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Engaging Youth in Sustainable Energy Planning (EYES)

O2.2. Contents and evaluation of the Workshops

WP2 Engagement of the target groups

Task 2.4. Training Workshops to the Youth Intervention Teams

February 2020

Number	02.2
Title	Contents and evaluation of the Workshops
Type	Educational material
Description	All the contents used during the local and European workshops will be gathered and included in this educational material intended to facilitate replication by other municipalities. It will include also the evaluation of the workshops and the methodologies used.
Due date	Month 14 with an update on Month 24 to include the outputs of the EU workshops held in Months 18 and 23.
Language(s)	English and all local languages
Media that will be used	Publication online



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1. Project concept

The EYES project integrates and evaluates an innovative method of engaging young people to get involved in energy and climate local planning. There are two central ideas linked to the project rationale.

On the one hand, climate change is a global challenge which specifically affects young generations. Local authorities through their strategic planning documents are major leaders dealing with this challenge. Moreover, coordination and integration in the strategic planning process is important for the effectiveness and efficiency of any local authority's action. On the other hand, young generations don't usually have a voice on energy and climate planning yet they remain isolated to a particular extent. In addition, vulnerable communities are likely to suffer from climate change effects while they usually have more difficulty having their voice represented. As such, young people from vulnerable communities represent a sector of society that is both hard to reach and especially disempowered on that topic. This is reflected in various social problems such as what is called energy or fuel poverty, which is becoming a rooted social problem in EU countries¹. In order to adequately respond to the above-mentioned challenges, the EYES project intends to integrate and evaluate an innovative method enhancing youth participation on the energy and climate local planning in six pilot cities of the project consortium notably in Granollers, Spain; Sønderborg, Denmark; Naples, Italy; Lyon, France; Cieszyn, Poland and Varna, Bulgaria. Through collective support of stakeholder Advisory Boards (AB) in each city a network of Youth Intervention Teams (YIT) is established to work with other peers on the identification of key barriers and fears on energy and climate, to identify youth priorities, find solutions and to produce recommendations for policymakers on efficient energy and climate planning. The participatory process will contribute to foster the capacities and skills of youngsters by learning applications and achieving interrelational cohesion and disciplinary approach while having an impact on the local planning instruments.

¹ Cristina, B., Oriol, G., Joana, M., Aniol, E., Marta, G., Sergio, M. and Radostina, S. (2017). *Atlas of Energy Poverty/Initiatives in Europe*. [online] State-by-State Review. Available at: <https://www.ecoserveis.net/wp-content/uploads/2019/02/Atlas-of-energy-poverty-initiatives-in-Europe.pdf> [Accessed 18 Dec. 2019].

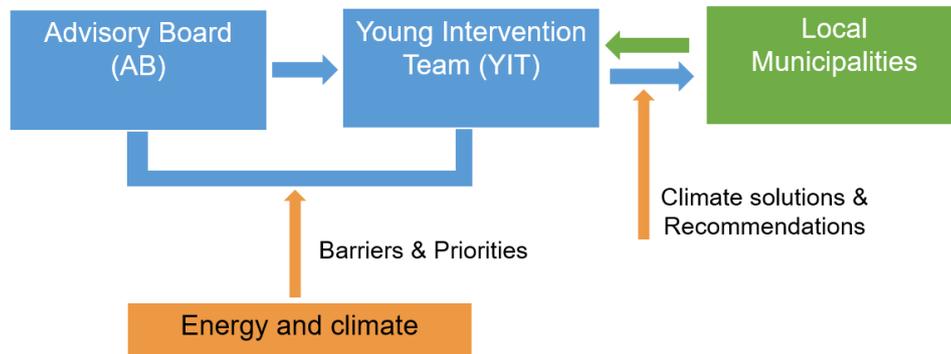


Image 1: scheme of the EYES logic behind each pilot were the YIT works with the support of the AB and Local Municipalities to provide climate solutions and recommendations to the local municipalities and investigate on barriers and priorities young people have to be involved in energy and climate planning.

In order to provide knowledge and training to the YIT, under WP2 each pilot provided specific workshops on climate policy-related matters. The current Output explains the methodology used and presents the workshops developed by the EYES project pilots under WP2. To do so, section 2 gathers the goals and main strategies used by the pilot countries. Then section 3 gathers the information on the workshops carried out by every pilot. It is thought to be useful to provide ideas to other organizations willing to provide knowledge to young people interested in climate and energy planning.

2. Methodology and Workshops overview

Local workshops were organized in the sixth pilot cities – Granollers (Spain), Sønderborg (Denmark), Lyon (France), Naples (Italy), Varna (Bulgaria) and Cieszyn (Poland) in the period October 2019 – January 2020 with the participation of already established YITs and with the support of the AB. Overall 17 workshops have been organized. As the reader will be able to appreciate, each pilot had autonomy on the number of workshops, the requirement was to celebrate at least 2, focused on political and climate topics. Any additional topic that would help increase the youth engagement and skills was welcomed as long as it benefitted the project and it was on the project's scope.

The workshops are aimed at providing baseline knowledge for the YIT members to develop critical thinking on the topic and therefore be able to elaborate recommendations to their municipalities. This section has two sub-sections, the first one outlines the workshop titles and main goals.

2.1 Workshop titles and main goals

Granollers: 5 workshops

- **Co-creation of the YIT's strategy:** workshop to co-create a strategy to engage more people to be part of the Young Intervention Team.
- **Climate change, from global to local & planning:** provide knowledge on the climate political scenario
- **Zero Waste and sustainable lifestyle:** through an Instagram influencer, explain what can people do at the individual level to tackle climate change and live a more sustainable life.
- **Political influence and peace culture to support climate action:** three speakers presented what can be done at the system level to influence policymakers.
- **Participatory video workshop:** during two sessions, Ecoserveis provided a training session using participatory video techniques so that young people could identify and talk about climate-related challenges and recommendations to policy-makers.

Sønderborg: 2 workshops

- **Local energy and climate planning process:** participatory workshop based on short presentations followed by co-creation of ideas in small working groups on local energy and climate planning. It was composited by YIT and AB members.
- **Sustainable energy, transport and youth participation in the green agenda:** co-hosted by the NGO “Nyt Europa”, the NGO “FN-forbundet” and the Danish YIT group called “Sønderborg Ungeklimaraad”. The event was focused around three topics: Sustainable energy, transport and youth participation in the green agenda

Lyon: 4 workshops

- **Video making and using Instagram:** the communication department of ALEC Lyon organized a workshop focused on video making and Instagram training for young people involved in the project.
- **Energy issues – Vaulx en Velin:** training on energy issues with the goal to foster social cohesion in the group; raise awareness of energy issues and highlight priority issues and ideas for actions to be taken.
- **Energy issues – Oullins:** similarly that with the Vaulx en Velin, the main goals of this workshop were to foster social cohesion in the group, raise awareness of energy issues; and brainstorm on issues and actions that might be implemented by the youth.
- **Climate issues:** Workshop to foster social cohesion in the Oullins/Confluence EYES team; raise awareness in climate issues using hip-hop as a vector and bring out priority issues and ideas for actions to be taken to make proposals and to be broadly mobilized.

Naples: 3 workshops

- **Climate issues:** YIT members and young people interested in the project were brought together. The YIT with the support of the AB team explained to the new young people the major project parts and mission and the whole team discussed their different perception of climate issues.
- **Eco-sustainable tourism and mobility, water and waste management, building efficiency:** Workshop to define the topics the young team decided were more important and interesting to them under the energy and climate change framework. The future activities in the city of Naples will be organized based on these topics.

- **Air quality, plants population:** The YIT discussed the ideas behind a local documentary called “Oxygen as a Common Good”. They shared their thoughts on the real efficiency of this plan and what could be a really good starting point for this city, focusing their attention on tree planting and the plan to achieve CO₂ free ports in the cities of the metropolitan area.

Varna: 2 workshops

- **Personal development, behavioural lifestyles, entrepreneurship:** during this workshop the young people got trained on how to be more prepared and motivated to act and react during different situations based on their personalities and personal perceptions of climate-related topics. More specifically they were introduced with local entrepreneurship activities and ideas on how to initiate actions and public interventions.
- **Communication, local planning process:** The objective of the workshop was to get aware and educate young people on local municipal documents related to the environment, energy efficiency, local development and the process for their development and approval.

Cieszyn - 2 workshops

- **Climate change, carbon footprint, individual perception of the climate-related problems:** during the workshop young people got deeply familiarized with the climate change, its causes and impacts, with the specific focus on local dimension and local possibilities to take action. They also learned more on carbon footprint, including the carbon footprint of food, which is still under-considered when talking about the climate. An important part of the training (and preparation for further project activities, including a research project and Instagram campaign) was creating the silhouettes of “typical” young citizens and Cieszyn – what they do, what they like, what they know about climate and where to find them.
- **Human behaviours, habits and possibilities to change them, rules for conducting educational studies and campaigns:** during the workshop young people got familiarised with the factors guiding human behaviours and the possibilities to influence them for the benefit of the climate and the city. In preparation for further work, they learned more about the rules for conducting successful surveys, arguments and

conducting educational campaigns. They also worked further on the silhouettes of young Cieszyn citizens wondering what questions they need to ask him/her to learn more about his/her fears, expectations and ways of reaching him/her.

2.2 Workshop main points and lessons learned

The workshops had the general objective to gain specific new knowledge about climate and energy issues, communication and personal behavioural representation and creating platforms for dialogue and discussions within the groups afterwards.

In order to ensure the participation and attendance of young people, workshops included topics one can find in the news and current climate agenda as well as practical sessions, during which young people could work in small groups or individually having so that they could develop their critical thinking and prepare questions that would afterwards be answered.

All the workshops created a common space for inspirations of discussions and co-creation of ideas on how to act in different situations, how to react and be involved in public matters across generations and how the voice of the young people would and should be heard. The additional learning sessions for the acquisition of practical skills such as video making or using Instagram brought the added value to capacity building practices.

All of the participating young people fell under a preliminary set of age thresholds being aged between 16 and 29 years. The number of participants differed from country to country but it ranged between 3 and 25 per workshop. Having a set of workshops allowed different volunteers to come to different workshops and since some were open to new possible young people, some workshops were useful to gather more members since they were open to the community.

All in all, the main lessons learned were:

- Asking the young members what motivates them is key to have a successful workshop. The foreseen contents that initially are intended to deliver can be shaped to respond to their motivations, in order to increase participation and interest.
- It is interesting to record the sessions so that the young people that can't make it are able to access the information afterwards
- Reaching full attendance is hard since young people do this outside school or university. As such, tailoring the workshops is key

- Having a young member being the leader who communicates and engages the other YIT members works well in cases such as Denmark and Italy
- Sometimes quality is better than quantity: having fewer attendants allowed to be more dedicated to those attending. This is especially relevant for harder-to-reach or vulnerable profiles of youth. Sometimes we seek a large number of people to impact but the impact you can do is smaller than if you have less young people you can answer questions to. This was especially evident in the case in Spain and France.
- Having gamification or additional perks works in some cases such as Spain or France. Having breakfast or a snack available works in cases of young people who might be interested but indecisive.
- Make the YIT team members take the role of lecturers proved to be successful in Italy as a way for the YIT team to involve peers and gather followers.
- The knowledge acquired will enable the YIT to be more adaptive to the labour market. This is especially important when talking about hard to reach groups.
- In Italy, it became clear that the socioeconomic background of the YIT is not a determinant factor regarding the interest in the climate issues, but it is important in other aspects such as the different lifestyles, different habits, more attention on the little things for who has a worst economical situation...
- Females tend to be more interested and involved than males.
- It is important to design active activities for the workshops as a motivation factor, and it differentiates the activities from regular school classes.

The individual workshops and outcomes from each pilot country are presented in the next section. They are presented as factsheets, one per workshop and they provide specific information and knowledge on how the young people have been involved in the partner countries and provide further inspiration for other communities and target groups while searching for mechanisms and methods for organizing and gathering young people's ideas in participatory actions of public matters.

3. Conclusions

As a general conclusion, the implementation of the workshops has made evident that these are needed to:

- Balance the knowledge between the different participants, who can come from very different backgrounds and facilitate their participation in equal terms in the phase of gathering feedback from other young peers, provide their views in the analysis of the information gathered, and participate in the elaboration of recommendations to the municipality.
- Fill the gap usually found in formal education on climate change policies and action. We found that combining workshops on individual actions with workshops on community and policy framework provided a good overview for the participants to develop critical thinking on the topic. It also avoided frustration with the scientific data they have access, too, as they learned ways to act both at the individual and community level. In this sense, this combination of individual to community actions also fosters a sense of ownership to the community and can influence their values' system to engage in more active citizenship. At the same time, working in the interrelation between global-local and individual-community is essential for understanding the challenge of climate change action from a positive and constructive perspective.

Finally, a workshop using active dynamics (e.g. quiz.), influencers (e.g. social media influencers), or other types of reference models that are closer to the youth daily interests (e.g. the hip-hop teacher involved in the French pilot), proved a good strategy to engage youth. Also, putting YIT members in the role of animators/facilitators of the workshops in a topic they master can be a fruitful strategy to:

- Further engage them in the process as they perform a key role for the group/community providing their own knowledge
- Foster the development of leadership and communication skills, at the same time that it enhances their self-esteem.
- Enhances the group cohesion by distributing roles instead of being simply passive subjects in the learning process and empower them in the dialogue with external actors.

4. Case Studies

4.1. Granollers, Spain

Context

Granollers City Council, the Spanish responsible partner organized four workshops for the YIT in Granollers aimed to get them aware and learn more about climate change, zero waste and sustainable life, political influence and support to climate action. The youth were also activated to co-create ideas on how to attract their peers and other young people during discussions of climate and energy issues at the local level. Under WP2 Granollers looked towards empowering the YIT by providing them with not only knowledge but also methodologies that they could use for their research (under WP3). Overall 47 attendants were registered in the workshops.

Workshop factsheets

Topic: Workshop to co-create the YIT's strategy
Date: 5/10/2019
<p>The methodology used: what has been done</p> <p>The Granollers Pilot members together with the Young Intervention Team (YIT) members (Selected through youth ethnographic interviews) decided to plan a campaign to mobilize young people in Granollers through a youth mobilization campaign aimed to culminate with a festival provisionally called ECO-FEST.</p> <p>The youth mobilization campaign has been validated by different municipal offices and actors implicated which would contribute to making the project viable. Municipal offices involved are: Communication, Environment and Green Spaces, New Citizenship, Community Action (and the Volunteering Point), Welfare Services (Action and Community Group), Education, Museu de Ciències Naturals de Granollers, and also Ecoserveis.</p> <p>The methodology used was a co-design workshop where YIT members had to plan the communication campaign and content to motivate other young people. In addition, the workshop provided them, the tools to be able to replicate the same workshop in another context with other young people, through online communication channels and off-line face-to-face communication. The aim of the campaign was to collect ideas from and engage the YIT members in further meetings and workshops to define and organize the ECO-FEST during the course. The ECO-FEST will take place in autumn 2020, at the Fair Space owned by the municipality.</p>

Pedagogical goals sought: why has this approach been chosen

According to Monday Innovation Lab, an organization that provided knowledge and led the workshop, the co-creation methodology was the best way to engage young people in designing the youth mobilization campaign, since the participants had the leading role. The pedagogical goals sought by this activity were to:

- Lead them to better identify the target groups of the research actions (to be implemented in WP3) and ways to reach and engage them. This was intended to optimise the communication strategies to target them and provide them with communication tips to tailor the messages to the target groups.
- Identify barriers and topics they are concerned about related to climate change. In this sense, a specific activity was foreseen to work on empathy to other social groups and active listening to peoples' concerns.
- Train young people in the ability to organize events, by using a suitable methodology, in order to organise the final activity, they decided to disseminate EYES' outputs (the ECO-FEST). This was intended to provide tools to foster teamwork.
- Brainstorm on potential actions that the municipality could do as a first step for thinking on recommendations.
- Empower them so that they can work by themselves to replicate the same workshop with other young people, who might not be as concerned as them. The replication of the activity on identifying key topics and the activity on recommendations to the municipality is intended to be replicated by them in schools and educational centres for the research within WP3.

Profile of youngsters: who has this activity been tailored to

The action has been thought to attract the whole YIT. Since the 29 YIT members in Granollers come from a wide variety of backgrounds and ages, this activity fits into and is inclusive with the whole group. The specific characteristics of the group are: ages from 15 to 25, gender: 10 males and 19 females; few of them engaged through the New Citizenship and Community Action Office, which means that belong to the hard to reach target group, while others come from local wealthy families. In the end, 7 YIT members (6 girls + 1 boy) attended the workshop, one of them from the harder to reach the group.

Learnings that are expected to gain through this activity

Through this activity, young people were expected to learn how to prepare a co-creation workshop and how to organize an event. In addition, the workshop provided the participants' knowledge and soft skills such as how to be more pro-active and gain self-confidence.

More specifically, they had to: (1) validate the ECO-FEST event; (2) identify the target audience; (3) work out the main messages in order to achieve the implication of the every target audience; (4) prepare the content of messages according to the target group; (5) gather proposals from other young people.

Learning goals achieved: knowledge and skills obtained. Was it finally relevant for their future actions?

From the point of view of the Granollers Municipality, the main pedagogical goals described have been achieved. The young people proved that they were able to replicate the workshop with other peers and the event (ECO-FEST) that acts as a common purpose for their involvement in the EYES process began to be defined in its concept. They will apply these skills under WP3 starting in February 2020.

Links to presentation and pictures

- <https://drive.google.com/file/d/1I4HIYuu1gokF9GtRaxTxJehZmbXAdwCi/view>



Topic: Climate change, from global to local

Date: 7/11/2019

The methodology used: what has been done

The methodology used was the organization of a seminar-workshop with two presentations and a discussion:

- 1) Ana Perez the co-director of Climate Tracker, a youth association that inspires, trains and mentors young climate journalists around the world, made a presentation about Governance and international, national and regional climate politics where she talked about the Conferences of the Parties of the United Nations (COPs) and social movements goals and achievements and future possible scenarios.
- 2) Virginia Domingo and Èlia Montagud (From the Environmental and Green spaces Office, of the Granollers City Council) made a presentation about local climate politics: from where do we come and where do we go?
- 3) Discussion with YIT members: how can they use the learned lessons. Which issues are the most important for them? Which ones make them be more concerned about?

Pedagogical goals sought: why has this approach been chosen

The methodology of the seminar chosen was a good way to provide a basic view of climate politics to young people. The pedagogical goals sought by this activity were to train young people about adaptation and mitigation Climate Change politics, but at the same time offer a space for critical debate on the topic.

Profile of youngsters: who has this activity been tailored to

The action was thought to attract the whole YIT, but finally, only 6 YIT members (3 girls + 3 boys) attended the workshop, none of them from the hard to reach groups. Some of the YIT members could not attend because of work-related issues or personal commitments, not for a lack of interest.

Learnings that are expected to gain through this activity

Through this activity, young people learned basic knowledge on Climate Change politics. This was related to different levels: from local to global agreements made during the UNFCCC COP conferences. The invited lecturer talked about the Rio, Kyoto and Paris, agreements as well as European politics (goals and national targets to cut greenhouse gas emissions for 2030) and national and regional politics (Climate Change Catalan Law). During the second part, the local politics actions were explained: the SECAP (Sustainable Energy and Climate Action Plans).

Learning goals achieved: knowledge and skills obtained. Was it finally relevant for their future actions?

The goals have been achieved. The knowledge provided showed to be significant to the youth, especially because they wanted to understand what was happening at the international summits and if the agreements are good enough for the climate or were lacking ambition and as such were poor according to the scientific expectations. This came handy because COP25 recently moved from Chile to Madrid and the young members who participated were really keen on understanding what they should expect from COP25. The lecture was recorded for those who missed it. It is interesting to note that as part of the EYES Spanish team we participated at COP25 and provided a workshop there.

Links to presentation and pictures

- <https://drive.google.com/file/d/1rkhZ5IKFGDbyl9lpZq-VekLxOX29dRpG/view>
- <https://drive.google.com/file/d/1A38Wo7xIYkJsZfAbxjfwHfRsDbWZDwvo/view>



Topic: Zero Waste and sustainable life

Date: 12/12/2019

The methodology used: what has been done

The methodology used was a seminar-workshop with a presentation followed by a discussion and some micro workshops:

- 1) Monica Rosquillas is a member of the Advisory Board and an influencer on Instagram @monicarosquillas
- 2) Micro workshops: Ecological Footprint Calculator; Ideas to reduce food waste; App «Too Good to Go»; Exchange goods better than buy them; Localization of stores with local products

This workshop was chosen because young people showed an interest in practical tips to live more sustainably. It was thought to empower them on measures to change lifestyles.

Pedagogical goals sought: why has this approach been chosen

The seminar methodology was chosen as a good way to show some easy ideas about sustainable living and how to reduce waste. The goals sought by this activity were to disseminate these suggestions among young people. To change habits is not an easy issue but if there is a person who can show some tips and tricks, changes can be more affordable.

Profile of youngsters: who has this activity been tailored to

The action was thought to attract the whole YIT. Finally, 6 YIT members (3 girls + 3 boys) attended the workshop. Some of the YIT members could not attend because of work-related or personal matters. Monica Rosquillas and the EYE team posted on Instagram information about the workshop. We encouraged young people to follow her posts for tips on sustainable lifestyles.

Learnings that are expected to gain through this activity

Through this activity, young people were expected to learn about how to reduce waste and how to contribute to the responsible use of energy and materials. Monica Rosquillas explained her experience about how she has managed to introduce changes in her life to become a „green citizen“. She always carries some materials e.g. kits and tips with her to avoid plastic bags, single-use containers and tools, etc.

Learning goals achieved - knowledge and skills obtained. Was it finally relevant for their future actions?

The goals have been achieved. This kind of tips and easy habits changes were significant to the youth because they were really concerned about the impacts of their lifestyle. The YIT members had the opportunity to talk with an expert and know some alternatives than they can gradually adopt in their lives. During the practical part of the workshop, they calculated their ecological footprint and learnt about some apps, such as «Too Good To Go» for fighting food waste.

Links to presentation and pictures





Topic: Political influence and peace culture to support climate action

Date: 30/01/2020

The methodology used: what has been done

The methodology used was a seminar-workshop with a presentation of the EYES project, a final discussion and three micro workshops:

- 1) What is political influence and how does it effectively influence the climate crisis?, by Carlos Cañas, spokesman for the sectoral environmentalism of the local association “Jovent Republicà” (Republican Youth).
- 2) Peace culture: initiatives to develop it on a glocal scale, and what role they play to face the climate crisis, by Marc Grau, International Relations student at The University of Leiden (The Hague).
- 3) How to ask governments for urgent action against climate crisis through civilian peaceful disobedience, by Jordi Pueyo, an environmental activist.

The key part of this workshop was the way three very different professionals from three very different backgrounds approached political influence and what they knew about it.

Pedagogical goals sought: why has this approach been chosen

The seminar-workshop methodology was chosen as a good way to show young people that there are different ways to influence the policy and political level through a distinct workshop on political influence and peace culture. The goals sought by this activity were to disseminate these ideas among young people and create a debate. This was particularly interesting due to the fact that the previous seminar was related to what young people could do at the personal level, while this one dealt with the community level. This workshop addressed the idea of tackling climate change in a very different way: the system level: how can we change policies?

Profile of youngsters: who has this activity been tailored to

The action was thought to attract the whole YIT and other young people interested in climate action. Finally, 6 YIT members (5 girls and a boy) and 3 other people attended the workshop. Among other people, was Monica Rosquillas, trainer in the previous EYES' workshop.

Some of the YIT members could not attend it because of work, studies or other obstacles. Interestingly, one of the speakers of this workshop will also attend the European Youth Event (EYE) in Strasburg, where some of the Spanish EYES team members will be participating. As such, this was also useful for networking.

Learnings that are expected to gain through this activity

Through this activity, it was expected to get young people aware of the set of actions that have been implemented by citizens and organized civil society to influence the formulation and implementation of public and private policies and programs that affect the quality of life, human rights. as well as the sustainable development goals.

Learning goals achieved - knowledge and skills obtained. Was it finally relevant for their future actions?

Some goals have been achieved in this workshop: young people understood the importance of acting locally and collectively (through associations, institutions...). Also, that structural solution is needed. They became aware of the influence they can have acting through the EYES project. One of the most interesting parts was the debate after the three speakers opened the floor for questions. A debate started between young people and the speakers on the importance to act at the system level.

Links to presentation and pictures

- https://drive.google.com/file/d/1HyyPH0Z_9xhlc6JfRcsR6gOBkxQtOeaP/view
- https://drive.google.com/file/d/16-muPa6_1nfa4_UK7z92Gm4n8irL6ZnC/view



Topic: Participatory video

Date: 09/02/2020 and 20/02/2020

The methodology used: what has been done

During the month of February, the team of Granollers dedicated two sessions (7th and 20th) to facilitate a participatory video workshop to the young people active in the EYES project. During the first session, we introduced the basic ideas of community video making and video making in itself and the second one we created a video.

To put it briefly, this method was used because “*Participatory video (PV) [allows] a group of individuals [to] create a film on an issue of interest or concern to them. It is grounded in a people-centred approach that utilises communication tools to enable individuals to understand and confront an issue of importance to them. But it may also be viewed as a tool of empowerment, amplifying the voices of potentially marginalised groups or folks whose voices tend to be less heard*” (Futurelearn, [University of East Anglia](#))

As stated, PV involves a group of individuals in the creation of a video, the technique is used to amplify local voices and create outputs that are of local relevance, in this case, climate and sustainable matters and how can they be improved to recommend actions to the local municipality. This methodology was used to allow young people to gather skills in communication but also to allow them to express their ideas and concerns through a participatory and free-space technique.

Pedagogical goals sought: why has this approach been chosen

- **Pedagogical goal 1:** knowledge transfer about PV and video making language.
The first session was mainly focussed on knowledge transfer and the session was recorded and [uploaded to YouTube](#) so that those who could not be part of the workshop could benefit from the most important content. The idea of the [storyboard](#) was central to the workshop and anyone who wants to use the storyboard can do by downloading the one we prepared. As such, it is a resource that stays and it will be used after the project is over.
- **Pedagogical goal 2:** increase video making and narrative skills.
Put in practice the storyboard technique, film the video and edit it. The importance is to be cooperative and empathetic and not be driven by a good video but the message it carries. The technical aspect is not the most important one but the insight it is. As such, the second session was dedicated to thinking about a story, film it and edit it. Since in participatory video it is more important the content, ideas and discussion around it than the video itself, and also because of time-constraints, we opted to draw the story.

Profile of youngsters: who has this activity been tailored to

The activity was tailored to the YITs and two only came. It was very interesting to reflect on why so little people came and also reflect on the good chance that that brought to the activity. One of the young people who came was not yet in the EYES project team and came just because she was interested. She comes from a migrant family from Bangladesh and it belongs to the vulnerable group of young people. Having more time to dedicate to her (instead the little time we would have had if 10 people would have come) allowed us to connect with her and her, later on, joined the project doing another [video to explain what EYES is](#).

Learnings that are expected to gain through this activity

There are mainly 2 categories of learning through the activity of PV that we put in place:

- Knowledge: learn about what is PV, how to film with a phone and the angles to take, what is a storyboard.
- Skills: Cooperation, empathy, creative thinking.

Talking about what happened, Maliha, wrote the script and Verónica draw most of the pictures. Carles, the IT school teacher had installed the free editing program called *openshot* to the computers and he showed us how to use it. After filming we explored the program. You can find the [video here](#).

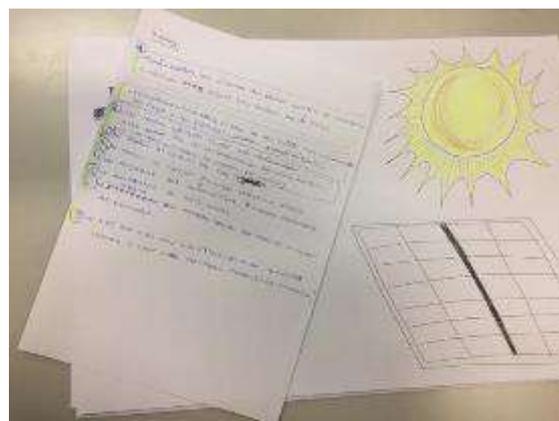
Learning goals achieved - knowledge and skills obtained. Was it finally relevant for their future actions?

The learning goals were definitely achieved.

- The knowledge video posted online was useful to share the knowledge with those young members who could not come and watched it later.
- The video created allowed its members to work using the learned skills
- After the workshop, one of the participants made another video using the skills learned and others she self-taught out of her own motivation to explain the project to others.

Links to presentation and pictures

- First session [video here](#)
- Final [video here](#).





4.2. Sønderborg, Denmark

Context

EUC SYD, the Danish partner organized two workshops for the YIT established in Sønderborg. The main principles of the local energy and climate planning process together with the youth participation in the local green agenda were communicated during the workshops. The general objectives were to motivate the YIT members to be actively involved in public debates, to provide them with the space to think creatively and actively express themselves. Overall 46 attendants were registered in the workshops.

Workshop factsheets

Topic: Local energy and climate planning process
Date: 04/12/2019
The Methodology used: what has been done

The overall learning objectives of the workshop were to provide the YIT with basic knowledge about the local energy and climate planning process.

It was organized as a participatory workshop based on short presentations followed by co-creation of ideas in small working groups composed by YIT and AB members.

Henrik Bielefeldt, Department Manager, Project Zero, presented Sønderborg's new Roadmap 2025, which is to show the way to a 75% CO₂-reduction by 2025. The Goal is to be CO₂ neutral in 2029. This was partly carried out as a "Kahoot learning game".

Lykke Farre, Youth Coordinator, Municipality of Sønderborg, presented the municipal youth strategy, which is currently under revision, and invited the YIT to contribute to its further development.

Lene Sternsdorf, Climate Coordinator, Municipality of Sønderborg, presented the overall municipal sustainability and climate strategy, including the plan for creating a new information and learning centre for the UN Sustainable Development Goals at the "Kær Vestermark" area. In relation to the presentation from the municipality, The Youth Climate Council and the Advisory Board members were divided into three mixed working groups to discuss and co-create solutions for how to communicate and disseminate sustainability in the Municipality of

Sønderborg and particularly in relation to the youth group. A second task was suggesting activities that could attract young people to the UN Sustainable Development "Kær Vestermark" area.

Pedagogical goals sought: why has this approach been chosen

The participatory approach was applied to motivate the YIT members to be actively involved, giving them the space to think creatively and express themselves.

In this context, it was important to make them feel that they gained some output from participating - and not just felt like they had to go to more classes after a long school day. Further, the dynamics of the group work ensured learning from AB members in addition to the learning gained from the short presentations.

Our pedagogical goal towards the activity was to make sure everyone was participating, both YIT and AB-members and that especially YIT participants left the workshops with increased knowledge.

Profile of youngsters: who has this activity been tailored to

This activity was particularly tailored for the YIT members. The youngsters are High School seniors or University students (1st year). The age-group was from 19 to 23 years old. Mostly female all born and raised in Denmark.

Learnings that are expected to gain through this activity

The learning was focused on basic information about the local climate and energy planning process, including the overall context, the stakeholders involved, and the challenges faced. A particular focus was co-creation of ideas on how to involve youth in the process.

The oral evaluation at the end of the workshop pointed out that we have made a good form and that the content was good.

Learning goals achieved - knowledge and skills obtained. Was it finally relevant for their future actions?

The workshop was dedicated to YIT members interested in knowing more about local energy and climate local strategies and policies, including sustainability issues. This has empowered them to transfer knowledge to other young people in the target group and to come up with ideas and activities towards engaging more young people in the project.

The group appreciated the idea of them gaining knowledge which they over time will communicate to their peers - also peers with other socioeconomic and cultural backgrounds.

Links to presentation and pictures

- <https://www.projecteyes.dk/2019/12/05/workshop-med-fokus-paa-baeredygtighed-og-unge-i-soenderborg/>



Topic: Sustainable energy, transport and youth participation in the green agenda

Date: 30/01/2020

Participants: YIT, other youth, Advisory Board, Nyt Europa (NGO), politicians and citizens

The methodology used: what has been done

The 2nd workshop in Denmark was an event co-hosted by the NGO “Nyt Europa”, the NGO “FN-forbundet” and the Danish YIT group called “Sønderborg Ungeklimaraad”.

The event was focused around three topics: Sustainable energy, transport and youth participation in the green agenda. The Event started with several presentations from both local and national actors.

The Mayor of Sønderborg Erik Lauritzen opened the event with a presentation about Sønderborg and the municipality’s green agenda. He emphasized that the YIT group is an important asset and cooperation partner for the local municipality in the energy and climate planning process.

The Danish Minister of Transport Benny Engelbrecht presented a national outlook on the transport sector and the national strategy to create a “green and sustainable transport sector”, including the needed promotion of electric vehicles.

2 representatives from the YIT group presented the EYES project and introduced the upcoming WP3 survey within the project (February – April 2020).

2 representatives from the Green Student Movement (a national organization with active members in various cities) presented their views on youth engagement in relation to the overall green transition.

The Event ended in group session debates, where everyone participating was mixed in groups to discuss the sustainable development goals (sustainable transport was a special focus) and what the local community can do to meet these goals.

The methodology was aimed at gaining new knowledge and creating dialogue and discussion within the groups afterwards. The presentations within the first part of the event gave the group debates a starting point, and spiked interest and discussion. Most of the speakers also participated in the group debates and were able to answer questions. The event created a common space which inspired to discuss and co-create ideas across generations.

Pedagogical goals sought: why has this approach been chosen

The participatory approach applied for this event was suggested by “Nyt Europa” based on their previous success with this format. The approach was somehow similar to the participatory approach applied at the first YIT workshop on 4th December 2019.

The pedagogical goal was for the YIT to gain new knowledge about the local and national energy and climate planning process, including the political decision processes. Further to empower them in relation to citizenship participation. The YIT participating as well as other youth had the opportunity to speak with national as well as local stakeholders, including other citizen groups. This allowed the YIT to gain a broader understanding of how the local community feels and deals with climate change – Also in a national context. The group sessions also called for concrete suggestions to the local community and created many ideas for the YIT group to discuss and consider for the future.

Profile of youngsters: who has this activity been tailored to

The event was tailored to the broader local community as everyone living working or attending education in Sønderborg municipality was invited. The event was open, and therefore the people attending was a broader mix of different ages, cultures and socioeconomic groups. There was a total of 35 participants, where 11 out of the 35 were Danish YIT members.

Learnings that are expected to gain through this activity

The YIT members and other participants in the event were expected to learn about the municipality's approach on engaging youth within the local climate and energy planning process. Further on the relation between national and local strategies exemplified within "sustainable transport". Furthermore, the YIT members were expected to learn more about the local community, the local political system and on citizenship participation.

Learning goals achieved - knowledge and skills obtained. Was it finally relevant for their future actions?

We see the main goal as successfully achieved. The YIT members participating in the event learned more about the local municipality's green agenda and how they view the youth group in this context. The municipality does indeed see the YIT groups/ Sønderborg Youth climate council as an important asset and are open to including them actively in municipal planning and affairs. This was a very important step for the YIT group, and it validated all of their hard work.

Furthermore, they learned about the Danish transport sector and how the national government sees future solutions and developments within this sector in relation to make the sector fundamentally greener and CO₂ neutral in 2050 (70% CO₂ reduction targeted for 2030). An important learning aspect in this context is the role of the municipality in relation to the implementation of national strategies and in this case the link with the strategic energy plan for green transportation in Sønderborg. This provides the YIT members with a good foundation of knowledge, which they can use in a future context.

Lastly, the YIT group got the chance to interact with local citizens about the future green development of the local community and generate ideas as to how you as an individual can contribute to the overall process. This provided useful learning about active citizen participation and further provides a great foundation for the YIT when they are to develop the recommendations to the municipality at the end of the EYES project.

Links to presentation and pictures

- <https://www.projecteyes.dk/2020/01/31/ungeklimaraad-lancerer-spoergeskemaundersoegelse-i-soenderborg-kommune/>
- <https://www.facebook.com/Soenderborgungeklimaraad/photos/a.111433986903979/186668659380511/?type=3&theater>
- <https://www.facebook.com/Soenderborgungeklimaraad/photos/a.111433986903979/186668656047178/?type=3&theater>
- <https://www.facebook.com/Soenderborgungeklimaraad/photos/a.111433986903979/186668652713845/?type=3&theater>

- <https://www.facebook.com/Soenderborgungeklimaraad/photos/a.111433986903979/186668736047170/?type=3&theater>



4.3. Lyon, France

Context

ALEC Lyon organized four workshops with a focus on climate and energy issues and one of them being fully operational on video making and using Instagram by the YIT. The main goals of the workshops were to foster social cohesion within the groups, to raise awareness on energy and climate issues and to inspire youth activities in the field. Overall 20 attendants were registered in the workshops having in mind the composition of smaller groups of the YITs in the different small municipalities of Lyon Metropolitan area.

Workshop factsheets

Topic: Workshop on video making and using Instagram
Date: 17/10/2019
<p>The methodology used: what has been done</p> <p>In the EYES project, young climate citizens are highly incited for making and publishing videos on social media, and especially Instagram, using the EYES account that they must also animate. As such, the communication department of ALEC Lyon organized a workshop focused on video making and Instagram training for young people involved in the project.</p> <p>The workshop was divided into three parts:</p> <p>First, it focussed on video making and it was directed by Stéphane Rouvier (Communication Officer - ALEC Lyon),</p> <p>Then it was followed by the presentation of Instagram by Lucile Desgrand (Communication assistant).</p> <p>Finally, a video presentation of the workshop participants was made with a smartphone.</p>
<p>Pedagogical goals sought: why has this approach been chosen</p> <p>The main goals of this workshop were:</p> <p>Give concrete techniques, tools and tips to make good quality videos with a smartphone.</p> <p>Give some tips to animate the Instagram page with the handling of stories, publications, and learn to moderate a page effectively (hours of publications, stimulate interactions, etc.).</p>

The pedagogical approach was to teach concrete things (video making, Instagram posts) and let sometime just after for testing. The participants have filmed themselves, using the techniques learned just before.

Profile of youngsters: who has this activity been tailored to

The workshop was opened to the Vaulx-en-Velin team (just at the beginning of team creation). At this time, we had contacts with around 10 young people, aged from 16 to 20 years old, coming from Vaulx-en-Velin: the poorest city in Lyon Metropolitan.

We invited 6 people, and only 3 came.

Learnings that are expected to gain through this activity

Through this activity, young people were expected to learn concrete skills:

- How to make a video;
- How to present themselves according to the EYES project;
- How to post this presentation on the EYES Instagram account;

Learning goals achieved - knowledge and skills obtained. Was it finally relevant for their future actions?

The three girls learned things about video making and even about Instagram (which is nevertheless a social network that they use on a daily basis).

One of them, Sephora, volunteered to be the animator of the EYES page on Instagram (weekly posts, daily stories, community interactions, etc.).

Following the training, the three young people were invited to make a video presentation, with the aim that Sephora then publishes it on the EYES Instagram account.

Filmed with her phone, they all introduced themselves and quickly explained what had convinced them to participate in the EYES project.

They all seemed very motivated at the end of the training and even asked us for flyers and posters to distribute them in their respective high schools (in order to increase the number of members in the Vaulx en Velin team).

However, the video has still not been used to date because the girls did not want to broadcast it in relation to the image they were sending (concerns inherent in the age group), and Sephora has since removed from the project. Fayida, one of the other two participants, did three interviews for EYES, which were published on Instagram as publications and stories.

Links to presentation and pictures

https://www.youtube.com/channel/UCVJFwz98-ekCI4zSgkGFk_g



Topic: Workshop Energy issues – Vaulx en Velin

Date: 24/10/2019

The Methodology used: what has been done

In the EYES project, young climate citizens responsible for carrying out actions that meet energy-related challenges, to mobilize other young people and to be proactive in the energy planning of their territory.

The education centre of ALEC Lyon, therefore, offered training in energy issues for young people involved in the project.

The workshop was divided into three times:

First, an "icebreaker" to get to know each other and establish a friendly atmosphere favouring discussions;

Then, an interactive quiz to assess and to bring knowledge related in particular to energy sources, production and consumption data in France and on the Metropolis of Lyon;

Finally, some discussions about energy issues and related to the participants' everyday life in order to get some concrete actions in the near future.

Pedagogical goals sought: why has this approach been chosen

The main goals of this workshop were:

- Foster social cohesion in the group;
- Raise awareness of energy issues;
- Highlight priority issues and ideas for actions to be taken;

- The pedagogical approach was to bring knowledge using games (interactive quiz with telecoms) because the group was still in creation (fragile group dynamic). The form encouraged good participation and it made it possible to approach this subject in a playful way.

Profile of youngsters: who has this activity been tailored to

The workshop was opened to the Vaulx-en-Velin team (just a week after the beginning of team creation). At this time, we had contacts with around 10 young people, aged from 16 to 20 years old, coming from Vaulx-en-Velin: the poorest city in Lyon Metropolitan.

We invited 6 people, and only 4 came.

3 anthropology students participated in this workshop, in order to get in touch with the young people and to get some observations.

Learnings that are expected to gain through this activity

Through this activity, young people were expected to learn general knowledge about energy issues at different levels (world, national and local). The animations were aimed to encourage participation and expression.

Learning goals achieved - knowledge and skills obtained. Was it finally relevant for their future actions?

The group was quite heterogeneous because it was made up of 4 young people from Vaulx-en-Velin motivated by the project, 3 young students and 2 ALEC staff people.

It was the first workshop organized on the territory, the objective was therefore not only to bring knowledge on energy issues but also to unite the group and launch a dynamic.

The time for discussion on what we discovered together on the impact of our behaviours was interesting, with some ideas coming from young people (on the waste topic mainly but also on the difficulties to raise awareness in the young people entourage - friends, families...).

Links to presentation and pictures

- https://www.youtube.com/channel/UCVJFwz98-ekCl4zSgkGFk_g



Topic: Workshop Energy issues – Oullins

Date: 07/12/2019

The methodology used: what has been done

In the framework on the EYES project, young citizens for climate are in charge of implementing actions which tackle issues related to energy, mobilizing more youngsters and make proposals for the energy planning on their territory.

The Education department of ALEC Lyon thus proposed training on energy issues for the youth committed in the project.

The workshop was divided into four themes:

First, an "icebreaker" to get to know each other and establish a friendly atmosphere favouring discussions;

Then, a small presentation of ALEC organisation and the EYES project (first meeting for the Oullins team);

Then, an interactive quiz to assess and to bring knowledge related in particular to energy sources (the different sources, fun and historical facts, production and consumption worldwide, in France and locally in Lyon, statistics);

Finally, some discussions were held about energy issues and related to the participants' everyday life in order to get some concrete actions in the near future.

Pedagogical goals sought: why has this approach been chosen

The main goals of this workshop were:

- Foster social cohesion in the group;
- Raise awareness of energy issues;

- Brainstorm on issues and actions that might be implemented by the youth;

The pedagogical approach was to bring knowledge using games (interactive quiz with remote control) because the group was still in creation (fragile group dynamic). The form encouraged good participation and it made it possible to approach this subject in a playful way.

Profile of youngsters: who has this activity been tailored to

The workshop was open to the Oullins team (this workshop took place in the first meeting of the team creation). At this time, we had contact with around 7 young people, aged from 15 to 25 years old, mainly coming from the hip-hop activity in Oullin's educational centre.

We expected 7 people, and 7 came.

Learnings that are expected to gain through this activity

Through this activity, young people are expected to learn general knowledge about energy issues at different levels (world, national, local). The animations were aimed to encourage participation and expression.

Learning goals achieved - knowledge and skills obtained. Was it finally relevant for their future actions?

The group was receptive and eager to use hip hop to convey messages, raise awareness on responsible consumption (plastic bags, zero waste) and mobilize further youngsters around them. However, they seem to lack some autonomy and to rely on their hip-hop teacher which can be double-edged. Further meetings will be held on Saturday mornings which can be tricky in terms of regular availability.

Links to presentation and pictures

- https://www.youtube.com/channel/UCVJFwz98-ekCl4zSgkGFk_g



Topic: Workshop Climate issues

Date: 21/12/2019

The methodology used: what has been done

In the EYES project, young climate citizens are responsible for carrying out actions that meet climate-related challenges, to mobilize other young people and to be proactive in the climate planning of their territory.

The education centre of ALEC Lyon organized a workshop on climate issues for the Oullins/Confluence EYES team.

The workshop was divided into four parts:

- At, first, an "icebreaker" to get to know each other and establish a friendly atmosphere favouring discussions, a presentation of the ALEC Lyon and the EYES project;
- Then participants answered to an interactive quiz made to assess and provide knowledge related particularly to climate change and global but also local issues;
- The third part was a discussion to make the link between hip-hop culture and the topics addressed in this project.

- Then there was a game with different videoclips. These were launched and cut. Then, the participants had the choice between 4 lyrics to find the real one. These texts were related to the climate and/or civic engagement.

This workshop also introduced various players in this hip-hop movement who are carrying out projects to raise awareness of climate issues.

Finally, an evaluation time was dedicated at the end of the workshop.

Pedagogical goals sought: why has this approach been chosen

The main goals of this workshop were:

- Foster social cohesion in the Oullins/Confluence EYES team;
- Raise awareness in climate issues using hip-hop as a vector;
- Bring out priority issues and ideas for actions to be taken to make proposals and mobilize more broadly;

Profile of youngsters: who has this activity been tailored to

The workshop was opened to the Oullins/Confluence team, two weeks after the team creation. This team is structured around the hip-hop teacher (and hip-hop group).

We expected 6 people, and 6 came.

Learnings that are expected to gain through this activity

Through this activity, young people were expected to learn the following skills:

- General knowledge about climate change;
- Links between culture and cause (how the get a message well addressed);

Learning goals achieved - knowledge and skills obtained. Was it finally relevant for their future actions?

The participants were very receptive to the workshop and largely contributed to discussions on their current desires, concerns and commitments about climate change.

They were enthusiastic about using hip hop culture to convey their messages to raise awareness among other young people and to collect their comments, ideas and thoughts.

Nevertheless, because of their young age, it seems that they still lack autonomy and rely on their hip-hop teacher who has the role of team leader.

The next meetings have been scheduled on Saturday mornings, which may be a risk in terms of regular participation.

Links to presentation and pictures

- https://www.youtube.com/channel/UCVJFwz98-ekCl4zSgkGFk_g



4.4. Naples, Italy

Context

ANEA organized three workshops in Naples targeted to climate issues, eco-sustainable tourism and mobility, waste and water management, air quality and plants population. Part of the learning sessions was organized in a way that the YIT members had to take the role of lecturers so that to involve peers and followers in the communication environment. This specific knowledge would enable them to be more adaptive to the labour market and to better find a job which is an additional asset. Overall 30 participants were part of the workshops

Workshop factsheets

Topic: Workshop on climate issues
Date: 04/11/2019
<p>The methodology used: what has been done</p> <p>In this meeting we had members of the YIT and young people interested in the project all together so we decided to try a different approach, we decided to let the members of the YIT, with the support of some of the members of the AB, explain to the new recruits the major point of the project and to discuss their different perception of climate issues.</p>
<p>Pedagogical goals sought: why has this approach been chosen</p> <p>Since we had a group composed mainly by university students, we thought that the peer-to-peer approach was probably the best way to involve them and to let them discuss openly what they think we should do as adults and what they think the young people should do.</p> <p>With this approach, we think that they will form bonds that will help them in their growth in every aspect. The AB members are always there to support them and to provide technical knowledge and all-around support.</p>
<p>Profile of youngsters: who has this activity been tailored to</p> <p>We think that the perfect target for this kind of activity is the university students because they have the perfect mindset to learn about climate change, they are fast thinkers, and they are used to have discussions with adults with an influential position (university professor, etc) and there is still possible to find hard to reach members of society in some universities.</p> <p>During our work, we understood that the socioeconomic background of the young people is not a determinant factor regarding the interest in the climate issues, but obviously it is important in other aspects (different lifestyles different consumes, more attention on the little things for who has a worst economical situation).</p>

Learnings that are expected to gain through this activity

We expect that with each workshop they will gain the ability to convey their words to their peers in the most convincing way, and with the help of the AB members, they will have the knowledge needed to act for the climate.

This knowledge gained with the project could help them in the future when they will apply for jobs.

Learning goals achieved - knowledge and skills obtained. Was it finally relevant for their future actions?

We can already tell that the oldest members of the YIT are getting better with their communication skills, with the help of the AB the whole group is getting better on almost every aspect of the fight against the climate change.

Links to presentation and pictures

- <https://www.projecteyes.it/2019/11/04/incontro-yit-di-napoli>



Topic: Eco-sustainable tourism and mobility, water and waste management, building efficiency

Date: 12/12/2019

The methodology used: what has been done

This workshop was created to better understand what are the major worries and topic of interest of this group, using a more open approach with a direct confrontation between the YIT members, with the support of ANEA and some AB members.

We concentrated our forces to make them understand each other better and to work on finding a way to connect the different point of views.

On the basis of what emerged today, we identified a list of topics of great importance for the group: Eco-Sustainable tourism and mobility, water and waste management, building efficiency. These are the topics chosen by the young team as the most interesting, in the context of the more general concept of climate change; and on these topics, the future activities in the city of Naples will be organized, as well as in-depth themes thanks to the support of AB members.

Pedagogical goals sought: why has this approach been chosen

We think that the focal point for this project is the point of view of the young population so we put the spotlight on the interaction between them, we also gave them suggestions on what is possible and what is not, making them more aware on how to move between the brainstorming and the actual realization of their ideas.

Profile of youngsters: who has this activity been tailored to

This workshop was created and tailored for the whole group to create better chemistry between the whole group making things easier for everybody, being majorly composed of youngsters with a not so different social background but with different interests and point of views.

Learnings that are expected to gain through this activity

We expect a growth in their bonding skills, necessary to work closely on a so important matter like climate change, and we expect them to gain knowledge about creating events and activities.

Learning goals achieved - knowledge and skills obtained. Was it finally relevant for their future actions?

We believe that their bonding and communication skills are growing constantly, and step by step they are getting comfortable in expressing themselves and expressing their ideas and their plans to fight the climate change.

Links to presentation and pictures

- <https://www.projecteyes.it/2019/12/13/incontro-yit-nella-sede-di-anea/>



Topic: Air quality, plants population

Date: 30/01/2020

The methodology used: what has been done

In this workshop, we brought to our YIT group an extract of a document called “Ossigeno Bene Comune” (“Oxygen as a Common Good”) created by the Metropolitan City of Naples, which is in charge of the metropolitan area around Naples including a total of 92 municipalities.

Pedagogical goals sought: why has this approach been chosen

In this document, we can find a number of actions that the policymakers in charge of this plan have in mind to create a better environment for everybody with the focus on the air quality and a general better sustainability.

Profile of youngsters: who has this activity been tailored to

The YIT discussed the ideas behind “Oxygen as a Common Good”. They shared their thoughts on the real efficiency of this plan and what could be a really good starting point for this city, focusing their attention on tree planting and the plan to achieve CO₂ free ports in the cities of the metropolitan area.

Learnings that are expected to gain through this activity

We used a more classic type of meeting, we had a debate but always using an informal approach, we think that this is the best way to talk to our YIT group, being majorly composed by university students.

We wanted them to learn how this kind of plans are created and used by the municipalities, and we tried to explain, in the simplest and most efficient way how they work and how they are implemented.

Learning goals achieved - knowledge and skills obtained. Was it finally relevant for their future actions?

In future meetings, they asked us to be informed about the changes and the objectives met by the municipalities which show their interest in political incidence.

This kind of approach seems to work the best with university students because they're used to this approach, being used in their university projects and studies.

Links to presentation and pictures

- <https://www.projecteyes.it/2020/01/30/meeting-yit-napoli/>



4.5. Varna, Bulgaria

Context

UBBSLA organized two workshops for the YIT in Varna, the first being oriented to personal development, behavioural lifestyles and entrepreneurship and the second one targeted to communication and local planning processes. The young people got trained on how to be more prepared and motivated to act and react during different situations based on their personalities and personal perceptions. They learnt more about communication skills and capabilities and the opportunities given to them as active participants in the local planning process. Overall 55 attendants were registered in the workshops.

Workshop factsheets

Topic: Personal development, behavioural lifestyles, entrepreneurship
Date: 28/11/2019
<p>The Methodology used: what has been done</p> <p>The first EYES workshop was organized on 28th November 2019 in the Lab room of the High School of Mathematics in Varna. More than 30 representatives attended the workshop among them young people between 17 and 29 years old, school and university teachers from Varna and other cities of Bulgaria as well as with the participation of the majority of the AB members. Most of the students are young unemployed and low qualified so the main target group e.g. the HRTG people were also represented.</p> <p>The workshop complemented the school initiative “Innovations in action” organized within the state curricula and was devoted to “Personal development and behaviour styles in an active working environment”. Two experts on communication and marketing management offered innovation approaches and shared best practices in the local entrepreneurship and the young people role in local policy implementation.</p> <p>The practical methodology targeted at the attendants was that they had to answer questions related to their personal attitude acquisition and behaviour styles towards entrepreneurship skills. They had to fulfil questionnaire related to their personality, so as to identify their priorities and motivation to work in the present environment, team working and to create ideas related to the local municipal development. With the support of the AB members the youngsters were introduced to the local environment including policy implementation and business representation.</p>

Pedagogical goals sought: why has this approach been chosen

Starting with personal motivation and apprehension of the personal attitude towards a specific issue and/or cause is the best way to provoke people to start thinking on it. That's why the project team started with engaging the youth personal attention to the local municipal topics to provoke them to think on public issues which concern the major problems set in the present globalized world – e.g. the climate change and environmental protection, more specifically energy efficiency and energy saving.

The project team considered to start with the personal motivating factor rather than focusing on pure tutor-mentor narratives description. This was based on the preliminary studies made during the initial meetings with part of the young people held on in May 2019 and October 2019. It was made clear that majority of them were aware how one can influence on local policy development and implementation and most of all how to act and react to public topics and this mainly refers to the personal development and personalization.

Profile of youngsters: who has this activity been tailored to

Most of the youngsters are high school students, considered as not highly qualified and well prepared when it comes to discussing public topics, as they are more concentrated on the daily curricula topics and not so often try to extend their scope of gaining information on public issues.

During the workshop most of the people were between 17 and 27 years old, 45 % or 13 of them were female and 16 were male.

Learnings that are expected to gain through this activity

During this workshop, the young people got trained on how to be more prepared and motivated to act and react during different situations based on their personalities and personal perceptions of the topic related to the discussion of public issues. More specifically they were introduced with local entrepreneurship activities and ideas, how to initiate actions and public interventions.

Learning goals achieved - knowledge and skills obtained. Was it finally relevant for their future actions?

As a general outcome, the attendants were very satisfied with the presented information and practices shared by the lectures, the AB members and the other represented tutor staff.

The young people got specific skills on how to act and provide information and statements in a resolution of specific public tasks, they increase their level of knowledge regarding the means to intervene in local policy actions and to undertake specific tasks especially in the field of environment and climate.

The project idea was recognized as highly replicated in other country regions and high schools where the students lack such information and are needed from this kind of training. In this case, it is useful for the YIT members because their mission in the future under WP3 is to research: (1) on why are not more people interested in climate change mitigation and adaptation? And (2)

What do young people recommend to policy-makers? The Skills learned will be put into practice in WP3.

Links to presentation and pictures

- <https://www.projecteyes.bg/2019/11/29/eyes-%d1%81%d1%8a%d0%b1%d1%80%d0%b0-%d0%bc%d0%bb%d0%b0%d0%b4%d0%b8-%d1%85%d0%be%d1%80%d0%b0-%d0%b8-%d0%bf%d1%80%d0%b5%d0%bf%d0%be%d0%b4%d0%b0%d0%b2%d0%b0%d1%82%d0%b5%d0%bb%d0%b8-%d0%b2-%d0%b0%d0%ba/>
- <https://www.facebook.com/Project-EYES-Bulgaria>



Topic: Communication, the local planning process

Date: 18/12/2019

The methodology used: what has been done

The second workshop within EYES was organized on 18th December 2019 in the premises of the High School of Mathematics in Varna. Overall 23 students and young unemployed people attended the meeting together with the participation of the AB members.

The workshop was designated to provide specific knowledge and information of personal self-development, self-assessment and raising communication skills of the youth. Experts in communication shared experience on effective management skills in discussion processes, finding solutions to specific problems and decision-making. The local planning process and municipal documents related to the environment, energy efficiency, sustainable development were presented by Mariana Ivanova as a member of the AB as well.

The practical approach of the workshop was tailored to the presentation of thematic presentations and stories and the second part of individual work where the young people had to define their personal skills and motivation to interact with others and be involved in issues of public importance. They had to fulfil a questionnaire related to their personality, so as to identify their priorities and motivation to work in the present environment, team working and to create ideas related to the local municipal development. With the support of the AB members, the youngsters were introduced to the local public life including policy implementation and business representation.

Pedagogical goals sought: why has this approach been chosen

The main pedagogical goals were to provide the youngsters with specific and innovative knowledge and inspiration so that they could find their place in the present community life. Through the presentation of concrete actions and giving them the opportunity to propose ideas and means for resolution they would be convinced that their ideas could be placed and their voice could be heard.

Moreover, when talking about personal identification within the present world and the motivation to work on such global issues whereas visible in daily life, the young people were about to be more confident and discipline-oriented about themselves and their abilities to interact.

Profile of youngsters: who has this activity been tailored to

Most of the youngsters are high school students, considered as not highly qualified and well prepared when it comes to discussing public topics, as they are more concentrated on the daily curricula topics and not so often try to extend the scope of gaining information on public issues.

During the present workshop among those who fall in the threshold, there were students below the age of 17 /16 years old who were interested to take part in the activities and know more about personal motivation and participation in public and social life.

According to representation, 70% or 16 of them were male and 5 were female.

Learnings that are expected to gain through this activity

The objective of the workshop was to get aware and educate young people on local municipal documents related to the environment, energy efficiency, local development and the process for their development and approval. During the workshop, the young people got trained in

effective communication tools and principles to be applied while participating in discussions and public debates, etc. The students got aware of personal motivation and abilities each one has to obtain to be more active and committed to the local public life. This is important in regards to energy planning since under the 2030 targets and the Clean Energy Package a better plan on including renewable energies will be needed.

Learning goals achieved - knowledge and skills obtained. Was it finally relevant for their future actions?

As a result, from the oral discussion, all the participants were very satisfied with the topics and the methodology applied during the workshop. As visible from the AV materials they were really interested in the information received, as they obtained specific techniques and acquired skills on how to be pro-active and be involved in group discussions especially when it comes to a discussion of public issues.

The youth were also interested to meet municipal officials from the Municipal Council and municipal experts and specialists who are directly involved in the development of the local plan so that could propose concrete actions and activities targeted especially to young people.

Links to presentation and pictures

- <http://www.ubbsla.org/eyes-2nd-meeting/>
- <https://www.facebook.com/Project-EYES-Bulgaria>
- <https://www.projecteyes.bg/2020/01/13/eyes-2nd-meeting-varna/>



4.6. Cieszyn, Poland

Context

Association of Municipalities Polish Network “Energie Cites”, Polish partner of the project, works together with the City of Cieszyn, where Youth Climate Council was created. In total 2 workshops were organised for young councillors focusing on two important aspects:

- Climate change and its local impact
- Young people role in the context of climate change and changing youth behaviour

The workshops not only aimed at increasing thematic knowledge and competences but also preparing them for further activities, which include conducting own research study, preparing and executing awareness-raising campaign (including Instagram campaign) and preparing recommendations for local authorities.

The workshops used adequate balance between lecturing and own work using different co-creation methods, which allowed for getting useful feedback from young people and raising first ideas for the survey, the educational campaign and recommendations for the Mayor and its team. At each workshop representative of a city was present, listening to the young councillors and answering their questions. Further knowledge will be transferred during regular YIT meetings

Workshop factsheets

Topic: Personal development, behavioural lifestyles, entrepreneurship
Date: 28/11/2019
<p>The methodology used: what has been done</p> <p>The first EYES workshop was organized on 28th November 2019 in the Lab room of the High School of Mathematics in Varna. More than 30 representatives attended the workshop among them young people between 17 and 29 years old, school and university teachers from Varna and other cities of Bulgaria as well as with the participation of the majority of the AB members. Most of the students are young unemployed and low qualified so the main target group e.g. the HRTG people were also represented.</p> <p>The workshop complemented the school initiative “Innovations in action” organized within the state curricula and was devoted to “Personal development and behaviour</p>

styles in an active working environment”. Two experts on communication and marketing management offered innovation approaches and shared best practices in the local entrepreneurship and the young people role in local policy implementation.

The practical methodology targeted at the attendants was that they had to answer questions related to their personal attitude acquisition and behaviour styles towards entrepreneurship skills. They had to fulfil questionnaire related to their personality, so as to identify their priorities and motivation to work in the present environment, team working and to create ideas related to the local municipal development. With the support of the AB members the youngsters were introduced to the local environment including policy implementation and business representation.

Pedagogical goals sought: why has this approach been chosen

Starting with personal motivation and apprehension of the personal attitude towards a specific issue and/or clause is the best way to provoke people to start thinking on it. That’s why the project team started with engaging the youth personal attention to the local municipal topics to provoke them to think on public issues which concern the major problems set in the present globalized world – e.g. the climate change and environmental protection, more specifically energy efficiency and energy saving.

The project team considered to start with the personal motivating factor rather than focusing on pure tutor-mentor narratives description. This was based on the preliminary studies made during the initial meetings with part of the young people held on in May 2019 and October 2019. It was made clear that majority of them were aware how one can influence on local policy development and implementation and most of all how to act and react to public topics and this mainly refers to the personal development and personalization.

Profile of youngsters: who has this activity been tailored to

Most of the youngsters are high school students, considered as not highly qualified and well prepared when it comes to discussing public topics, as they are more concentrated on the daily curricula topics and not so often try to extend their scope of gaining information on public issues.

During the workshop most of the people were between 17 and 27 years old, 45 % or 13 of them were female and 16 were male.

Learnings that are expected to gain through this activity

During this workshop, the young people got trained on how to be more prepared and motivated to act and react during different situations based on their personalities and personal perceptions of the topic related to the discussion of public issues. More specifically they were introduced with local entrepreneurship activities and ideas, how to initiate actions and public interventions.

Learning goals achieved - knowledge and skills obtained. Was it finally relevant for their future actions?

As a general outcome, the attendants were very satisfied with the presented information and practices shared by the lectures, the AB members and the other represented tutor staff.

The young people got specific skills on how to act and provide information and statements in a resolution of specific public tasks, they increase their level of knowledge regarding the means to intervene in local policy actions and to undertake specific tasks especially in the field of environment and climate.

The project idea was recognized as highly replicated in other country regions and high schools where the students lack such information and are needed from this kind of training. In this case, it is useful for the YIT members because their mission in the future under WP3 is to research: (1) on why are not more people interested in climate change mitigation and adaptation? And (2) What do young people recommend to policy-makers? The Skills learned will be put into practice in WP3.

Links to presentation and pictures

- <https://www.projecteyes.bg/2019/11/29/eyes-%d1%81%d1%8a%d0%b1%d1%80%d0%b0-%d0%bc%d0%bb%d0%b0%d0%b4%d0%b8-%d1%85%d0%be%d1%80%d0%b0-%d0%b8-%d0%bf%d1%80%d0%b5%d0%bf%d0%be%d0%b4%d0%b0%d0%b2%d0%b0%d1%82%d0%b5%d0%bb%d0%b8-%d0%b2-%d0%b0%d0%ba/>
- <https://www.facebook.com/Project-EYES-Bulgaria>



Topic: Talks about climate: what young people think about climate change? Do they feel its impact personally

Date: 06/03/2020

The methodology used: what has been done

The agenda of the workshop included the following points:

- Recognition of the silhouettes of “typical” young Cieszyn citizens
- What young Cieszyn citizens know and think of climate change? How to learn this? Introduction to the topic of conducting research surveys
- How to raise citizens climate awareness, disseminate the facts and fight myths. Introduction to the topic of successful communication and argumentation
- How to plan a campaign addressed to the young people that everyone will speak about? Introduction to the topic of co-creating ideas, successful educational campaigns and presenting examples of most interesting campaigns

Each session included a short introductory presentation, which built knowledge on the topic and was interrupted with a series of questions that encouraged participants to share their first thoughts and ideas. Each session also included testing different creation and co-creation methods.

In the first session, the participants further worked on the silhouettes of Laura, Sebastian and Michał – „model” young Cieszyn citizens, that they created during the last workshop. In groups they wondered what they would like to ask him/her and – in general – what they need to learn from him/her to better understand his/her perception of climate change (if any), plan successful educational campaign and prepare recommendations for city council. Based on the outcomes of the discussion and using colourful stickers they worked individually on the questions to be included in the survey to be conducted within the research project. These were later discussed together, grouped and put in order.

An interesting part of the workshop was learning to look at a problem from different perspectives, thus trying to understand other people and learning to dialogue with them. The “thinking hats” method was used, where the participants put on colourful hats (Black hat for a pessimist, yellow for an optimist, white for one basing decisions on facts and figures, red for emotional one, green for creative one and blue for a person preferring process thinking). Trying to forget their own opinions and attitudes they went into the roles and debated on the possibilities of making Cieszyn more climate-friendly and on the impact Youth Climate Council can really have.

Pedagogical goals sought: why has this approach been chosen

The pedagogical goal was to:

- Increase participants thematic knowledge concerning preparing research and educational campaigns
- Improve participants skills to debate and reason with “other-thinking” people, as well as to understand different points of view and address them
- Test new co-creation methods like “thinking hats”
- Prepare the participants for further project activities, including conducting own research project, designing awareness-raising campaign and preparing recommendations for local authorities

Profile of youngsters: who has this activity been tailored to

Members of Youth Climate Council are young Cieszyn citizens (males and females) coming from different backgrounds (school students, university students, young employees), with different levels of climate knowledge, but all rather active, easily sharing their thoughts and easily engaging in group work. They decided to join the YCC for different reasons: wanting to do something for the climate, wanting to do something for the city, improving own skills and competences, meeting with peers and doing sth interesting together etc. They all expect actions, therefore the presentations were limited as much as possible and the biggest focus was put on group work and co-creation process.

Learnings that are expected to gain through this activity

- A better understanding of factors guiding human behaviours and methods of influencing this behaviour
- Better knowledge of the theory of conducting a research study and do's and don'ts when preparing a research survey
- Learning to get into “other peoples’ shoes”, understanding and addressing their positions
- Learning how to debate and argument
- Learning new co-creation methods

Learning goals achieved - knowledge and skills obtained. Was it finally relevant for their future actions?

The workshop not only increased participants knowledge concerning factors guiding human behaviours and using this knowledge to initiate change, but also learned how to prepare a good-quality survey that will help them learn more about young Cieszyn citizens, their recognition of climate change and possible ways of approaching them and encouraging to do more for the global and local climate. Work on the survey questions also started.

Links to presentation and pictures

- <https://www.projecteyes.pl>

