

1_Introduction

Purpose of this survey was to evaluate the awareness of young people about Climate Change Migration. Our investigation focused on a pool of 300 students attending different high school contexts (vocational, technical, scientific and foreign language secondary school) in the Marche Region , Central Italy.

This area is characterized by a dynamic economic context thanks to a thriving industrial and tourist environment that ensures an acceptable quality of life and offers fair opportunities for the integration of non-European immigrants who, for example, are usually accepted in public schools and benefit basic public healthcare and support services.

Almost all the students invited answered the questionnaire. The bar chart below (1, 2, 3) shows their age percentage with a percentage:

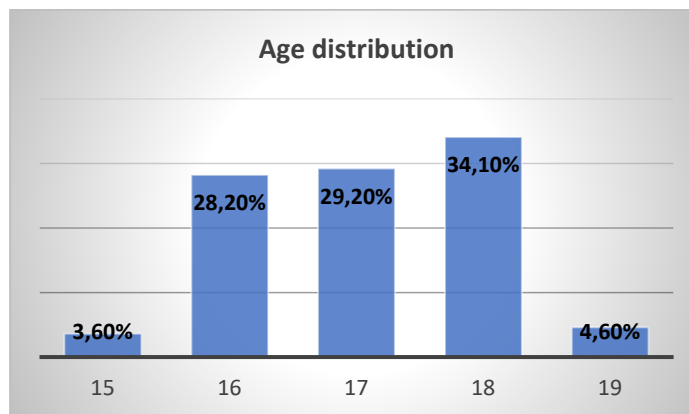


fig 1

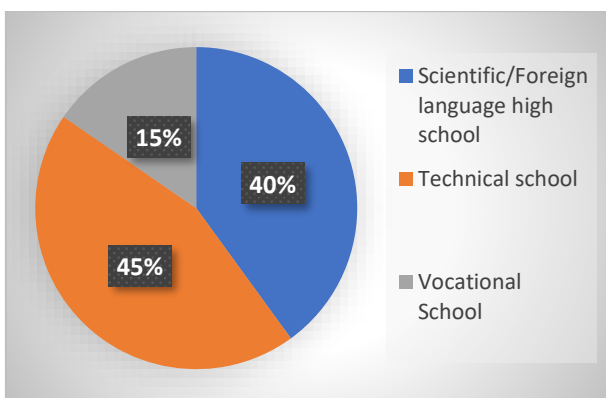


fig 2

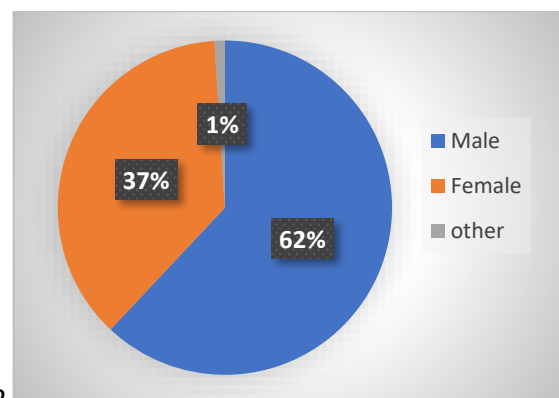


fig3

2_ Awareness about climate and environmental issues

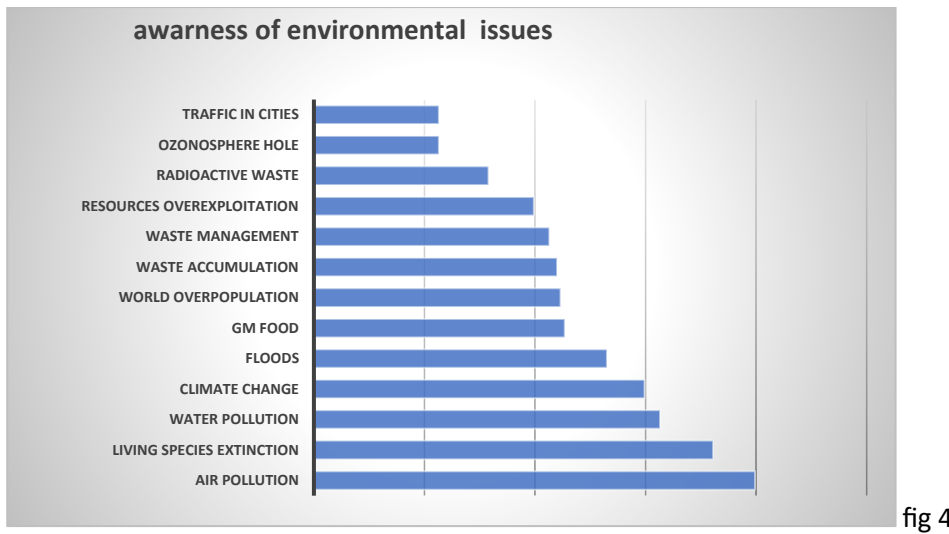


fig 4

The students reveal a certain consciousness of different ecological problems: data (fig 4) show that, although climate change is not the major concern of young people, it is one of the most alarming environmental issues, following air and water pollution and the risk of the extinction of many living species.

Almost all students have heard about Climate Change (fig 5); only a small percentage (5 %) does not know anything about it, while the amount of students which do not know anything about the topic of Climate induced migrations is higher (25% total), although not so remarkable (fig 6).

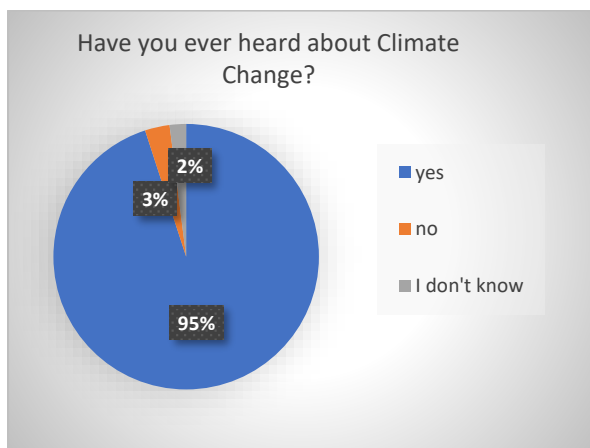


fig 5

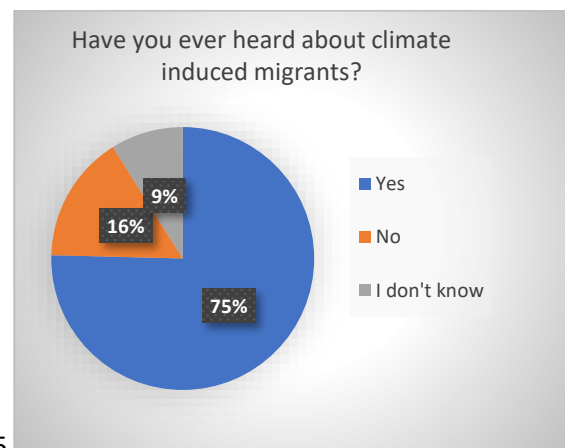


fig 6

The degree of students' knowledge about climate change clearly reflects the ordinary quality of their main sources of information (TV and Internet web, as showed below in fig 9): among those stating to know what climate change is, only 25% of them gave proper definitions. Many students reveal to be aware of the climate change consequences, but most of them show a superficial and smattered knowledge of the topic and they aren't even able to differentiate between the causes and the consequences of the phenomenon; some of them, for example, confuse the notion of *climate change* with those of *Global Warming* and

Greenhouse Effect. However, most answers unveil a widespread concern about the gravity of the actual scenario.

A large percentage (75%) of invited students declares to know about climate change induced Migrants (fig.6), but only a part of them has a proper perception of their living condition: indigent people that can't face the adaptation of climate change's consequences and are forced to migrate following difficult routes just as all other people moving away from poor countries (fig 7). Many students do not correlate climate induced migration to poverty (34,4%) and believe that their need to migrate because of climate change's consequences of will be a temporary situation (fig 7).

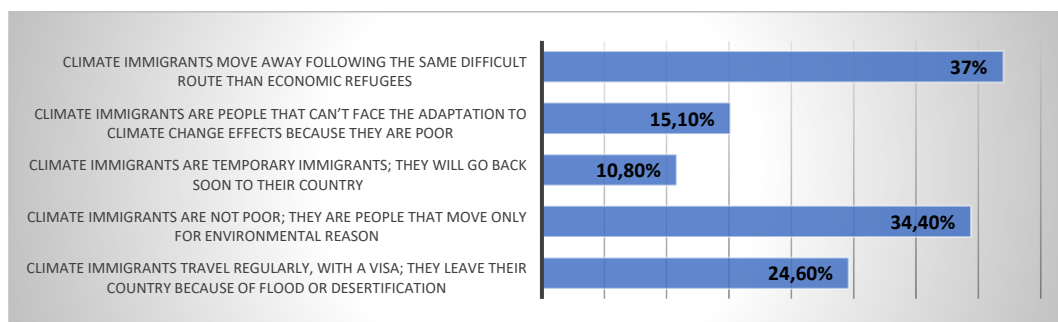


fig 7

3_Source of information about climate change

The main sources of information from which students get news and shape their mindset about these issues are correlated with the daily life of a typical young student: school, family and social context but especially gets News from TV and the Internet (fig 8). Presumably, more specific sources of information such as academic journals, governative institutions, energy suppliers etc., are rather accessed by older and educated people already involved in job/academic world.

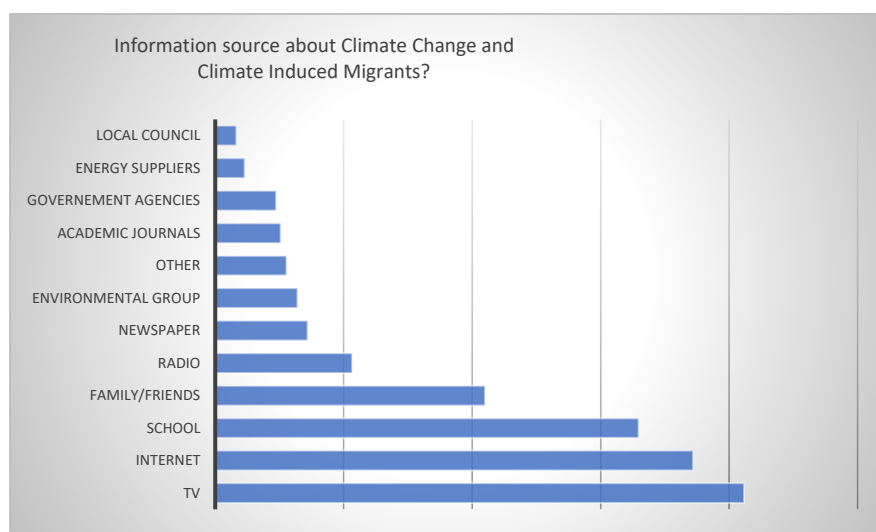


fig 8

Although school comes out to be one of the main sources of information, *climate change* as a topic is not sufficiently addressed by teachers at school, according to the 42,7% of the invited students, moreover the

issue of *climate correlated migratory flows* is scarcely approached as 74% of them believe. About 60% of them think it's quite important that schools develop this issue.

Information sources most trusted by interviewed are mainly expert scientists; then family, school, environmental organisation and energy suppliers are considered quite reliable.

4_ What can be done about climate change/actions that need to be taken to tackle effect on climate change

The given answers to this question on the possibility to do something to tackle climate change reveal a confident and trusting vision of most of the invited students (fig 9); they are aware that human society should change perspective and make important decisions to promote a more sustainable economy and life style based on renewable energy sources, the reduction of pollutant substances released in the environment, stopping the forest destruction and promoting reforestation programs (fig. 10). It's interesting to highlight that some students focused their attention on the need for citizen education for environmental sustainability.

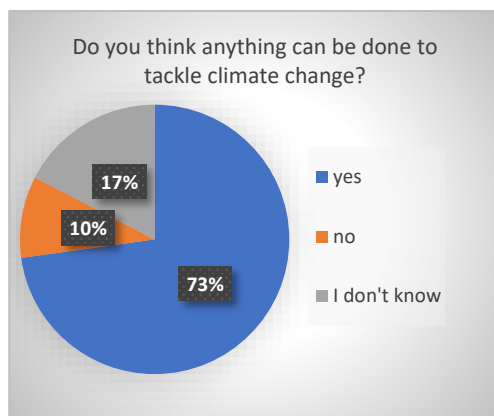


fig 9

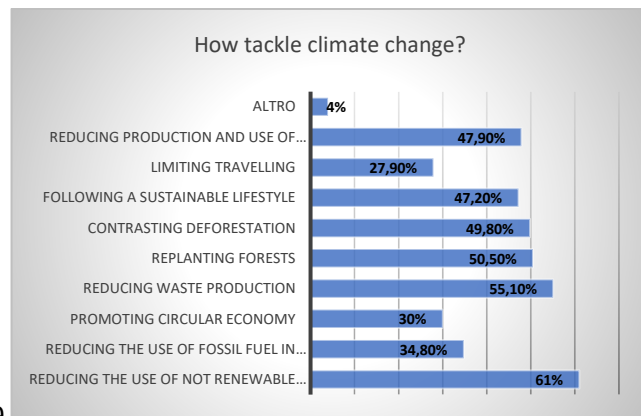


fig 10

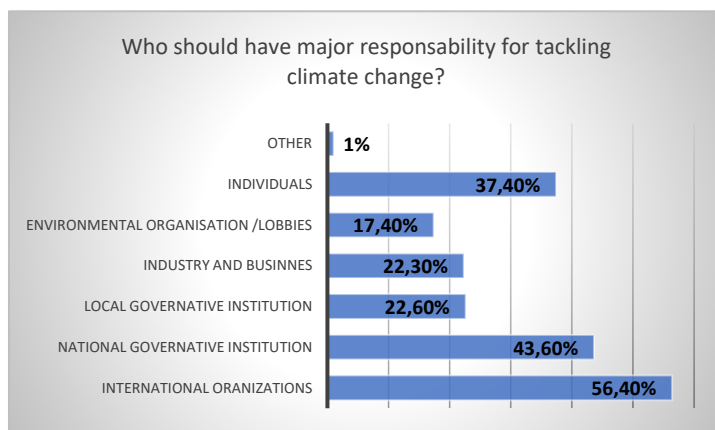


Fig 11

Main trust for facing environmental issues is placed in International and National Governative Institutions (fig 11), but is reassuring to see that these young students showed a clear awareness also on the important role of the individuals in the challenging struggle against climate change consequences.

5_ Issue on migrations

Conflict, job search and political causes are considered to be the principal causes of migrations towards foreign countries (fig 12); 39% believe that climate changes are an important reason for people to migrate from the South to EU area. Moreover, more than a half of interviewed students have the perception that our country is more subject to “climate induced migration” than other EU countries, probably because of the frequent arrivals of boats of migrants from North African coasts to Sicily.

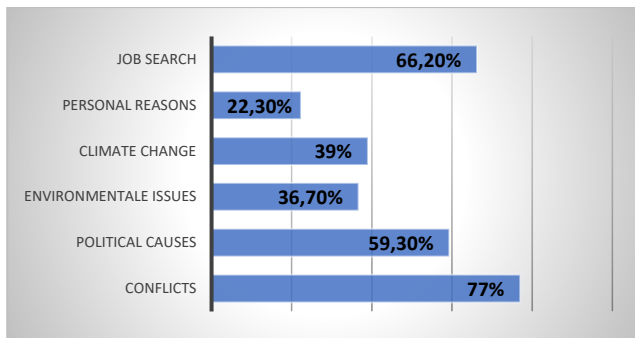


fig 12

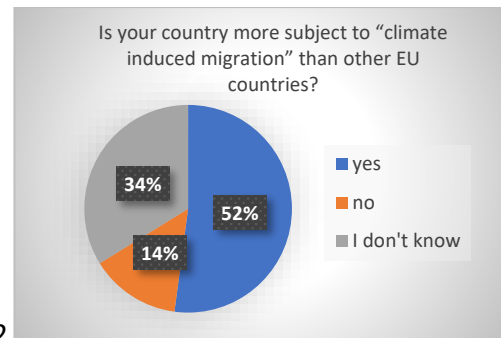
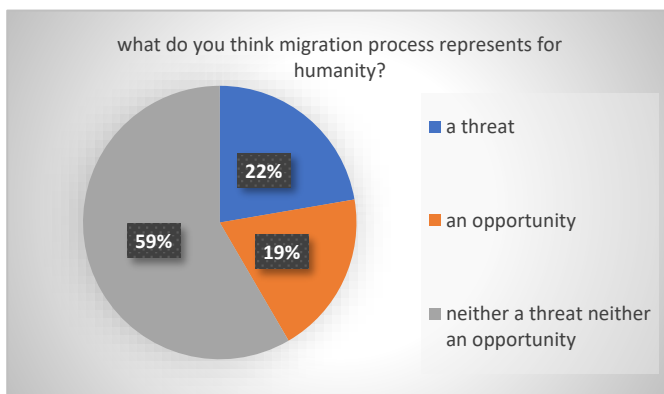


fig 13

Looking at the migratory process as a challenge for the modern human society and culture, it has been asked to students what they think it represents for the humanity. Although most interviewed do not consider the migration process neither a threat, nor an opportunity, various personal reflections have been



collected that reveal a deep vision of the significance of migration for the host country. Negative aspects highlighted by the students are the issue of overpopulation in the area accepting migrants and consequently crime, competition for some type of jobs, difficulties in the organisation of the acceptance and difficulties of integration. Positive aspects are the interaction

among different cultures and consequent cultural enrichment, increase of the birth rate, new workforce and people available to do hardest and menial job. Interestingly, some aspect pointed out by students are focused on the immigrants: the chance to save lives and offer new opportunities to indigent people and the risk of exploitation of immigrants.

