent publications, 'Lo scenario internazionale dell'industria agroalimentare. Series 'A South that innovates and produces. The agri-food chain. The value of territories'. Giannini editore. 'The global value chains of the textile-clothing sector: European excellence in comparison with Asian dominance'.

### **Giulia Giordano**

Director of Mediterranean and Global Strategy at ECCO, Italy's first independent, non-profit climate change think tank, founded in 2021 with the mission of accelerating climate action in Italy and worldwide. Giulia is an Italian researcher and practitioner with extensive experience in the Middle East. She joined ECCO during its early conceptual phase as Head of Strategy and Development and currently leads the International Programme. Before joining ECCO, she was the Director of International Programs at EcoPeace Middle East, a trilateral organization based in Israel, Jordan, and Palestine. Previously, she was a visiting researcher at the Hebrew University of Jerusalem and a lecturer at Al-Quds University in East Jerusalem, where she taught courses on Human Rights and International Environmental Law.

### **Dario Gentili**

Dario Gentili teaches Moral Philosophy at the University of Roma Tre. He obtained his PhD in Ethics and Political-Judicial Philosophy at the University of Salerno; in 2009-2010 he did a post-doctoral fellowship in Philosophy and History of Ideas at SUM (Italian Institute of Human Sciences); in 2011-2012 he had a DAAD post-doc fellowship at the Walter Benjamin Archiv in Berlin; in 2013-2014 he was a research fellow at SUM; in 2014 he was a visiting researcher at the Heinrich-Heine-Universität-Düsseldorf. He works on contemporary Italian thought, the analysis of spatial devices in Western political, legal and architectural thought, and the conception of crisis in the political and economic spheres. He is the author of essays published in several languages. He has written the following monographs: *Il tempo della storia. Walter Benjamin's Theses 'On the Concept of History'* (2002); *Political Topographies. Urban Space, Citizenship, Boundaries in Walter Benjamin and Jacques Derrida* (2009); *Italian Theory. From operaism to biopolitics* (2012).

### **Roberto Micera**

Associate researcher at the Institute for Studies on the Mediterranean (CNR-ISMed). In 2018, he obtained the National Scientific Qualification as an Associate Professor in the field of *Economics and Business Management (13/B2)*. He holds a PhD in Business Sciences from the University of Naples Federico II and a Master's in Tourism Economics from Bocconi University in Milan. He was also a visiting scholar at the Fisher College of Business at Ohio State University. He has been the scientific coordinator for CNR research projects on tourism and is part of numerous national and international research initiatives on management and innovation in tourism enterprises and destinations (*smart tourism destination*). Currently, he teaches *Territorial Marketing* at the University of Basilicata, where he previously held the *Tourism Destination Management and Marketing* chair. He also teaches in university master's programs, advanced training courses, and specialization courses on *Tourism Management and Marketing*.

### **Angela Cuttitta**

Angela Cuttitta deals with marine ecology. She has a strong passion for her work, particularly the biological and genetic characterisation of fish species. She studies the mechanisms that couple physical-chemical factors and biological resources, especially

in relation to the structuring of biodiversity. Her main interest is the study of ichthyoplankton, of which she is a profound connoisseur. Angela Cuttitta founded a start-up company, Abiel biotech. She is involved in science dissemination, which she believes is the most incisive tool to give meaning and voice to her research in an inclusive way, especially towards the younger generations. In her CV she has 6 patents, 75 publications in isi journals, 71 publications in journals with a national editorial board and communications articles in proceedings of international conferences, 31 abstracts-posters-articles in proceedings of national conferences, 14 contributions in books, 74 technical reports and final reports of projects, 7 typescripts.

### **Vito Pipitone**

Vito Pipitone is a PhD in Economics and First Researcher at the National Research Council. He teaches microeconomics and macroeconomics at LUMSA University - Department of Palermo. He conducts research on the economics of development, the economics of education and the economics of migration. He is a member of the editorial board of the Journal of Educational Technology. He has been involved in numerous research projects, including: 'MAZARA LAB: verso un'educazione interculturale e multilinguistica' (supported by CNR, DTA.AD002.162); 'PESTATEC - Sviluppo di una pesca siciliana sostenibile e competitiva attraverso l'innovazione tecnologica' (supported by the PON Research and Competitiveness 2007-13).

### **Marco Armiero**

Senior research manager at the Institute for Studies on the Mediterranean (CNR-ISMed) and director of the Environmental Humanities Laboratory at KTH Royal Institute of Technology in Stockholm. He has conducted research at Yale University, the University of California, Berkeley, and Stanford University. He was a *Marie Curie Fellow* at the Autonomous University of Barcelona and a Visiting Researcher at the Center for Social Studies at the University of Coimbra. He was appointed *Barron Visiting Professor of Environmental Humanities* at Princeton University. His publications include *Le montagne della patria. Natura e nazione nella storia d'Italia* (2013, Einaudi), *L'era degli scarti. Cronache dal Wasteocene, la discarica globale* (2021, Einaudi; English edition by Cambridge University Press, forthcoming in Brazil, Bosnia, and Spain), and *La natura del duce. Una storia ambientale del fascismo* (2022, with Roberta Biasillo and Wilko Graf

von Hardenberg, published by MIT). Since 2019, he has been the president of the *European Society for Environmental History*.

### **Donato di Sanzo**

Researcher at the Institute for Mediterranean Studies - ISMed (Naples) of the National Research Council. Adjunct lecturer in History of Migration (M-STO/04) for the Master's degree course in Migration, Rights, Integration - MIDI at the University of Palermo, in 2014 he obtained his PhD in Theory and History of Institutions and History of International Relations at the University of Salerno, discussing a thesis entitled *Le relazioni diplomatiche tra Santa Sede e Irlanda durante il pontificato di Pio XI (1922-1939)*. From 2015 to 2017 he was a post-doctoral fellow at the Istituto Italiano per gli Studi Storici 'Benedetto Croce' in Naples, where he conducted research entitled *Pius XI and the Anglo-Saxon world: Anglo-Vatican diplomatic relations between the two wars (1922-1939)*. Alongside research on Irish history and Vatican diplomacy in the first half of the twentieth century, he has taken a growing interest in the history of foreign immigration in Italy from 1945 to the present day, studying, in particular, the history of immigration in the 1980s and reconstructing the events surrounding the murder of Jerry Essan Masslo. He currently also teaches *Lineamenti di Storia delle Migrazioni* within the framework of the second-level university master's degree in 'Management of migrations and processes of reception and inclusion' at the University of Naples Federico II.

### **Riccardo Chiaradonna**

Riccardo Chiaradonna is full professor of History of Ancient Philosophy at the University of Roma Tre. He is a scholar specializing in Ancient Greek Philosophy, with a particular focus on Aristotle, Galen, the Aristotelian commentators, Plotinus, and Neoplatonism. His areas of competence extend to Early Modern Philosophy, as well as topics in epistemology and metaphysics. He is the author of *Ontology in Early Neoplatonism: Plotinus, Porphyry, Iamblichus* (De Gruyter, 2023), a significant contribution to the study of ancient metaphysics. Since 2023, he has served as President of the Società Italiana di Storia della Filosofia Antica (SISFA), and since 2022, he has been President of the Società Filosofica Romana (SFR), a section of the Società Filosofica Italiana. Since 2017, he has been co-editor-in-chief of *Elenchos: Rivista di studi sul pensiero antico*, alongside Francesca Alesse and Emidio Spinelli. His research explores the intersections

between Aristotelianism and Neoplatonism, contributing to contemporary debates on ancient philosophy.

#### 4. The artists invited during the second edition

**Andrea “Andreco” Conte**, director of Andreco Studio ([www.andreco.org](http://www.andreco.org)), is visual artist with a Master degree and a PhD in Environmental Engineering that works between art, science and climate justice. He has conducted postdoctoral research on Nature Based Solutions (NBS) for sustainable water management, energy saving and Climate Change mitigation and adaptation in collaboration with the University of Bologna and Columbia University of New York City (2009-2014). He collaborates with several research centers and is actually affiliate to the Ecological Art Practice research group of NICHE, Environmental Humanities, Ca’Foscari University in Venice. His artistic research is focused on the ecosystems regeneration and on the relation between humans and the “more-than-human world”; between urban environments and the landscape. At the intersection of art, science and activism, his multidisciplinary initiative, Climate Art Project ([www.climateartproject.com](http://www.climateartproject.com)) is exemplary of how his artistic and scientific research translates into direct forms of climate action.

His participation in the EU-Med Climate Summer School was particularly enriching, as it provided a platform for the intersection of his artistic insights with the academic and scientific discussions on climate change and Mediterranean environmental challenges. Andrea’s contribution was invaluable in illustrating how art can communicate complex environmental issues and stimulate dialogue between diverse disciplines. His innovative approach to combining art and science, along with his background in sustainable infrastructure management, brought a unique perspective to the Summer School’s exploration of climate change, resource management, and ecological justice. Furthermore, his works, such as *Flumen* and *Aula Verde (Tree Room)*, recently published in *Nature*, *Scientific Reports*, are a testament to the potential of art to engage with pressing issues like climate justice.

**Fiamma Montezemolo** works at the intersection between contemporary art and contemporary anthropology. Her double training (PhD in Anthropology and MFA in

Art) stimulates her to create site-specific, inter-disciplinary, and cross-genre interventions that build on her long-term exposure to borderlands and border zones. In the last years, she has been designing a set of intermedia practices that reflect on the border as a mobile category of experience, of imagined and conceptual mediations, disciplinary negotiations, and geopolitical articulations. In creating a wide range of intermedia practices, mainly installation and video works, she has tried to create conceptual and evocative interventions that are less about documenting, translating or representing the Other, and more about moving alongside and contemplating the nature of desire in border zones. She has been dwelling around intensive 'nodes' of political and poetic concerns and assembling images and material within an inter-regional ecology of sites (Mexico, Italy, United States especially). Ultimately, these fieldwork-based interactions nourish her ongoing inquiry into an expanding constellation of images and concepts: trace, echo, fold, secret, flow.

During the EU-Med Climate Summer School, her contribution was invaluable in framing the Mediterranean as a space of tension and transformation, bringing her anthropological insights and artistic approach to the discussions on migration, cultural identities, and environmental challenges. Her unique perspective offered a profound reflection on the intertwined nature of environmental, social, and cultural issues in the Mediterranean, fostering a deeper understanding of the region's complexity and encouraging a more nuanced dialogue about the intersections of art, migration, and climate change.

## **5. Second week: 10-14 luglio (Roma Tre University and "Casetta Rossa")**

The second week of the EU-Med Summer School focused on visual activism and research through the PhotoVoice workshop, led by Simone Padovani. This workshop encouraged participants to explore and apply the power of images as a tool for social research and activism.

Simone Padovani is an Italian professional photographer, born in 1981. He works for the international agency Getty Images and National Geographic and is based in Venice, but works all over the world. He has experience working in different types of environments. He has been a researcher in community psychology since 2007, after graduating in Psychology from the University of Padua, with which he still collaborates in researching and teaching a technique that combines photography and community psychology, called Photovoice, and is the founder of ECA Global and Behind Venice. He collaborates with UNESCO and the EU to document and create awareness-raising campaigns on climate change. He also collaborates with EU ambassadors in charge of national monitoring of the Green Deal and Covenant of Mayors, with photo and video documentation projects in Italy. He has won two FIOF awards for Italian photography and was selected by National Geographic to publish some of his work in its magazine and on its website, in 2010 and 2011.

Tuesday, July 11th began with a morning session (9:00 - 13:00), when participants were introduced to photography techniques and the PhotoVoice methodology, which uses images to tell personal and collective stories related to social and environmental issues. The day was dedicated to exploring how photography can serve as an activism tool, amplifying the voices of those who typically lack access to traditional media. Wednesday, July 12th followed the same format, with a morning workshop from 9:00 to 13:00 and an afternoon session from 14:00 to 17:00. Participants continued to develop their photographic projects, reflecting on how images can drive social change and raise awareness of environmental and cultural issues.

Thursday, July 13th featured a shorter afternoon session (15:30 - 17:00), where participants had the opportunity to refine their projects and prepare for the final presentation. During the workshop, Simone Padovani continued to support participants, helping them improve their photographic techniques and fine-tune the messages they wished to convey through their images. Friday, July 14th was a crucial day with the final presentation, where each student presented a photographic project reflecting the theme of the workshop. Presentations took place from 10:00 to 12:30, providing an opportunity for sharing and reflection on the experiences and messages conveyed through the images.



In the afternoon, participants were invited to join a debate at Casetta Rossa, followed by dinner and a screening of the film "Qui non c'è niente di speciale" by Davide Crudetti, which sparked a discussion on the role of cinema and photography in telling stories of marginality and social change. The evening also featured the filmmaker, who shared the creative process behind his work. This week provided a unique opportunity to explore how images can be used not only to tell stories but also to raise awareness, mobilize actions, and provoke deep reflections on social and environmental change.

## **6. Students works from the Photovoice Lab**

During this week's Photovoice lab, the focus was on the theme of eco-anxiety—a condition marked by deep-seated worry about climate change and environmental degradation that affects both individuals and communities. Participants explored various facets of eco-anxiety drawn from everyday life, delving into its psychological, logistical, systemic, and ethical-cultural dimensions. They identified several negative aspects, including a profound sense of vulnerability in the face of the vast impacts of climate change, feelings of impotence and insignificance when realizing that individual action alone is insufficient without collective effort, and a pervasive fear of an uncertain, catastrophic future.

The discussions also highlighted intense emotions such as anger and injustice—directed against the reckless actions of previous generations, the passivity of public institutions, and unsustainable policies enacted by large corporations. Additionally, participants noted a sense of oppression stemming from the lack of political and decision-making representation for younger and marginalized groups. They pointed out how the overwhelming flood of information can lead to burnout, emotional fatigue, and inertia, while also exacerbating pre-existing personal and societal challenges, leading to feelings of alienation, inappropriate self-perception, and even denial of the crisis at hand.

Yet, the lab also recognized various resources already embedded in our daily lives that can help alleviate these negative effects. Encouraging good practices and fostering cooperation, providing access to support groups and therapeutic interventions (such as psychotherapy, mindfulness, yoga, meditation, and autogenic training), and enhancing our ability to discern credible sources of information were all seen as vital steps. Moreover, the existence of social networks that maintain continuous, intergenerational

communication was acknowledged as an important asset in building a resilient community dialogue.

Building on these observations, the group proposed several innovative initiatives to both mitigate the problematic aspects of eco-anxiety and strengthen existing solutions. Their proposals included:

Leveraging new technologies: to enhance and incentivize sustainable behaviors through innovative, engaging mechanisms.

Integrating nature immersion practices: such as forest bathing, into therapeutic programs to help individuals reconnect with the natural environment.

Eco-conscious urban planning: advocating for the promotion and expansion of green spaces, improved public transportation, and the enhancement of existing urban green areas.

Fostering community bonds: through initiatives aimed at reinforcing a sense of community and promoting anti-speciesist values.

Institutionalizing intergenerational communication: to ensure that voices from all generations, particularly those of marginalized communities, are heard in environmental decision-making processes.

Overall, the Photovoice lab on eco-anxiety provided a compelling visual and narrative platform that not only captured the multifaceted nature of this phenomenon but also offered a suite of practical proposals. By linking individual experiences with systemic challenges, the participants highlighted the need for collaborative action and innovative urban solutions that could pave the way toward a more sustainable and psychologically resilient future.

## **7. “Casetta Rossa”**

Casetta Rossa is a dynamic and inclusive community space located in the Garbatella district of Rome, designed to foster collective self-governance, social activism, and cultural exchange. It serves as a vital hub for local residents, offering a variety of social, cultural, and educational activities. One of its key initiatives is the "Solidarity Oven,"

where community members come together to bake bread, promoting the values of solidarity and collective labor. Casetta Rossa is also committed to sustainability, fair-trade practices, and food justice, providing quality food sourced from solidarity-based agriculture.

In addition to its day-to-day activities, Casetta Rossa is a platform for political engagement, hosting debates, workshops, and community-building events that encourage critical thinking and active participation in social issues. One of the major events held at Casetta Rossa is the *Festa dell'altra estate* (Festival of the Other Summer), a celebration of alternative, inclusive, and socially responsible cultural practices. During this event, the community and visitors come together to enjoy live performances, cultural activities, and discussions on pressing social topics.

The students of the EU-Med Summer School had the opportunity to participate in a debate on migration as part of the *Festa dell'altra estate*. The event, focused on the current realities and challenges surrounding migration in the Mediterranean region, was attended by Mattia Ferrari, a Catholic priest who has dedicated much of his life to social activism and humanitarian work. Ferrari has become known for his strong commitment to migration and human rights. He currently serves as a chaplain for *Mediterranea Saving Humans*, a prominent organization focused on rescuing migrants and refugees in the Mediterranean Sea. This debate offered a powerful opportunity for the students to engage with key social and political issues while reflecting on the broader implications of migration in the Mediterranean context.

Through these activities, Casetta Rossa continues to play a vital role in shaping a culture of solidarity, social justice, and environmental consciousness, creating a space where individuals can come together to actively engage with important societal issues and promote positive change.

## **8. “Qui non c’è niente di speciale” by Davide Crudetti**

After the debate on migration and the shared dinner, the students of the summer school watched the film by Davide Crudetti, in the presence of the director, with whom they had the opportunity to engage in a discussion after the screening. Born in Rome in 1991, Davide Crudetti is a documentary filmmaker and a participatory video trainer. He graduated in DAMS (Drama, Art and Music Studies) from the University of Bologna and

in 2015 attended the basic directing course at the Centro Sperimentale di Cinematografia in Rome. From 2012 to 2014, he worked as an assistant director at Cine sin Autor, a production company in Madrid. Since 2016, he has been collaborating with ZaLab. In 2016, his first documentary *Mingong* was released, winning awards at various national festivals and distributed by ZaLab. In 2021, he co-directed *Tutti i nostri affanni* with Paola Di Mitri.

*“Qui non c’è niente di speciale”* is a documentary that focuses on the lives of five young people who have chosen to stay in southern Italy, despite the widespread migration of 1.6 million young people from the region in the last 25 years. Peppino, Anna, Alessandro, Marco, and Ginevra, all aged between 20 and 30, represent a new generation that refuses to leave in search of better opportunities. Instead, they are determined to build a future in the South, working to revitalize their communities amidst ancient ruins and struggles for rebirth. The film captures their personal stories of resilience and commitment, exploring their efforts to create new possibilities for themselves and their regions, despite the economic and social challenges they face. Through their eyes, the film offers an intimate and hopeful perspective on life in the South of Italy, showing how individuals can contribute to change even in areas where the future seems uncertain.

The debate following the screening of *Qui non c’è niente di speciale* ("There Is Nothing Special Here") at Casetta Rossa provided a profound space for reflection on migration, both in the Mediterranean region and within Italy itself. This documentary, focused on the harrowing journeys of those crossing the Mediterranean, connected deeply with the themes discussed throughout the EU-Med Summer School, especially regarding human mobility, the intersection of climate change and migration, and social justice. The debate also expanded beyond the Mediterranean crisis to include internal migration within Italy, specifically from the southern regions to the north. This internal migration, often driven by economic inequality, lack of opportunities, and historical disparities, shares many parallels with international migration, particularly in terms of the social and political challenges migrants face when relocating. The conversation highlighted how southern Italy has long been a source of migration, with many individuals and families moving to the north in search of better economic prospects and social mobility.

In this context, the students discussed the ways in which the internal migration from the south to the north of Italy mirrors the broader struggles faced by international migrants

coming to Europe. The debate illuminated the connections between socio-economic inequalities, both on a national and international level, and how they contribute to patterns of movement and migration. Additionally, the conversation touched on the systemic barriers faced by both groups of migrants, such as discrimination, lack of integration, and the often hostile reception they receive in new regions. Ultimately, the debate underscored the complexity of migration as a multi-dimensional issue, linking environmental, social, political, and economic factors.

Cinema has a powerful ability to convey complex social issues in an accessible and engaging way, making it a valuable tool for reflecting on important topics such as migration, community, and regional challenges. Through visual storytelling, film can humanize abstract concepts and allow audiences to connect emotionally with the experiences of individuals. In the case of *“Qui non c’è niente di speciale”*, the documentary allows viewers to intimately witness the lives of young people who have chosen to stay in the South of Italy, despite the widespread migration of their peers. Cinema can also spark important conversations by offering diverse perspectives on societal problems. In the case of migration, films like *“Qui non c’è niente di speciale”* encourage viewers to rethink stereotypes and preconceived notions about migration. Instead of focusing only on the typical narratives of people leaving their homes for a better future, this film brings attention to those who stay and fight to transform their local environments.

Moreover, films have the ability to transcend geographical and cultural boundaries, fostering broader discussions about global issues. They can make viewers reflect on their own societies and challenges, creating a space for dialogue and understanding. This is especially powerful when films are followed by debates, like the one after the screening of *“Qui non c’è niente di speciale”*, where participants discussed not only the migration from the South of Italy to the North, but also the wider implications of migration in Europe. In short, cinema can open doors to understanding, foster empathy, and inspire change by presenting real-life stories that go beyond statistics, offering audiences the chance to reflect on the human side of social issues like migration.

## Third edition: 24 June-5 July 2024

### 1. First week: 24-27 June (Casale di Martignano)

The first week of the 3rd Edition of the Med For Climate Summer School, held from June 24-27, 2024, at Agriturismo Il Casale di Martignano, provided a unique opportunity for students and faculty to engage in continuous dialogue thanks to the residential aspect of the program. Staying together in a communal setting allowed for informal discussions outside of formal sessions, enhancing the learning experience.

The week began with the arrival of participants on June 24, followed by an introductory lecture by Daniela Angelucci (Philosophy, Roma Tre University) and a session on "Why War?" by Daniele Balicco (Comparative Literature, Roma Tre University). Evening discussions after dinner encouraged further reflection on the day's topics.

On June 25, Desirée Quagliarotti (Economics, ISMED-CNR) led a morning session on climate change and the Mediterranean Nexus. In the afternoon, Felice Cimatti (Philosophy, University of Calabria) conducted a workshop on radio interviews, helping students develop media skills around the summer school themes. The day concluded with the screening of the film *Semidei* followed by a discussion with its director, Fabio Mollo.

June 26 featured a hands-on workshop with Barikamà, a social cooperative, in the morning. In the afternoon, students applied their radio interview skills by conducting interviews with Fabio Mollo, the owner of the Martignano estate, and members of the Barikamà cooperative. Evening discussions provided further opportunities for exchanging ideas.

The week concluded on June 27 with a lecture by Laura Gentile (AMREF Health Africa) addressing migration in the Mediterranean and the issue of female genital mutilation. Students then presented their radio projects to the faculty before the closing session in the afternoon.

This immersive residential experience fostered ongoing engagement and collaboration between students and lecturers, making the academic and practical components of the program more impactful.

### 2. Teachers of the third editions

### **Daniela Angelucci**

Professor of Aesthetics at Roma Tre University, Daniela Angelucci is the scientific coordinator of the EU-MED project. She is the co-director of the post-graduate course Environmental humanities. She has participated in numerous national and international conferences. Recent Books: *Filosofia del cinema*, Carocci, Roma, 2013; *Deleuze and the concepts of cinema*, Edinburgh University Press, Edinburgh 2014; *Là fuori. La filosofia e il reale*, 2023. Recent Editions: *Deleuze in Italy*, Deleuze and Guattari Studies (Edinburgh University Press), volume 13, number 4, 2019, pp. 459-579; *Environmental Humanities* (con M. Armiero et al.).

### **Daniele Balicco**

Daniele Balicco has been a researcher in Theory of Literature and Comparative Literature since 2019 at the University of Roma Tre. Also in 2019, he taught Literary Criticism and Comparative Literature at the University of Siena. From 2016 to 2018 he was an adjunct professor at the Ecole des Hautes Etudes (EHESS) in Paris, working on two topics: the relationship between literature, the arts and anthropological mutation; and the relationship between intellectuals and political power. He is a member of the scientific board of the 'Franco Fortini' Study Centre in Siena and of the 'Luigi Micheletti' Foundation in Brescia. His publications include: *Non parlo a tutti. Franco Fortini intellettuale politico* (Manifestolibri, 2007); *Lotta politica e riflessione estetica in Edward Said* (Palumbo, 2013); *Made in Italy e cultura. A survey of contemporary Italian identity* (Palumbo, 2016); *Nietzsche on Wall Street. Literature, theory and capitalism* (Quodlibet, 2018); *Literature and mutation. Pier Paolo Pasolini, Ernesto de Martino, Franco Fortini* (Artemide, 2018). He collaborated in the design and drafting of the third volume - dedicated to contemporary literature - of the manual for high schools 'Intelligent Hearts. A Thousand Years of Literature' (edited by Claudio Giunta, Garzanti 2016). He is currently working on literary theory, aesthetics and capitalism.

### **Desirée Quagliarotti**

Researcher at the Institute for Studies on the Mediterranean of the National Research Council (CNR-ISMed) and an adjunct professor at the University of Naples Federico II and the Libera Università degli Studi Maria Ss. Assunta (LUMSA) in Rome. Her primary research topics include food security, the water crisis, and the impact of climate change in the

southern and eastern Mediterranean countries. She is the author and co-author of articles in scientific journals, edited volumes, and book chapters, and has been invited to numerous national and international conferences. She serves on the editorial boards of several academic journals and book series. She graduated with honors in International Trade Economics from the University of Naples "Parthenope," obtained a Master's in Agricultural Economics and Policy from the University of Naples Federico II, and earned a PhD in Food and Environmental Resource Economics from the University of Naples "Parthenope."

### **Felice Cimatti**

Felice Cimatti teaches Philosophy of Language at the University of Calabria. He is a lecturer at the Freudian Institute, Rome branch. He has hosted the radio programme Fahrenheit, dedicated to books and ideas, for Rai Radio 3; he currently hosts Uomini e Profeti, a programme on religious and philosophical topics. On 26 May 2012, he received the Musatti Prize awarded by the Italian Psychoanalytic Society. He participated in the television programme Zettel, for Rai Cultura. He writes regularly for the online journal Fata Morgana Web, Doppiozero, Antinomie. He is co-editor, together with Francesca Piazza and Alfredo Paternoster, of the Rivista Italiana di Filosofia del Linguaggio. His publications include: *Il volto e la parola* (2008); *La vita che verrà. Biopolitics for 'Homo sapiens'* (2011); *Philosophy of Animality* (2013); *The Cut. Language and the death drive* (2015); *Animal gazes* (2018). He edited *Philosophy of Psychoanalysis. An introduction in twenty-one steps* (with Silvia Vizzardelli, 2012); *Body, language and psychoanalysis* (with Alberto Luchetti, 2013); *A as animal. Per un bestiario dei sentimenti* (with Leonardo Caffo, 2015).

### **Laura Gentile**

Laura Gentile is Project Coordinator for AMREF, Territorial Facilitator and trainer. Individual and group psychotherapist, expert in training processes, individual and family support, community health promotion. For Amref, she manages the project to prevent and combat Female Genital Mutilation by raising awareness and participation among young people and the community. Amref is a non-profit, independent, non-partisan and non-denominational organisation engaged in development cooperation activities dedicated to promoting the right to health of Africa and Africans.

### **3. The contrast between digital and face-to-face interactions, exploring the cognitive and social benefits of direct human connection in learning**



In-person activities are crucial for fostering a deeper connection and creating a more meaningful educational experience, especially in a project like the EUMED Climate Summer School. Being physically present allows students to engage with one another beyond the classroom, breaking down the social and technological barriers that online platforms often impose. It enables them to share ideas, opinions, and experiences in an organic way, leading to a more dynamic exchange of thoughts. Additionally, this setting, which included activities like yoga and evenings of film and theater, offers the kind of "break" from traditional learning environments that can stimulate creativity and bond students together. The "out-of-class" moments, such as group meals or informal conversations, play a vital role in shaping a supportive atmosphere for developing new ideas. These moments are more than just leisure time; they are opportunities for reflection and inspiration, allowing for the organic growth of connections and ideas. Moreover, the close interaction between students and professors facilitates an open and non-judgmental space for discussions, encouraging students to ask questions without the fear of making mistakes. The in-person setting also nurtures a more relaxed and encouraging environment, helping shy students feel more comfortable in expressing themselves. The choice of location, far from the distractions of city life, added to the serenity of the experience. Being in a tranquil place, with limited phone signal, encouraged participants to truly engage in the moment and focus on their learning and dialogue, away from the usual digital interruptions. This kind of immersive experience allows for the cultivation of relationships and ideas that are often harder to form in online settings. Nature encourages informal learning and socialization. In settings like Martignano lake, students are more likely to engage in spontaneous, meaningful discussions, exchanging ideas that may not arise in a rigid, formal classroom setting. The environment itself can prompt creativity, whether by discussing what they see around them or sharing experiences and perspectives on global challenges like climate change. It also facilitates deeper bonds between students, encouraging collaborative work and making learning more dynamic and interactive.

#### **4. Casale di Martignano and Barikamà**

The students of the 3rd Edition Med For Climate Summer School were able to fully engage with the educational aspects of Agriturismo Il Casale di Martignano, particularly its farm educational experiences. The agriturismo, located within a 140-hectare organic farm, provided a unique setting for learning and hands-on activities related to sustainable

agriculture. The immersive environment allowed students to deepen their understanding of climate issues through direct interaction with the land, local farming practices, and the farm's sustainable operations, enhancing the overall educational value of the summer school.

Barikamà, a social cooperative founded by African migrants, works on the lands surrounding Agriturismo Il Casale di Martignano. Barikamà is a social cooperative founded by African migrants who crossed the Mediterranean, many of whom are survivors of arduous journeys from Africa. The owner of the estate played a crucial role in helping the cooperative get started by lending them agricultural tools and machinery. This collaboration has allowed Barikamà to grow and continue their mission of sustainable farming while providing work opportunities for marginalized individuals. The cooperative focuses on producing organic food using sustainable agricultural practices. During the Med For Climate Summer School, students had the unique chance to interact and work alongside the cooperative's members, listening to their personal stories of migration, struggle, and perseverance. This exchange offered the students a deeper understanding of both the human dimension of migration and the importance of environmentally conscious farming. Barikamà's mission highlights resilience and sustainability, empowering marginalized individuals while promoting eco-friendly practices.

## **5. “Semidei” by Fabio Mollo**

*Semidei* is a fascinating documentary co-directed by Fabio Mollo and Alessandra Cataleta, focusing on the Riace Bronzes, statues discovered in 1972 off the coast of Calabria. The film not only recounts the momentous find but also delves into the statues' long and mysterious history, raising questions about what might still be undiscovered, such as the missing weapons, and the circumstances of their discovery. Through Mollo's lens, *Semidei* navigates the complex identity of Calabria, linking the ancient statues with modern socio-political issues, from local migration crises to Calabria's industrial past.

One of the unique aspects of the documentary is its journey along the Statale 106, the infamous road running along Calabria's coast, connecting Reggio Calabria and Riace. This physical journey parallels the historical one, tracing the statues' path from their underwater resting place to their eventual display at the Museo Archeologico in Reggio. The documentary weaves together past and present, highlighting key moments in the bronzes' history, such as their 1981 exhibition at the Quirinale in Rome, and the figures' symbolic role in both local and national culture.

Fabio Mollo, one of the directors, was also present at the Med For Climate Summer School, where students had the opportunity to engage directly with him. They discussed his experiences making the film and explored the broader themes of migration and survival, which resonate deeply in the context of the Mediterranean, an essential part of both the film's narrative and the summer school's focus on climate and human displacement. Mollo's personal connection to the region, being from Reggio Calabria, brings a unique perspective to the documentary, blending historical analysis with intimate knowledge of the territory and its challenges.

Fabio Mollo is a director, producer, writer, screenwriter. He was born on 27 April 1980 in Reggio Calabria (Italy). He graduated in 2002 from the University of East London, and then graduated in Direction at the Experimental Centre of Cinematography, making several short films, including *Al buio* (selected at the Venice Film Festival) and *Giganti* (in Competition at the Berlinale, Best Short Film at the Turin Film Festival). He made his debut in 2013 with *Il Sud è niente*, selected in competition at the Berlinale (Generation). In 2015 *Vincenzo da Crosia* was released, his first feature-length documentary, awarded at the Turin Film Festival and a finalist at the Nastro d'Argento. Between 2015 and 2016 he followed director Paolo Sorrentino during the shooting of *The Young Pope* series, making a documentary for HBO and SKY entitled *The Young Pope - a Tale of Filmmaking*. In 2021 he directed *Anni da cane*, presented at the International Rome Film Festival - Alice nella Città. In 2022 he directed *My Soul Summer*, a musical film, again selected at the International Rome Film Festival - Alice nella Città. A lecturer in film direction at the Rome University of Fine Arts, Fabio Mollo is very attentive to the training of young filmmakers and the realisation of various cultural projects. Among his various activities, he has also been a member of important juries, including the Camera d'Oro award at the Rome Film Festival, and festivals such as the Lovers Film Festival in Turin and the Filmschool Fest in Munich. He has also been a member of the European Film Academy since 2018.

*Semidei*, produced by Palomar and supported by the Calabria Film Commission, was presented at the Venice Film Festival's *Le Notti Veneziane* section, underlining its cultural and cinematic significance. It serves as a powerful reflection on the heritage of Calabria and the ongoing struggles within the region, framed through the timeless gaze of the Riace Bronzes.

The documentary *Semidei* not only explores the ancient history of the Mediterranean and the journeys undertaken millennia ago but also intersects with the contemporary migrant

crisis. This juxtaposition offers a profound reflection on the enduring nature of human mobility as a fundamental driver of civilization and knowledge. Through this connection, the film suggests that migration, whether in ancient or modern times, has always played a pivotal role in shaping societies, blending the past with the present to highlight the continuous importance of movement across the Mediterranean.

His work often reflects his southern Italian roots, tackling personal and social themes with sensitivity and depth. Aside from his filmmaking career, he also serves as a professor of cinema at the Rome University of Fine Arts. The presence of Fabio Mollo, the director of *Semidei*, during and after the film screening, as well as his participation in the evening discussion, was invaluable. His insights into the film's creation, its themes, and the historical context provided students with a deeper understanding of the documentary. Mollo's ability to engage with the audience and answer questions created a dynamic and enriching environment, fostering a meaningful dialogue that enhanced the learning experience for all attendees.

## **6. The Radio**

Radio, as a communication tool, is unique in its ability to reach a wide audience instantly and effectively. It operates in real-time, allowing listeners to engage with news, music, or discussions as they unfold. Unlike written media or television, radio relies solely on sound, creating a more intimate connection between the broadcaster and the audience. Its portability allows listeners to access information on the go, and its accessibility makes it an essential platform in reaching diverse groups, including those in remote or underserved areas. Radio also fosters a sense of community and shared experience.

Radio, as a communication medium, requires a specific set of skills to be used effectively, particularly for students studying communication. Understanding its auditory nature, the importance of pacing, tone, and the ability to engage listeners through sound is essential. For students, it's crucial to receive training that helps them master these nuances of radio broadcasting.

During the summer school, students had the opportunity to attend a lesson by Felice Cimatti, a long-time host of *Fahrenheit* and *Uomini e Profeti* on Rai Radio Tre. Cimatti's experience offered invaluable insight into public radio communication, emphasizing the unique dynamics of radio as a medium for storytelling and discourse.

## **7. Second week: 1-5 July (Roma Tre University)**

The second week of the summer school, held from July 1st to 4th, 2024, focused on visual research and activism through the *Photovoice* workshop (see the paragraph about Photovoice). Conducted by Simone Padovani at the University of Roma Tre, the workshop engaged students in exploring the relationship between visual media and social change.

Simone Padovani is an Italian professional photographer, born in 1981. He works for the international agency Getty Images and National Geographic and is based in Venice, but works all over the world. He has experience working in different types of environments. He has been a researcher in community psychology since 2007, after graduating in Psychology from the University of Padua, with which he still collaborates in researching and teaching a technique that combines photography and community psychology, called Photovoice, and is the founder of ECA Global and Behind Venice. He collaborates with UNESCO and the EU to document and create awareness-raising campaigns on climate change. He also collaborates with EU ambassadors in charge of national monitoring of the Green Deal and Covenant of Mayors, with photo and video documentation projects in Italy. He has won two FIOF awards for Italian photography and was selected by National Geographic to publish some of his work in its magazine and on its website, in 2010 and 2011.

On July 5th, the students attended a lecture by Iain Chambers on the Mediterranean and artistic practices. The event featured contributions from several experts, including Daniela Angelucci, Daniele Balicco, Felice Cimatti, Stefano Oliva, Dario Gentili, offering a rich and multifaceted exploration of the topic and enriching the students' understanding of the intersection between art, activism, and the Mediterranean context.

In the afternoon of July 5th, students presented the results of their *Photovoice* workshop projects. These presentations showcased their visual research and activism efforts, where participants had the opportunity to share their perspectives and findings through photography. The session allowed for constructive feedback and discussions, enhancing the students' learning experience and fostering a deeper understanding of visual storytelling as a tool for social change.

## **8. Iain Chambers' lecture**

Iain Michael Chambers (1949) is a British anthropologist, sociologist and cultural studies expert. A member of the group headed by Stuart Hall at the University of Birmingham, Chambers was one of the leading exponents of the celebrated Centre for Contemporary Cultural Studies founded there, which gave rise to a flourishing branch of contemporary Anglo-Saxon sociology. He later moved to Italy where he taught Cultural and Postcolonial Studies at the University of Naples 'L'Orientale' and founded the Centre for Postcolonial Studies. He is the author of several successful books written in English and Italian and translated into several languages. His fields of study range from urbanisation to popular culture, music, memory, and the colonial formation of modernity. His latest publications include *La questione mediterranea* (with Marta Cariello, Mondadori, 2019) and *Paesaggi migratori* (new Meltemi editions, 2018). His books have been translated into several languages.

In his lecture titled *The Arts and Postcolonial Challenges in the Mediterranean*, Iain Chambers examines how postcolonial art serves as a critical tool to interrogate and disrupt the hegemonic narratives of Western history, culture, and progress. He reflects on how art can challenge the linear perception of time, questioning the teleological and geographical frameworks that have long defined the modern world. Chambers stresses the need to move beyond these fixed frameworks by embracing "anachronism as a method," an approach that allows for the decolonization of historical narratives.

This method challenges the traditional "neutral" language of historiography, asserting that history is always situated within specific cultural, political, and semantic contexts. For Chambers, postcolonial art is not simply a mode of inclusion for marginalized voices but an active force that critiques and reshapes the structures of knowledge and power that have long been established. By resisting categorization into existing aesthetic traditions or systems, postcolonial art creates a space for alternative histories and experiences to emerge, pushing against the boundaries of colonial and modernist legacies.

Chambers emphasizes that postcolonial art offers a critique that is both ethical and aesthetic. The works of contemporary artists such as Mona Hatoum, Lorna Simpson, and Isaac Julien exemplify this duality, combining history with a profound ethical engagement that questions how identities, borders, and histories are constructed. Through art, these creators explore and confront the enduring legacies of colonialism, not by returning to an idealized "pre-colonial" authenticity, but by creating new ways of engaging with both the past and the present.

The lecture also touches on the broader implications of this artistic approach for the Mediterranean region, which has historically been a site of cultural exchange, conflict, and colonial encounter. In this context, postcolonial art is a form of resistance against the colonial impositions that have shaped the region's cultural and political landscapes. By deconstructing the grand narratives of Western modernity, art in the Mediterranean becomes a means of reimagining identities, histories, and futures in ways that transcend the limitations imposed by colonial and imperial systems.

In conclusion, Chambers' lecture presents postcolonial art as a transformative tool for rethinking history, identity, and power. It challenges the established norms of representation and offers a critical lens through which to view the complexities of the Mediterranean and the wider postcolonial world. This artistic approach not only redefines the boundaries of culture and history but also invites new ways of seeing, understanding, and interacting with the world around us.

## **9. The debate about Chambers' lecture**

The debate following Iain Chambers' lecture on *The Arts and Postcolonial Challenges in the Mediterranean* sparked a rich and diverse discussion with significant contributions from scholars across various disciplines.

Daniela Angelucci, as an expert in aesthetics, focused on the tension between art's role as a mirror of society and its capacity to challenge entrenched ideologies. She asked Chambers how postcolonial art could avoid falling into the trap of simply being a tool of representation without truly disrupting the status quo. How can art remain transformative in the face of institutional co-optation?

Dario Gentili questioned the philosophical implications of Chambers' call for "anachronism as a method." He probed whether this method could genuinely dismantle linear time and the conceptual categories of Western philosophy. He asked if the collapse of a universal historical narrative might lead to a form of historical relativism that could ultimately undermine the critical force of postcolonial art.

Felice Cimatti, as a philosopher with a keen interest in language and meaning, raised the issue of language as a site of postcolonial intervention. He asked Chambers to elaborate on how the "imperialism of language" could be resisted in the practice of postcolonial art and if this resistance could offer new pathways for creating meaning in a globalized world.

Stefano Oliva, interested in the intersection of art and ethics, inquired about the moral responsibility of artists engaged in postcolonial projects. How can these artists balance the representation of trauma and exploitation with the possibility of healing and empowerment for the communities they depict?

Daniele Balicco, a scholar of Edward Said, brought Said's notions of "Orientalism" into the conversation, asking how postcolonial art might be used to critique and deconstruct Western power structures without falling into the trap of essentialism. He questioned how postcolonial art could navigate the fine line between reclaiming cultural identity and reproducing stereotypes.

In response to these queries, Chambers elaborated on the active role of postcolonial art as a site of contestation and negotiation, emphasizing that while it could be co-opted, its disruptive potential lies in its capacity to remain fluid and resistant to singular interpretations. He stressed that postcolonial art doesn't merely seek to represent the Other but to actively interrogate and transform the systems of knowledge and power that have historically silenced marginalized voices.

Students also contributed meaningfully to the conversation, drawing connections between Chambers' ideas and their own experiences in the *Casale di Martignano* course and the *Photovoice* lab. One student connected the idea of disrupting dominant historical narratives to their own photographic work, highlighting how the project enabled them to rethink their personal history and identity within the framework of colonial legacies. Another student raised the point that the cooperative *Barikama*, which works with migrant communities, represents an active, real-world example of the kind of cultural resistance Chambers advocates for. The students suggested that the cooperative's efforts to reclaim spaces and create new forms of community align with the postcolonial critique of Western modernity.

In all, the discussion was a dynamic exchange, exploring how postcolonial art can influence and be influenced by contemporary philosophical, ethical, and political questions, providing an ongoing reflection on its potential to reshape both cultural representation and social practice.

## **10. Students works from the Photovoice Lab**

During the third edition of the summer school, the Photovoice project tackled the critical issue of energy poverty by capturing its many facets through visual storytelling. Participants



focused on the contrast between sustainability and energy poverty, particularly evident in the Ostiense district. For instance, while some main streets remain shrouded in darkness, the “Hunting Pollution” mural on Via del Porto Fluviale—painted with a special technique that visually captures pollutant molecules—stands as a powerful example of how art can contribute to sustainability. In the Gazometro area, the ROAD – Rome Advanced District project, promoted by Eni, Trenitalia, and Acea, was highlighted as an initiative that drives technological and scientific innovations in the energy sector.

The Photovoice narratives revealed that energy poverty is a multifaceted phenomenon. Participants depicted a range of negative experiences, from the collective sense of vulnerability in the face of a vast, transformative climate crisis, to personal feelings of impotence and irrelevance when individual efforts seem insufficient. They explored the fear of an uncertain, apocalyptic future, the anger and injustice felt towards past generations and indifferent institutions, and the emotional toll of information overload that leads to burnout and inertia. In addition, the projects brought attention to the struggles of the most vulnerable groups, including the elderly who often face obstacles in accessing social support, and the homeless who remain deprived of essential energy services.

Based on their observations, the group formulated several proposals for a more sustainable future. These included the energy refurbishment of buildings through enhanced insulation and efficient heating systems, which would not only reduce energy consumption and lower bills but also improve living conditions and create new jobs. They advocated for the promotion of renewable energy sources by incentivizing the installation of solar panels and heat pumps, thereby reducing dependence on fossil fuels and cutting CO<sub>2</sub> emissions over the long term.

Moreover, the participants emphasized the importance of social assistance and energy education programs aimed at low-income families, which would provide direct support to mitigate the burden of high energy costs. They also proposed fostering technological innovation to spread energy-saving technologies and recommended that public policies and incentives be strengthened to support a comprehensive energy transition. Community energy projects were seen as a promising solution to share the benefits of renewable energy production, enhancing local resilience and social cohesion. Additionally, the group stressed the need to improve urban green infrastructures—through the creation of new parks and the maintenance of existing ones—to counteract the urban heat island effect and promote a healthier environment.

The Photovoice project not only underscored the complexity of energy poverty in Rome, from the heart of the city to its peripheries and informal settlements, but also provided concrete solutions that bridge technology, policy, and community engagement. By visually documenting both the challenges and the innovative responses—ranging from art initiatives and advanced district projects to grassroots community actions, the participants called on authorities and citizens alike to invest in a future that is both sustainable and equitable.

## Bibliography

- Asshoff, R., Konnemann, C., Tramowsky, N., and Rieß, W. (2021). *Applying the Global change in different instruction settings to foster climate change knowledge among student teachers*. "Sustainability", 13(16), 9208.
- Barton, L. and McCulloch, A. (2020). *Art, Environment and Sustainability: The Role of Visual Representation in Climate Change Education*. "Journal of Environmental Education", 51(4), 327-342.
- Biesta, G. (2015). *On the two cultures of educational research, and how we might move ahead: reconsidering the ontology, axiology and praxeology of education*. "European Educ. Res. J". 14, 11–22. doi: 10.1177/1474904114565162.
- Corner, A. and Clarke, J. (2016). *How is climate change portrayed in films? Climate Change and Society: Sociological Perspectives*, Oxford University Press, pp. 157-174.
- Enke, K. A., and Budke, A. (2023). *Preparing students for a changing world: how geography curricula in Europe are tackling climate change*. "Front. Educ". 8:1216780. doi: 10.3389/educ.2023.1216780.
- Field, E., Schwartzberg, P., & Berger, P. (2019). *Canada, Climate Change and Education: Opportunities for Public and Formal Education* (Formal Report for Learning for a Sustainable Future). North York, Canada: York University Printing Services.
- Ludvigsen, M. and Jørgensen, M. S. (2015). *Learning in the Anthropocene: Making the connections between science and art in environmental education*. "Environmental Education Research", 21(6), 844-862.
- Mccowan, T., and Mccowan, T. (2023). *The climate crisis as a driver for pedagogical renewal in higher education*. "Teach. High Educ". 28, 933–952. doi: 10.1080/13562517.2023.2197113.
- MedECC (2020). *Summary for Policymakers*. In: *Climate and Environmental Change in the Mediterranean Basin – Current Situation and Risks for the Future. First Mediterranean Assessment Report* [Cramer W, Guiot J, Marini K (eds.)] Union for the Mediterranean, Plan Bleu, UNEP/MAP, Marseille, France, pp. 11-40, doi:10.5281/zenodo.5513887.
- Munguia, N., Romero, A., Anaya-Eredias, C., Perkins, K. M., and Velazquez, L. (2023). *Global warming in the minds of Mexican higher education students: an exploratory study*. "Int. J. Sustain. High. Educ". 24, 317–338. doi: 10.1108/IJSHE-09-2021-0365.

- O'Neill, S. and Nicholson-Cole, S. (2009). *"Fear won't do it": Promoting positive engagement with climate change through visual and iconic representations*. "Science Communication", 30(3), 355-379.
- Stevenson, R. B., Nicholls, J., and Whitehouse, H. (2017). *What is climate change education?* "Curric. Perspect". 37, 67–71. doi: 10.1007/s41297-017-0015-9.
- Treen, K. M. D. I., Williams, H. T. P., and O'Neill, S. J. (2020). *Online misinformation about climate change*. "Wiley Interdiscip. Rev. Clim. Chang". 11, 1–20. doi: 10.1002/wcc.665.