

STEP BY STEP GUIDE

TOWARDS THE EUROPEAN YOUTH CONFERENCE

14 - 16 may 2012

BRUSSELS

INVESTIGATING
DEBATING
COMMITTING



let's take care of the planet



EUROPEAN YOUTH
BRUSSELS 2012 CONFERENCE



GENERAL INTRODUCTION

The “Let’s Take Care of the Planet” project was born out of the initiative of the Brazilian Ministry of Education, which organised the first **International Conference of Children and Youth, from 5 to 10 June in Brasilia**, on the themes of “responsibility and environment”. It brought together 350 youth delegates aged from 12 to 15, from 47 countries. National processes enabled thousands of young people to do research on sustainable development, to debate and to contribute to the creation of a Charter of Responsibilities, which is a true medium for action. In November 2010, this Charter was presented to the President of the European Council and to the Secretary General of the Committee of the Regions in Brussels.

The “Young Europeans, Let’s Take Care of the Planet” (YECP) project is part of the continuity of this process. Two years after the International Conference, a European Conference will be organised in Brussels in May 2012. It will enable the bringing together of young delegates from around ten European countries and will be the culmination of the Education for Sustainable Development (ESD) projects carried out by young people locally. The work topic for the various countries, chosen collectively is: “**Sustainable Schools and Territories**”. What are the interactions between a school and a territory? How does a territory affect a school, and conversely, how does a school contribute to shaping a territory?

In this guide you will find:

- A methodological guide: “Step-by-Step Towards the European Conference”
- Pedagogical elements presenting elements of thinking and action for tackling the “sustainable schools and territories” topic in an ESD project

* * * * *

FOR FURTHER INFORMATION CONCERNING THE PROJECT, THE PARTNERS AND THE ACTIVITIES CARRIED OUT IN THE VARIOUS COUNTRIES, PLEASE CONSULT THE SITE OF THE “YOUNG EUROPEANS, LET’S TAKE CARE OF THE PLANET” PROJECT:

<http://www.confint-europe.net>

CONTENTS

GENERAL INTRODUCTION	3
STEP-BY-STEP GUIDE FOR THE EUROPEAN CONFERENCE	5
<i>Presentation</i>	5
The Let's Take Care of the Planet project	6
Methodological principles	6
The partners involved since 2009	6
The new partners	7
The European coordination of the project	7
<i>The process</i>	8
The stages	9
Investigating and presenting	9
Debating during the conferences	10
Feeling responsible and implementing actions	10
Educommunicating	11
The Conferences	11
Local Conference	11
National Conference	11
European Conference	14
<i>Practical information about the European Conference</i>	16
SUSTAINABLE SCHOOLS AND TERRITORIES: PEDAGOGICAL ASPECTS	17
<i>Introduction</i>	19
<i>Context</i>	20
Environmental crisis and global imbalances	22
What is meant by Education for Sustainable Development?	22
A school is a community	23
Globalisation and territories	25
Solidarity between territories: education for sustainable development and for international citizenship	25
<i>The territory and its actors</i>	27
Why is it a good idea to work with local territories?	29
The different actors	29
Local authority "climate plans": example of the city of Grenoble	29
Understanding territories: the points to look out for	30
<i>Schools: actors for change in their territory</i>	32
Transforming schools, transforming society	33
Schools connected with their territory	33
<i>Suggestions for conducting projects anchored in a territory</i>	37
How to incorporate field visits into an ESD project?	38
Pooling of experiences	38
BIBLIOGRAPHY AND REFERENCE SITES	43
ANNEXES	
PROPOSAL FORM	44
USEFUL INFORMATION FORM	44
PARENTAL AUTHORISATION FOR DELEGATES WISHING TO GO TO BRUSSELS	46
PERSONAL INFORMATION FORM	47
	48

STEP-BY-STEP GUIDE FOR THE EUROPEAN CONFERENCE

14-16 MAY 2012, IN BRUSSELS (BELGIUM)

This document is a common methodological reference for the project that will be taking place during the 2011-2012 academic year. Its purpose is to guide all of you, step-by-step, in the "Young Europeans, Let's Take Care of the Planet" project. It has been drawn up on the basis of the documents produced in 2010 for the International Youth Conference in Brazil and in 2011 for the National Conference in France. The experiment conducted over the last two years has enabled us to test out this method, to improve it and to this year adapt it in a European context.

THE LET'S TAKE CARE OF THE PLANET PROJECT

The Young Europeans, Let's Take Care of the Planet project aims to encourage dialogue between young Europeans on sustainable development issues and to enhance their capacity for action and commitment in order to move towards sustainable societies. This project is in line with the objectives of education for sustainable development and for international citizenship objectives. By giving young people the means to take into consideration the entirety of a situation, it prepares them to debate socially important issues in such a way that they can take a stance in an enlightened way and implement considered actions.

METHODOLOGICAL PRINCIPLES

As part of the continuity of the International Conference, the project is based on four pillars:

Responsibility – The acknowledgement by each person of their individual and collective responsibilities in the face of a problem is the main idea of the project. This is in the knowledge that each person is only responsible within the limits of their power and of their access to information¹.

Young people electing young people – The delegates, representing their schoolmates during the National and European Conferences, are previously elected (or chosen by consensus) by their peers.

Young people educating young people – A team of young people aged from 18 to 30 will run the workshops for the youngest ones during the European Conference. Young people are recognised as social subjects who can act here and now. The process is established on the basis of the experiences of young people themselves, by trusting in their capacity for commitment and transformation through action.

¹ Reference to the Charter of Human Responsibilities:
<http://www.charte-responsabilites-humaines.net/?lang=en>

One generation learning from another – Even though young people are the protagonists of the project, the connection and dialogue between the generations involved is essential. Concerning education for sustainable development, this characteristic is all the more important given that it is based on new concepts that young people can in turn pass on to their circle.

Responsibility and Action

From the moment that I gain awareness of the interdependence between what I do and the actual living conditions of other human beings (in a nearby or far-off environment), I accept responsibility. In the past, when people talked about responsibility, they talked about the immediate consequences of "irresponsible" behaviours. It is also necessary to assume responsibility for the impact of our actions on the other side of the planet (concept of space) or on future generations (concept of time). This responsibility is also dependent on the level of knowledge and power of the individual and on their membership of a wider group: the more power and knowledge I have, the more responsibilities I have in return. Everyone must in this way assume their responsibilities in relation to the environment and to other human beings. An international working group has worked on the concept of responsibility on a global level, which in particular resulted in the writing of a "Charter of Human Responsibilities" of which this is an extract:

«The growing interdependence among individuals, among societies, and between human beings and nature heightens the impacts of individual and collective human actions on their social and natural environments, in the short and long run. [...]

New possibilities are opening up to play a role in the new challenges that face humankind: every human being has the capacity to assume responsibilities. Each person also has the possibility of linking up with others to forge a collective strength, which has more influence.

Although all people have an equal entitlement to human rights, their responsibilities are proportionate to the possibilities open to them».

See the whole Charter here: <http://www.charter-human-responsibilities.net/>

It is not enough to debate the problems and evoke responsibilities, we must also think about collectively developing actions for change. These opportunities for reflection and action enable us to create new ways of being, living and interacting that respect the diversity of both humanity and life.

THE PARTNERS INVOLVED SINCE 2009

In each participating country, a national organisation is tasked with coordinating the project and the pedagogical process throughout the academic year, to ultimately enable the participation of a national youth delegation in the European Conference.

France: Monde Pluriel NGO

<http://www.mondepluriel.org>

National Coordinator:

Marilène Priolet, Project Manager

National coordination organised jointly with the Education Office of the Grenoble Education Authority

<http://www.ac-grenoble.fr>

Project Supervisors at the Education Office:

Nathalie Carencou ESD Project Leader and Bruno Boddaert DAREIC (Delegate for European and International Relations and Cooperation)

Czech Republic: Partners' Czech NGO

<http://www.partnersczech.cz>

National Coordinator:

Dagmar Halanova (Programme Manager)

Greece: Polis NGO

<http://allies.alliance21.org/polis/spip.php?rubrique6>

National Coordinator:

Yolanda Ziaka (President of Polis, Member of the Ethics and Responsibilities Network)

Russia: Baltic Sea Project Network, Russia

<http://www.b-s-p.org>

National Coordinator:

Stanislav Babitch, coordinator of the Baltic Sea Project in Russia

Italy: Legambiente NGO

www.legambiente.it

National coordination carried out jointly with the National Research Council:

<http://www.cnr.it/sitocnr/home.html>

National Coordinators:

Vanessa Pallucchi (in charge of the School and Training Department at Legambiente) and Francesca Alvisi (researcher at the CNR-IMM)

Spain: Ingurugela-CEIDA (Environmental Education Department of the Autonomous Government of the Basque Country)

http://www.ingurumena.ejgv.euskadi.net/r49-4152/es/contenidos/informacion/ceida/es_981/ceida_c.html

National Coordinator:

José Manuel Gutierrez Bastida, pedagogical adviser

Turkey: Turkish Foundation for Environmental Education (TURCEV)

<http://www.turcev.org.tr>

National Coordinator:

Çelik Tarimci, University Professor and member of TURCEV

Georgia: Tsiphilari, environmental education NGO

National Coordinator:

Tsisana Chipashvili, French teacher and National Coordinator of the Charter of Human Responsibilities network

Germany:

Official partner organisation to be confirmed later.

THE NEW PARTNERS

Denmark: Baltic Sea Project Network, Denmark

<http://www.b-s-p.org/about/schools/schools.php?cid=3209>

National Coordinator:

Søren Levring (BSP - National Coordinator)

Belgium:

Official partner organisation to be confirmed later.

The European coordination of the project

The project is coordinated by the French organisation Monde Pluriel, which has participated in the “Let’s Take Care of the Planet” project since 2008 and in 2009-2010 organised European exchanges before and during the International Conference in Brasilia. It is supporting the participating countries in the implementation of their national process and is taking charge of organising the European Conference, which will take place in Brussels in May 2012. It defined the project framework with the coordinators from the participating European countries and, with their support, is creating the various tools necessary for the smooth running of the project (this guide, communication tools, a website (<http://confint-europe.net>) enabling the participants to publish their national activities, etc.). The working methodology is established in a participative and concerted way by the methodological committee bringing together partners from the existing European network. Monde Pluriel, supported by the Charles Léopold Mayer Foundation – FPH – (www.fph.ch), is seeking the funding necessary for the organisation of the European Conference and is taking charge of the institutional relations with the European institutions contributing support to the project (Committee of the Regions - European Union, Ministry of Education in France, etc.). Monde pluriel is responsible for the smooth running of the project and of the European Conference in Brussels, for which it is also managing the registration of the delegates and accompanying adults.

The European Coordination Team for the project consists of Lydia Nicollet, Delphine Leroux-Astier, Marilène Priolet and Leslie Goovaerts.

THE PROCESS

THE STAGES

THE LOCAL CONFERENCES

Where? In educational institutions or extra-curricular organisations

When? January-February 2012

Who? Young people aged from 11 to 18

What? Debating and committing oneself to responsibilities and actions to be implemented locally



THE NATIONAL CONFERENCES

Where? In each country involved

When? March 2012

Who? Delegates elected during the local conferences (11 to 18 years old)

What? Presenting the projects, debating and deciding on national responsibilities and actions



THE EUROPEAN CONFERENCE

Where? At the Headquarters of the Committee of the Regions in Brussels (Belgium)

When? 14-16 May 2012

Who? 60 European delegates elected in their countries (12 to 16 years old)

What? Writing an open letter to the decision-makers and creating educommunication tools



RIO +20 EARTH SUMMIT (PARTICIPATION TO BE CONFIRMED)

Where? Rio de Janeiro (Brazil)

When? 4-6 June 2012

What? Presentation of the outcomes of the European Conference

The “Let’s Take Care of the Planet” project is primarily a project established locally among young people participating in Education for Sustainable Development (ESD) projects. Through these projects, the young people will acquire the knowledge and skills enabling them to understand the complexity of the issues relating to sustainable development and to thereby think about their responsibilities and to implement concrete actions. These responsibilities and actions will then be presented by delegates from these local projects during the national conferences and the European Conference. During these gatherings, they will share their knowledge and points of view on the topics examined to result in the creation of an open letter to political decision-makers and to create educommunication tools that will promote their shared commitments.

Prior to the local, national and European Conferences, the young people will conduct investigations on topics falling within the scope of ESD.

Educommunication

is a way of linking education with communication and of supporting the right of individuals to themselves produce information using various media: posters, newspapers, radio broadcast, film, etc.

INVESTIGATING AND PRESENTING

The territory in which the project takes place must be seen as a knowledge-building environment.

This knowledge is built up using several sources: research, lessons, discussions with other people, meetings with scientists, visits, observations and comparisons.

To begin the project, it is necessary to define a topic that makes it possible to establish a link between the young people and their territories (see part 2 of this guide: «Sustainable Schools and Territories»). The young people must, as much as possible, be involved in choosing the topic(s) for research while taking into account their centres of interest and the rele-

vance of the topics in the local context. The accompanying adult for the project (teacher, teaching staff or facilitator) is above all there to guide the young people in their research. If there is just one teacher, their role will also be to establish a link between the chosen topic and the school curricula in such a way that the lesson subjects feed into the research. A locally, nationally and European-oriented approach is to be encouraged, since each territory represents a unique situation inserted into a wider context. This investigative phase must as much as possible involve those who are connected to the topic examined in the territory (scientists, company representatives, local and regional authorities, and actors from civil society).

It may be necessary to form **research sub-groups** tackling the topic from different perspectives and showing how each one concerns their territory, and other regions.

Once the investigations have been conducted, time for the presentation of the different subjects to the rest of the group will make it possible to share knowledge and the issues. These presentations may take several forms: talk, mini-conference, guided exhibition, game, mini theatrical sketch, etc. On the basis of the different work presented by the pupils, the teachers, with the pupils, will identify one or more issues that stimulate debate.

DEBATING DURING THE CONFERENCES

The topics tackled in ESD actually stimulate debate and there is no ready-made answer, since Sustainable Development raises the question: what kind of society do we want for today and tomorrow? The answer to this question brings into play values and representations, which may be contradictory, among actors in society and among young people themselves. Through the research and debate phases, the young people will also gain awareness that choices of actions to be implemented are sometimes made even though scientific knowledge is not stabilised, social debate on the subject has not ceased and uncertainties or contradictions exist on the impact of these choices on different scales of

time (short, medium and long term) and space (here and elsewhere).

ESD thereby invites people not to present and reproduce knowledge, but to mobilise this knowledge in order to explore the future. Debate is also relevant because it makes it possible to tackle the controversial aspects of sustainable development (e.g. nuclear energy is presented by some as a “clean” energy, which is in line with sustainable development since it has a lower level of CO₂ emissions than other energy sources. At the same time it is criticised by others for the fairly long-term pollution that it creates). Debate in this way requires being able to participate, to present an argument, to listen to the point of view of others and to take a stance.

The role of the debate facilitator (teacher or external participant) is very important since they will guarantee the fair allocation of speaking time, respect for the framework of the debate (its purpose) and its outcomes.

Analysing the debate

At the end of the session, or during a following session, an analysis of the debate with the pupils will make it possible to gain awareness that each person’s position may be expressed differently. While some assert their personal convictions, others justify their choices and others still provide more or less extensive arguments. This analysis may also make it possible to differentiate that which in the debate is based on stabilised scientific knowledge (that which has been scientifically proven) from that which is still uncertain (the as yet “unproven” hypotheses) or stems from experience.

FEELING RESPONSIBLE AND IMPLEMENTING ACTIONS

In addition to the knowledge acquired, the various issues tackled in ESD have to enable the young people to make coherent and conscious choices. An understanding of the world and of its complexity should above all enable the pupils to take a stance and to choose what standpoint to adopt, and what actions to implement in order to contribute to the building of more just and sustainable societies. The follow-up of the implementation of the actions and the assessment of their impacts are two aspects that should not be overlooked.

EDUCOMMUNICATING

Communication on the project using the tools created by the young people themselves will make it possible to promote the commitments made by the young people and to pass on to others what they learned and what they are committing themselves to.

THE CONFERENCES

In this project, a “conference” refers to a gathering organised to enable young people to promote their research, debate and decide on the responsibilities and actions that they wish to implement. The young people also elect the delegates that will represent them at the next level (learning of democracy). These conferences will also be an opportunity to produce educommunication tools that will enable them to promote their commitments.

LOCAL CONFERENCE

Once the new group(s) are involved and the research on topics has been carried out, the day of the local conference arrives in order to present, debate and decide. It is the opportunity to express the ideas that emerged from the projects. The conference will take a different form depending on the number of young people involved and on the capacity of each team to organise such an event. It is also during this conference that the delegates who will participate in the national conference will be elected by their peers.

Each local group conducts a project during the year concerning a specific topic. The local conference may only involve a small group of youth volunteers (the eco-delegates, the sustainable development club), a class or a larger number of people, or even the whole of an educational institution. This may also be an opportunity to involve young people that did not participate in the research phase.

Aim of the local conference: to enable the pupils to move from knowledge to the taking on of responsibilities.

Who participates? The young people that carried out research (in some case this will be a class, in others youth volunteers participating in a sustainable development club, or both...). The conference may be opened to others if this deemed to be worthwhile.

When must the local conference take place? In January or February 2012

Duration: 3 hours minimum

Expected outcomes:

- The young people will have collectively decided on the responsibilities that they are prepared to assume and on the actions that they wish to implement (1 to 3 responsibilities – 1 to 3 actions per responsibility);
- They will have elected delegates who will represent them at the National Conference;
- They will have created educommunication posters.

Planned activities:

1. Presenting the results of the thematic research

These presentations have to enable the young people to report back on the results of their research and in particular on the issues that appear to them to be crucial regarding the topic(s) examined (how does this topic question our choices of current and future societies?). It will also be interesting to show how this topic fits into the local context and what connection has been made with the territory during the project.

2. Debating in an expanded group or in thematic workshops in order to identify the responsibilities that the young people feel prepared to assume

This is a crucial phase in the process because it will enable the young people to go from the role of learner to that of actor. The idea is to use debate to enable them to present their ideas and opinions on the issues tackled, to take a stance and to subsequently commit themselves to the implementation of concrete actions.

In order to conduct the debate, it is first necessary to identify with the young people one or more issues on which to debate and take a position. Each participant is invited to express their point of view and to argue on the basis of their knowledge and personal experiences. The aim of the debate is to manage to identify priorities contributed by the whole group. In the event that no consensus is reached naturally, it is necessary to list the different proposals and organise a vote in order to select them.

3. Selecting the responsibilities (1 to 3 per local group)

Once the priorities have been identified, the participants are invited to select those to which they wish to commit themselves (individually or collectively). These will become the responsibilities that the group wishes to implement. It is important not to have too many responsibilities in each local group in order to be able to actually assume them. Each responsibility must be presented in no more than three lines.

4. Formulating the actions (1 to 3 per responsibility)

After having chosen the responsibility(ies), the participants will debate and answer a question:

What can be done to put each responsibility into practice and transform it into actions?

In order that each action chosen can be implemented by the young people, it is necessary to be able to answer these questions: where, how and when will the action be implemented by the young people?

The World Café

(facilitation technique to help the young people to formulate and choose the actions)

The aim of this facilitation is to enable all of the participants in the local conference to express their ideas for actions and to select those that are deemed a priority.

Each responsibility chosen is written in the centre of a large sheet (or poster) placed on a table with pencils. The pupils are divided into as many groups as there are responsibilities. On their posters they write their ideas for actions for this first responsibility. They rotate from one poster to the next every five minutes and they add to each poster after having read what was written by the others before them. When everyone has been able to express themselves on all of the posters, the groups remain around the last poster that they added to and have a discussion to decide on the actions that they wish to implement, by selecting and/or synthesizing the ideas written on the sheet. This prioritisation and synthesis phase is essential in order to reach a consensus on the actions selected.

Example of a responsibility broken down into actions

To give you an idea, let us imagine a responsibility connected to an action on the theme of food. After having gathered information and having identified the problems related to this topic in its school and its community, the group notes that more sustainable food management involves action on production, distribution, consumption and waste management (food and packaging waste). Not being able to take action directly on production and distribution, the young people decide to take on the responsibility of contributing to improving the operation of the canteen of the school at their level. They will express this responsibility in this way: individually and collectively committing themselves to contributing to establishing the sustainable management of the canteen in the school.

They decide to implement several actions along these lines:

- challenging the board of administration and the administrator on the choices of products distributed in the canteen (origin, environmental and social quality, packaging);
- considering with the canteen staff on the waste generated by the meals (is this due to the organisation of the service, to the quality of the food, to the behaviour of the pupils, etc.?).
- raising the awareness of their schoolmates about wastage and the sorting of waste.

5. Electing the delegates

The local conference will also be the forum for electing or choosing by consensus the delegates and substitutes for the national conference. The national coordination team of your country will inform you of the number of delegates per local group.

The substitutes are there in the event of delegates in the end no longer being able to participate in the process. They would in that case have the same commitments as the delegates. Election may be done by consensus or by voting.

The role of the delegate will be to present the project on which they worked with their group and the responsibilities and actions chosen locally, and to take part in the national conference activities. On their return, the delegate will be tasked with reporting back on what happened during the conference.

To stand as a delegate, the young person must:

- be between 11 and 18 years old;
- for minors, have the permission of their parents to participate in the regional/national conference and have permission for the use of their image;
- have had significant participation in the project;
- like communicating, debating political, social and environmental issues;
- commit to representing their schoolmates and the ideas chosen at the local conference and to passing on their experience to these schoolmates.

6. Creating educommunication posters

Each local group will have to create a poster showing how the school fits into its territory. It will serve as a medium for the delegate to talk about their school and their project during the thematic workshops of the national conference (visualisation of the context, of the actors in the territory, etc.). A selection of these posters will be presented at the European Conference.

Your country's national coordination team will give you more details about the format and the content of these posters in good time.

7. After the local conference: implementing, communicating, evaluating

After having sent the outcomes of the conference to your national coordinator, the project will continue locally, in particular through the implementation and the follow-up of the actions decided on collectively and the dissemination of the educommunication tools created.

An evaluation of the project must also be planned. It is necessary to plan two types of evaluation:

- the evaluation of the project and in particular the short, medium and long-term impact of the actions implemented;
- the evaluation of the impact of the project on the young people (in terms of knowledge, know-how and interpersonal skills).

NATIONAL CONFERENCE

The national conference refers to the gathering of the delegates having been elected during the local conference. Depending on the countries, it will bring together delegates from one or more regions. Its scope will also differ depending on the number of young people involved and on the capacity of each team to organise such an event. During the national conference the delegates will present the project on which they worked locally, work in workshops based on the responsibilities and actions sent and select the delegates who will participate in the European Conference.

Note for countries that cannot organise a physical conference

Some countries do not have the resources (human or financial) to organise a physical national (or regional) conference. In this case, the National Organisation Committee will have to propose an alternative method making it possible to democratically select national responsibilities and actions for the European Conference. It will furthermore be advisable to find an appropriate framework for creating the posters.

Aims of the national conference: to share and identify the priority responsibilities for young people at the national level. To create educommunication tools.

Who participates? The delegates elected during the local conferences and the accompanying adults.

When must the national conference take place? In March 2012 (the precise date will be arranged by the national coordination team).

Duration: at least 1 day.

Expected outcomes:

- writing of a reference document presenting the responsibilities-actions resulting from the national conference. Important note: these will have to be very accurately written and described in order for the European coordination team to be able to use these national outputs with a view to the European Conference (e.g. description of the context of the project, thinking that led to these responsibilities/actions);
- creation of educommunication tools;
- selection/election of the delegates who will participate in the European Conference in Brussels.

Planned activities:

1. Presenting the research project and the responsibilities and actions chosen

These presentations have to enable the young people to report back on the results of their research and on the responsibilities and actions chosen in their institutions. To create these presentations, the delegates will rely on media created during or after the local conference (posters, PowerPoint presentation, theatrical sketches, video, etc.).

2. Debating in thematic workshops to identify the relevant responsibilities and actions at the national level

Before the national conference, the national coordination teams will receive the responsibilities and actions sent by each local group as well as the educommunication tools created locally. These different materials will enable the national coordination team to organise the workshops of the National Conference.

rence (selection of the topics, facilitation techniques, etc.). While the local debates have to enable the young people to examine topics in more detail and to take a position on the responsibilities and actions that they want to implement, the debates of the national conference will be more focussed on the sharing of the local outputs in order to reach a national consensus on the responsibilities and actions that are most representative of the country.

3. Creating educommunication posters

During the national conference, workshops will be organised to create posters that will be presented by the delegates at the European Conference. The content and the format of these posters will be decided by the methodological committee. These posters will be exhibited in Brussels during the conference.



«Solidarity fuels humanity»



«Nurture your Earth,
Nurture your Mind»

By way of illustration, here is an example of posters created during the French National Conference in May 2011.

EUROPEAN CONFERENCE

The European Conference refers to the gathering of the delegates elected to represent their country there. It will be held in Brussels (Belgium) at the headquarters of the **Committee of the Regions** in May 2012. It will bring together around a hundred participants (60 delegates, 10 facilitators, around 20 accompanying adults and guests). The delegates will work together on **writing an open letter to political decision-makers** presenting their commitments for “taking care of the Planet”. They will also create education tools on-site that they will be able to disseminate when they return to their country.

Aims of the conference:

- to enable an intercultural meeting between young Europeans;
- to agree on joint proposals: these proposals will result in the writing of an “open letter” to political decision-makers. This letter will inform about the commitment of the young people (the responsibilities that they are taking on) as well as the support that they need to implement actions. It will furthermore be a tool for challenging elected representatives. It will be handed to political figures on the last day of the conference and will be presented during the Rio +20 Earth Summit;
- to enhance the young people’s capacity for action: on their return, the delegates will be able to disseminate this letter, which will serve as a medium for action for them.

Who will participate in the Conference? The delegates from the European countries participating in the “Let’s Take Care of the Planet” project, their accompanying adults and facilitators tasked with supporting the Conference’s organisation and facilitation team.

The European conference delegates must:

- be between 13 and 16 years old;
- have the permission of their parents and permission for the use of their image;
- commit to representing their countries and the ideas chosen during the national conference;
- pass on their experience when they return home.

Number of delegates: 60 delegates in total: 2 to 6 per country – the number of delegates per country will be decided by the methodological committee in December 2011. It will depend on the number of countries involved, the funding obtained and the scale of the project in each country.

Facilitators (18 - 30 years old): They will be tasked with co-facilitating the European Conference, supporting its organisation and facilitating interpretation between delegates. There will be one facilitator per participating country. They will receive facilitator training during the two days preceding the Conference (12 and 13 May 2012).

Accompanying adults:

Delegations consisting of 2 to 4 young people will be accompanied by 1 adult.

Delegations consisting of 5 to 6 young people will be accompanied by 2 adults.

The accompanying adults will be responsible for the delegates from their countries during the journey and the Conference: as well as supervising them, they will be responsible for their physical and psychological well-being. When possible, there will be an accompanying adult of each gender.

Dates and venue of the conference: 14, 15 and 16 May 2012 in Brussels (Belgium). It will be held at the headquarters of the **Committee of the Regions**, one of the political bodies of the **European Union** (see below).

Expected outcomes:

- writing of an open letter to political decision-makers presenting the young people’s commitments and seeking their support in order to implement them;
- creation of education tools that can be used when they return to their country;
- creation of a European network of young people mobilised in support of sustainable development.

Planned activities:

- opening plenary (presentation of the national delegations, speeches by European figures);
- linguistic and thematic workshops on the res-

possibilities and actions;

- workshops for the writing of an open letter to decision-makers;
- workshops for the creation of educommunication tools (radio, posters, etc.);
- thematic field outings in Brussels;
- workshops for the accompanying adults;
- closing plenary to present the outcomes of the European Conference to EU representatives.

EARTH SUMMIT: RIO + 20

The fruit of the work carried out by the young people during the European Conference can constitute a contribution from young Europeans to the 20th anniversary of the Earth Summit, Rio+20, organised by the UN, from 4 to 6 June 2012. If the physical participation of a small delegation of young Europeans in this summit is not possible, the contribution will be made in another form (presentation of the open letter by partners on-site, videoconference, exhibition, etc.).

PRACTICAL INFORMATION ABOUT THE EUROPEAN CONFERENCE

ACCOMMODATION AND MEALS

The participants will be accommodated in 2 to 6-person rooms at the "Sleep Well" youth hostel located in the historic centre of the city (see the site: <http://www.sleepwell.be/EN/welcome.htm>). Breakfast will be taken on-site, as will some of the meals. The others will be organised nearby or on the Conference premises. We will pay special attention to the quality of the meals (origin, production method, hygiene) and to the well-being of the young people during their stay.

FUNDING

The organisation of the Conference, the accommodation, the meals and the local transport will be paid for by Monde Pluriel association (thanks to the financial support of several partners). Transport from the country of origin to Brussels will be organised by the national coordination teams of each country, which are tasked with finding the funding for this travel.

FOCUS ON BRUSSELS, SEAT OF THE EUROPEAN INSTITUTIONS

Brussels is the capital of Belgium, of the Flemish Community, the French Community of Belgium and the Brussels-Capital Region. It is also the seat of several European Union institutions, as well as numerous international organisations, including NATO. The Brussels-Capital Region is divided up into 19 municipalities, including the City of Brussels.

The agglomeration of Brussels has 2.7 million inhabitants. It is one of the richest cities and the city with the most green spaces in Europe.

FOCUS ON THE COMMITTEE OF THE REGIONS, OUR HOST

The Committee of the Regions (CoR) is the political assembly that provides regional and local authorities with a voice in EU policy development and EU legislation.

The Treaties oblige the Commission, Parliament and Council to consult the Committee of the Regions whenever new proposals are made in areas that affect the regional or local level. The CoR has 344 members from the 27 EU Member States and its work takes place in six commissions. They examine proposals, debate and discuss in order to write official opinions on key issues. The current President is Mercedes Bresso.

In November 2010, a small delegation of young people who had participated in the International Conference in Brasilia presented the International Youth Charter "Let's Take Care of the Planet" to the Secretary General of the CoR, Gerhard Stahl. The Committee of the Regions, which is very interested in the project and keen to see young people mobilising on sustainable development issues, has decided to lend us its support in the organisation of the European Conference by hosting us in its premises in Brussels.



SUSTAINABLE SCHOOLS AND TERRITORIES

PEDAGOGICAL ASPECTS

We warmly thank all the people who contributed to the writing of this guide:

Writers or reviewers

Jean-Paul Robin, political economics teacher and ESD trainer, France

José Manuel Gutiérrez Bastida, pedagogical adviser, Ingurugela, Bilbao, Spain

Anastasia Angueletou-Marteanu, economics researcher at the Pierre Mendés France University, Grenoble, France

Guillaume Saliège, history and geography teacher at the Voillaume High School in Aulnay-sous-Bois, France

The following people provided us with their valuable accounts

Nathalie Broux, literature teacher at the Jacques Feyder High School in Epinay-sur-Seine, France

Tsisana Chipashvili, French teacher at the Sokhumi State University, Georgia

Bruno Descroix, mathematics teacher at the Louise Michel High School in Bobigny, France

Francesca Alvisi, research scientist, Institute of Marine Sciences, National Research Centre, Italy

Note:

We have tried, as far as possible, to cite examples from different European countries, but owing to our territorial ties, most of the examples are French...

INTRODUCTION

SCHOOL AND TERRITORY

A territory is defined as a complex but limited social environment, where actors have to make choices in order to respond to present and future issues. These actors have to manage both diverse constraints and interests (social, economic, environmental, cultural, etc.) while taking into account the variably strong position or the variably high level that they occupy in the hierarchy and on the power ladder.

The concept of territory encompasses **three different but complementary dimensions**:

- An **identity dimension**: a territory corresponds to a spatial entity with its own identity. The identity of the territory is characterised by its name, its limits, its history and its heritage, but also by the way in which the social groups that inhabit it picture it and appropriate it.
- A **material dimension**: a territory is conceived as an environment with natural properties defining potentialities or constraints for development, or material properties resulting from the development of the environment by societies (infrastructures).
- An **organisational dimension**: a territory is defined as an entity with a structuring of the social and institutional actors, which is characterised by relations of hierarchy, domination, solidarity and complementarity.

An educational institution can be seen as a territory encompassing these three dimensions. It is also a place for the passing on of knowledge and information, a place for the practice of reflection and critical thinking making it possible to achieve an understanding of societal phenomena and a place that gives each person the ability to make enlightened individual and collective choices within society.

School, an “educational territory within a social territory” therefore constitutes a privileged environment for the empowerment of the citizen. It is a privileged environment because it is geographically and socially contained within a municipality or a neighbourhood, but it is an open environment because it is tasked with educating for “living together” and for living in a society.

A school, anchored in and open to its territory is sustained by that territory and sustains it in return.

Each educational discipline can find useful references in its local area, in its own territory: the local history can stimulate the interest of the pupils; the geology, the fauna or the local vegetation can provide science lessons with illustration of life and the Earth; life in a village, district or city can provide illustration for geography, economic sciences or social sciences lessons. In this way, each discipline finds support, experience and illustration in the nearby area because the local territory brings all of these elements together within sight or within reach of lessons. It enlightens the necessary interdisciplinary work of which class field outings constitute a frequent expression. These outings are an opportunity to cross paths with various actors (companies, political or administrative representatives, organisations, etc.) and to highlight the importance, contradictions and issues of one situation or another.

The complexity of reality requires the taking into account of diverse conceptions, the gradual understanding of all points of view, etc. A school at the heart of its territory helps each pupil, each citizen in the making, to confront points of view, to form their own opinion and to make their own choices.

A territory is not closed. It fits into a hierarchy of relationships, into an interrelationship of other territories (districts, municipalities, region, country, European Union, world) from which it cannot remove itself and with which it has to compromise in order to make its own choices.

A school is openness to the world: openness to knowledge through the scientific scope of the various educational disciplines, openness to diverse scales of time (history) and space (geography), openness to the cultures of the world (modern and dead languages) and openness therefore to the relativity of civilisations, to international relativity. International projects constitute privileged tools for this openness to others.

Past, present and future societal issues fit into local, national or international territories. Educating is providing the tools to understand and to choose to get involved in these issues. This is the task of a school and the local territory is sustained by informed, aware and responsible citizens. In this way, a school and a territory function together in order to make living in a society possible.

When we talk about “territories”, it is important to take into account the principle of interdependence, highlighted by the Brundtland Report². In other words, the actions carried out in a territory are linked to past decisions and the present, and have an influence on future generations (temporal interdependence). They have an influence on all aspects of society (environment, social, economic and political activity, etc.). They bring about consequences in the area in question but may also spill over into other territories (spatial interdependence).

² Report published by the United Nations World Commission on the Environment and Development in 1987.

ENVIRONMENTAL CRISIS AND GLOBAL IMBALANCES

We know that the environment cannot be reduced to “ecological” issues - a branch of biology - or to nature. We Humans are part of it and changes in our connection to nature mean that we have gradually transformed it and think of it as an area for action to be managed, harnessed, exploited or protected.

Our direct or indirect actions on nature can thus have collateral effects and consequences that at times we cannot foresee. Despite our abilities, the tools and ethics that we have inherited from our ancestors have become inadequate in the face of an environmental crisis that is without precedent in our history. A contemporary philosopher, Hans Jonas, determinedly described the ethical crisis linked to the deep uncertainties that we face: *“Never before have human beings had so much power with so little guidance in using it.”* In other words, we inherit technologies that do not all come with an ‘instruction manual’ that is sufficiently reliable to prevent consequences that are harmful to our planet.

The methodology put in place by Brazil for the International Conference of Children and Youth “Let’s Take Care of the Planet” in 2010, reasserts the objectives of education for sustainable development, whether it be in terms of values, know-how or behaviours. To achieve these objectives, this education is based on processes of continuous learning, encouraging respect for the diversity of living organisms and, within that, for human cultural diversity. It also aims to strengthen social opposition to the destructive relationships that Humans can establish with their environment and with other Humans.

Therefore, it is only with critical and participative education for sustainable development actions tackling cross-cutting and interdisciplinary subjects, that we will be able to encourage a responsible attitude in young people with regard to the global socio-environ-

mental challenges that we must face.

Here we illustrate, using a few “images”, the current condition of the planet and lay them one on top of another. Each piece of information reflects a small detail, which if all put together, will provide an overall picture (although a little blurred) of Planet Earth at the start of the 21st century³ :

- There are today 6.6 billion human beings on the planet. 3.1 billion live in urban areas, a figure that will reach 4.9 billion in 20 years. One-sixth of the global population (i.e. two times the population of the European Union) lives in suburbs.
- Although the school enrolment rate among children has never been so high, 100 million children still do not have access to education. (National Geographic, 2008)
- 200 million children aged from 5 to 17 are forced to work. (UNESCO, 2008)
- Over 800 million people suffer from hunger. It is estimated that hunger kills one person every 3.5 seconds, which are added to the 400 million victims of hunger of the last 50 years (the equivalent of the populations of the United States, Germany and France combined). This means that one child dies every 5 seconds, while at the same time 12 tons of food waste is thrown away. (World Food Programme, 2003)
- Each day 8000 people die of AIDS, 3000 children die of malaria, and double that number die of tuberculosis. The expenditure relating to the war in Iraq would have met the health requirements of the global population for 6 years. (Le Monde Diplomatique, 2007)

³ These figures come from: National Geographic-NG (2008); L'état de la planète. BA Edipresse. Barcelona; UNESCO (2008); *Message from Mr Koichiro Matsuura, Director-General of UNESCO, on the occasion of the World Day Against Child Labour, New York, US*; World Food Programme, WFP (2003); Hunger, Communication Directorate of the World Food Programme, Rome; Le Monde Diplomatique-LMD (2007); L'Atlas du Monde Diplomatique. Editions Cybermonde S.L. Valencia; Millenium Ecosystem Assessment-MEA (2005) [report: www.millenniumassessment.org]; UN- Resolutions from sessions: <http://www.un.org/documents/resga.htm>

- During the last third of the 20th century, 31% of the Earth's fauna disappeared along with 28% of fresh water and 27% of marine resources. Today, there are over 16,000 endangered species. (National Geographic, 2008)
- The OECD countries produce 4 billion tons of waste, of which a quarter is produced by industry.
- New technologies generate an average of 40 million tons of electronic waste per year. On the back of the "recycle" label, a large quantity of electronic waste is sent to economically developing countries, entailing a risk to human health and the pollution of water, the air, the soil, etc.
- Desertification affects a quarter of the total surface area of the Earth and threatens the living environments of over 1000 million people in over 100 countries. (UN, 2001)
- The world has never been so rich; production and growth are increasing continuously. However, 20% of the global population, that is to say the most economically developed portion, controls 80% of the planet's wealth and consumes ten times more than the least economically developed population. (National Geographic, 2008)
- From 1860 to the present, the average temperature of the planet has increased by 0.8°C, including 0.6°C during the course of the 20th century. The temperature in Antarctica increased by 3°C during the last quarter of the 20th century. (Le Monde Diplomatique, 2007)

Behind these "images" is a complex reality. To understand it, we have to use all of the tools at our disposal: science, emotion, knowledge, curiosity, history, solidarity, ecology, etc. All of these tools are essential for education and the building of a just and sustainable world.

This requires rethinking our development pathways in order to move towards sustainability.

Education for sustainable development plays a major role in this story because it is intended to be a culture of sustainability. It is a new way of understanding, experiencing and knowing, learning and teaching, thinking and acting, and living. Socially. Ecologically. Politically.

WHAT IS MEANT BY EDUCATION FOR SUSTAINABLE DEVELOPMENT?

Sustainable development is a complex concept that is the subject of many analyses and debates. Also, several movements connected to this concept are singled out, but a balanced presence of the three pillars - economy, social, environment - is rarely seen. The neo-liberal approach indeed places economic issues at the centre of the principles of sustainable development while the environmentalist approach considers the environment to be an overriding factor. Another, more cross-cutting, approach aims to merge the three dimensions: "*economics is clearly at the service of Humans who, themselves, must be 'reintegrated' into nature*"⁴. However, it should be noted that the social dimension is often the poor relation of the sustainable development approach.

But sustainable development is also the subject of criticism. Is the diagram of the three precisely balanced spheres (economy, environment, social) not a delusion compared to the actual state of the world [of economics at any price]? Why would there only be one model for development? And for that matter what kind of development is it? According to Edgar Morin, a French philosopher, "*the concept of 'development', even in its toned down and vaseline-softened "sustainable" form still contains this blind techno-economic core for which all human progress stems from material growth*"⁵. For him, it is important to rethink development in terms of fulfilment and of solidarity between peoples, which otherwise only "*dispenses corruption and egocentrism*".

⁴ Article "*L'analyse transversale*", Regards croisés sur le Développement Durable, Association 21

⁵ Philosophie magazine, nb. 6, February 2007

Where does the concept of Sustainable Development come from?

The initial concept of sustainable development, called “eco-development” at the time, emerged in 1972 during the United Nations Conference on the Human Environment, in Stockholm. But it was the Brundtland Report “Our Common Future”, published in 1987 by the World Commission on the Environment and Development, which defines the term “sustainable development” as it is used today: “development which meets the needs of the present without compromising the ability of future generations to meet their own needs”. This report also stipulates that “*the concept of sustainable development does imply limits - not absolute limits but limitations imposed by the present state of technology and social organisation and by the ability of the biosphere to absorb the effects of human activities*”.

Sustainable development is in this way based on three interdependent and indissociable pillars:

- ecologically viable (no negative effect on the environment);
- economically viable (satisfaction of the needs of a generation);
- socially equitable (solidarity between societies).



Source: <http://www.wikipedia.org>

The 1970's are the first reference point assigned to the emergence of environmental education - which later became education for sustainable development (ESD)⁶. The initial recommendations were formulated during the International Conference on Environmental Education organised by UNESCO and UNEP in Tbilisi in 1977; among others recommendations it is stated that environmental education has to “enable people to understand the complexities of the environment [economic, political and ecological interdependence of the modern world] inculcating the spirit of responsibility and solidarity between nations” and “adopt a holistic perspective”⁷. This process was consolidated in 2002 with the adoption of the UN Decade of Education for Sustainable Development (DESD) by the General Assembly of the United Nations, concerning the period 2005-2014.

This project is part of this process.

Definition of ESD according to the UN Decade for ESD

*“Integrating the principles, values and practices of sustainable development in all aspects of education and learning, with a view to encouraging the changes in behaviour necessary for a more just and more sustainable society for all”.*⁸

The aim of this education for sustainable development is to bring about a change in values and behaviour and, according to the Education for Sustainability Manual, published by the UNESCO Centre of the Basque Country in 2009, ESD:

- is based on values in favour of sustainable development;
- develops **critical thought** through the search for solutions to problems;
- is oriented towards **action** and **commitment**;
- promotes **participation in decision-making**;
- adopts an **interdisciplinary** and holistic approach;
- uses **multiple educational sources** (discussion, arts, theatre, debates, experiments, etc.) in order to go beyond just the passing on of knowledge;

⁶ Education towards/with a view to/for/in service of... Sustainable Development: at least ten variants exist but in this document we will call it “Education for Sustainable Development” (ESD), the form most used in France.

⁷ Final Report, Intergovernmental Conference on Environmental Education in Tbilisi: <http://unesdoc.unesco.org/images/0003/000327/032763fo.pdf>

⁸ Education for Sustainability Manual, UNESCO Centre of the Basque Country

- is significant for the person learning and for the community: **experiences can be transposed** into personal and professional life;
- considers both **the local and global level**.

ESD also has to develop three essential skills:

- **knowledge** (cognition learning), which helps in understanding what is happening;
- **interpersonal skills** (involvement), which enables an individual to feel like a member of the society in which they live;
- **know-how** (competence), which makes it possible to have the necessary tools to participate in the development process.

A SCHOOL IS A COMMUNITY

A sustainable community uses its resources while being aware that they are **limited**, reduces its ecological footprint, promotes equity (economic and social) among its members and avoids inequalities in access to resources. This community learns and acts to build the present and the future with creativity, while guaranteeing identical or better conditions for future generations.

A school is a community in itself that is enclosed in a wider community (its territory), of which it is a part. The school and the territory are interdependent. The pupils, the families and the institution's staff are

The challenges of ESD at school

- Making sustainability a **positive cause**
- Going beyond environmental actions: understanding the world, questioning one's role in society and giving oneself the means to act
- Building together a consistent school: the project has to involve all of the actors who interact with the school
- Educating for choice, and not teaching choices

a reflection of the environment in which it is located (realities, culture, how they act, etc.).

GLOBALISATION AND TERRITORIES

Sustainable development issues concern different scales of territories and are dealt with at different levels: local, national, European, international. Local territories are at the crossing of various contexts: state-regional plans, European standards, natural parks, Agenda 21, urban concentration, etc. **We will first look at the role played by local territories and then secondly, how these processes can enrich an ESD project.**

THE ENHANCED ROLE OF TOWNS AND CITIES

Towns, cities and regions increasingly want to make their voices heard on the international stage, which has until now mainly been the prerogative of nation states.

Since the issues are equally local and global, the local level is in fact mobilised to implement the decisions taken at a higher level, but the cities and regions increasingly wish to bring to bear their ability to find solutions on the ground. At this level, the issue of international climate negotiations is very enlightening.

As Bruno Rebelle, the former Director of Greenpeace, observes in an article entitled "Global emissions, local solutions": *"at a time when we observe that global emissions broke a historical record in 2010, we also notice a growing mobilisation of territories – regions and major urban agglomerations – which intend to effectively demonstrate that while international negotiation involves states, the reduction of emissions is above all dependent on the concrete actions that are implemented locally."* In what is often a gloomy picture, the growing mobilisation of territories is a cause for optimism. And Bruno Rebelle continues: *"Territories, in particular regions and major urban agglomerations, are enlisting development strategies aimed at increasing the density of urban areas, relocating the economy and reducing mobility needs both for people and for goods. These territorial authorities are also developing initiatives to offer alternative transport with lower emissions at the same time as they are supporting industrial*

*innovations that will make it possible to tomorrow propose sustainable carbon-free mobility solutions. The territories will also have to implement innovative measures to mobilise the colossal resources that will be needed to finance the energy renovation of the existing built environment, the sector that constitutes the main source of energy savings and therefore of emission reduction*⁹. The majority of measures taken to tackle climate change are therefore local or regional measures.

EUROPEAN REGIONS AND TACKLING CLIMATE CHANGE

Still in the context of climate negotiations, for the first time, during the Cancun Summit, it was officially acknowledged that regions have a role to play in climate negotiations. For this reason, European regions are cooperating for the purpose of writing a joint declaration for the next climate summit in Durban. The Rhône-Alpes Region in France is therefore organising a **European Conference of Regions on Climate Action**⁹ - on 20 and 21 October 2011 in Lyon - and wishes on this occasion to promote the emergence of a common message of the regions of Europe and to contribute to the objectives of the "European climate-energy package", which constitutes a crucial lever for energising the international negotiations of COP 17 in Durban¹⁰ and of the Rio + 20 Summit in June 2012. This conference constitutes the first edition of a process aimed at optimising the implementation by regions of actions to protect the global climate, thereby emphasising the importance of this territorial level in putting into practice the approaches adopted at the international level.

The **Committee of the Regions**, a European Union institution, that is supporting the Young Europeans, Let's Take Care of the Planet (YECP) project, will in March 2012 hold its summit in Copenhagen. This will on the one hand focus on the upcoming 20th anniversary of the conference in Rio and, on the other hand, on the interaction between EU policies and territories, and in particular on issues of quality

of life, sustainability, cultural heritage, architecture and economic, social and territorial cohesion.



IMPLICATION FOR ESD PROJECTS: THE TAKING INTO ACCOUNT OF THE DIFFERENT LEVELS

As we have just seen, local territories do not only take action on local issues: they are involved in taking up global challenges that concern them. In this way, there exists interdependence between different spatial levels, which must be given expression in ESD projects by taking them into account. To take an example, the pupils of a high school participating in the YECP process will next year study "**global sustainable development issues**" including climate change. They will then conduct investigations, interviews, etc. on the actions carried out locally at the level of their region and of their city (in particular Agenda 21).

While territory is not in itself the topic of ESD projects, we invite pedagogical teams to take the different territorial levels into account and to see how a problem (whether this be transport, pollution, etc.) is dealt with or legislated for at different levels.

⁹ <http://www.rhonealpes.fr/516-conference-sur-le-climat.htm>

¹⁰ It will take place from 28 November to 9 December 2011, in Durban, in South Africa.

SOLIDARITY BETWEEN TERRITORIES: EDUCATION FOR SUSTAINABLE DEVELOPMENT AND FOR INTERNATIONAL CITIZENSHIP

Today more than ever, society is confronted with rapid change and challenges that lie within complex frameworks, at the global level. The rise in inequalities between countries, but also within countries, the global financial crisis, the environmental chaos that is to be expected due to deforestation, pollution, global warming, are among the many examples that prompt ESD actors to introduce the concept of **international citizenship** in their projects. These issues point to the standpoints that need to be adopted by citizens in the face of this social, economic and political “chaos” and to the interdependence existing between countries of the world. A new model for development that is sustainable can only exist insofar as it takes into account the necessary solidarity between territories and citizens of the planet. This requires placing an emphasis on the education of aware and responsible citizens at the local, national and international levels, and in particular relationships between countries of the North and of the South where the imbalances are the most obvious.

Education for development and for international citizenship therefore specifically places emphasis on the study of global issues that are not necessarily new, but whose acuteness and complexity are enhanced by globalisation and the requirements of sustainable development.

These issues require choices, which are often urgent, based on the international community, States, territorial authorities, companies, civil society, and, ultimately, individuals. The challenge is therefore to provide young people with tools enabling them to understand their local context and the way that it fits into global issues, in order to show them opportunities for action that has an impact here and now, but also elsewhere and in the long term. Furthermore, if globalisation is considered from the point of view of societal issues requiring the taking of positions and choices, the range of subjects is vast: climate change, food security, development cooperation, consumption choices, management and distribu-

tion of natural resources, management of migratory flows, etc.¹¹

This concept of **international citizenship** therefore refers just as much to our capacity to implement actions but also to the necessity for an intercultural dialogue on these issues.

¹¹ http://www.globaleducation.ch/globallearning_fr/resources/Guide_Education_Citoyennete_mondiale.pdf

The Rio + 20 issues: 4 to 6 June 2012

The United Nations Conference on Sustainable Development, known as “Rio + 20” will celebrate the 20th anniversary of the Earth Summit.

Its aims are to:

- obtain a renewed commitment to sustainable development
- evaluate the progress and the flaws of the previous major summits
- take up the new and emerging challenges

The three major themes dealt with will be:

- sustainable development
- the green economy¹
- the eradication of poverty

The world has changed enormously since 1992. The need for joint management of the planet in many areas has increased further to such an extent that it is both essential to evaluate what has been done since Rio 92 (were the commitments from back then kept?) and to make new commitments that take into account the social, economic and environmental developments of the last two decades at the global level and their consequences.

Throughout the world collectives of citizens are mobilising to make their voices heard, to develop proposals for a new development pathway (social and interdependent), to challenge leaders on the urgent need to implement ambitious policies (whether this be on climate change, biodiversity, sustainable development governance, etc.).

Over 50,000 people are expected: heads of state, international institutions, companies, young people, NGOs, etc.

¹ According to Wikipedia, the “green economy” is all of the economy activity generated by all of the companies that produce goods and services contributing to avoiding, reducing or stopping harmful effects on the environment (e.g.: waste processing, insulation of buildings, renewable energy, etc.). http://en.wikipedia.org/wiki/Green_economy

WHY IS IT A GOOD IDEA TO WORK IN ASSOCIATION WITH LOCAL TERRITORIES?

Setting up ESD projects locally in a territory is worthwhile in several respects:

- Benefits the pupil because this enables them to break from reality, from their daily experience, to understand the local territories and their issues, to better identify the actors there. This furthermore contributes to their citizenship education by better understanding the role of institutions and the functioning of democracy.
- For pedagogical teams, this approach ensures that projects are not carried out in isolation but stimulates thinking with a local perspective. Dialogue with local elected representatives can enable the pupil to acquire knowledge and obtain information (in particular on local public policies). This can also enable communication on the project conducted in the school, to promote it and to enable young people to express their expectations and points of view.
- For local authorities, education for sustainable development has become a crucial issue. Connecting with schools makes it possible to communicate the policies implemented and to raise the awareness of the citizens in relation to their municipal or regional actions. In France, territories now increasingly equip themselves with local policies regarding ESD: town or city hall, administrative department, region, have their own objectives and collaborate with the ministries of national education and the associative networks in order to implement them. Initiatives by local authorities that encourage or support school Agenda 21 processes, eco-responsible high schools (or eco-high schools) and institutions for sustainable development (E3D) at their level are on the increase.



Source : Réseau Ecole et Nature, Guide Pratique d'Éducation à l'Environnement : entre humanisme et écologie

Dialogue translation: Territories: an educational environment - Kids... what is the name of the river behind me? - The Mississippi - The Atlantic Ocean - The Amazon - The Volga - We have a lot of work to do...

THE DIFFERENT ACTORS

There are many actors interacting in a territory: schools, institutions, companies, organisations, individuals, etc. Each actor has their own approach and objectives.

It is possible to identify four types of actors, or four "spheres"¹² :

- **the national public authorities sphere**, which comprises the state, its ministries, its public institutions (water agencies for instance), its services, its public educational institutions, its research bodies;
- **the local public authorities sphere**, including territorial authorities¹³;

¹² « Guide pratique d'éducation à l'environnement : entre humanisme et écologie », Réseau École et Nature, writing coordinated by Juliette Cheriki-Nort, Editions Yves Michel, 2010

¹³ In France, responsibilities are split between the different local authorities. Municipalities are in charge of the management and the functioning of school buildings and the Ministry of National Education is in charge of the educational curricula and the teaching staff. They also have (or in association with an agglomeration community) the specific responsibility of the collection and treatment of waste. The administrative department manage the middle schools and the high school regions.

- **the civil society sphere:** non-profit organisations, foundations, unions and citizens;
- **the commercial sector:** companies and independent workers. This label refers to very different realities, ranging from the multinational to the sole proprietorship.



SUGGESTIONS FOR ESD PROJECTS:

- Taking all of the territory's actors into account. Since companies are a major actor, they should not be left out, following the example of the vocational high schools in France, which often work in partnership with companies.
- When a perspective is provided, or an external participant speaks to the pupils, it is important for them to ask themselves: *from what standpoint are they speaking? Are they representing an institution? A company?* It can be interesting to help the pupils to decipher the type of language depending on the sphere to which one actor or another belongs.

Philippe Meirieu, "Du monde objet au monde projet"¹⁴

(From an object-focussed world to a project-focussed world)

In this article, the educationalist Philippe Meirieu demonstrates the importance for a child and a young person of having a knowledge of the territory and of its actors. In order to define others, it is first of all necessary to establish the core distinction between the private environment and the public environment: *"it is making it understood that the public environment is not a place where private interests can impose themselves or are engaged in fierce competition. [...] A child also has the right to be helped to construct the public environment, to learn that it is not a territory given over to savage rivalry and to private interests. The public environment obeys the principles of the public good and the common interest. One like the other are developed in institutions that are created for that purpose."*

¹⁴ In a Revue Durable dossier cleverly entitled "Quels enfants laisserons-nous à la terre ?" (What kind of children will we pass on to the Earth?)

LOCAL AUTHORITY "CLIMATE PLANS": EXAMPLE OF THE CITY OF GRENOBLE

In France, "territorial climate-energy plans" aim to lower the greenhouse gas emissions of the local authorities, and, at the same time, to adapt them to climate change. These plans concern urban planning, habitat, transport and economic promotion policy. These plans exist both in major urban agglomerations and in rural areas.

CASE STUDY: GRENOBLE, FRANCE

Grenoble Alpes Métropole, an agglomeration community that brings together 27 municipalities (400 000 inhabitants in total), is the first territorial authority to have embarked on a climate plan in 2004. The analysis phase of this process is crucial. In order to develop an action plan, the city ordered a carbon inventory. It also created an observatory to monitor the progression of the agglomeration's overall emissions. All of the energy - fuels, electricity, etc. - consumed in the territory is recorded. The latest available figures are encouraging. From 2004 to 2007, the Grenoble agglomeration recorded a 4.8% reduction in its energy consumption and a 7% reduction in its CO₂ emissions.

To achieve its Sustainable Development objectives, in 2008 the city of Grenoble also adopted a Plan called "**Grenoble, Factor 4**", which in particular aims to reduce greenhouse gas emissions by a factor of four by 2050.

This programme defines a plan of actions among which feature:

- sustainable neighbourhoods
- energy and in particular urban heating
- natural resources
- raising public awareness and decentralised cooperation
- environmental health

Yet, progress remains slow: the person in charge of Grenoble's climate plan has stated that *"the hardest part remains to be done, achieving results within a very narrow window of time. The city of Grenoble has taken ten years to reduce the share of cars in per-*

sonal travel by 2%. Achieving a 20% reduction in emissions in 10 years will be very difficult¹⁵.

While climate plans are growing in number, this does not mean that everything is going smoothly and to date, few of them make the grade when evaluated.

¹⁵ Person in charge of the climate plan in Grenoble, quoted in an article entitled "Les bons plans climat-énergie des collectivités françaises", La Revue durable n°38, June, July, August 2010



Photo : Tram system of the city of Grenoble – Source : Monde Pluriel

The Aalborg commitments

In 1994, some European cities met in Aalborg in Denmark and together wrote a declaration of cities and towns for sustainability. This conference followed Action 21 adopted in Rio de Janeiro in 1992, encouraging cities and towns to develop local plans for sustainable development.

In 2004, the representatives of 110 territorial authorities met again during the Aalborg+10 Conference and agreed on 10 commitments¹ in the following areas: governance; local management towards sustainability; common natural goods; responsible consumption and lifestyle choices; urban planning and design; better mobility, less traffic; local action for health; vibrant and sustainable local economy; social equity and justice; local to global.

Among the signatories are Belgium (7 cities and towns including Brussels), France (17 cities and towns including Echirolles, le Grand Nancy, Paris), the Czech Republic (the city of Chrudim), Denmark (5 cities and towns), Germany (9 cities and towns), Greece (9 cities and towns), Italy (150 cities, towns and regions including Bologna, Rome...), Portugal (57 cities and towns), Spain (347 cities, towns and regions, including Barcelona).

¹ Full document at this address: http://www.ccre.org/bases/T_599_24_3520.pdf
Also consult the following site: <http://www.aalborgplus10.dk/>

The Aalborg Charter



Source: Educator for Sustainability Manual, Boreal County/Unesco Centre

The Covenant of Mayors Mayors commit themselves...

The Covenant of Mayors (<http://www.eumayors.eu/>) was initiated by the European Commission and has existed since 2008. It is a "bottom-up" initiative bringing together over 2600 town and city halls in Europe, but also from other continents. The town and city signatories are committing to exceeding the EU's 3x20 target (to reduce greenhouse gas emission by 20% by 2020; achieve 20% of renewable energy in energy consumption; to increase energy efficiency by 20%).

Consequently, they undertake to submit the following to a partner scientific body:

- a carbon inventory
- an action plan

A report is produced on this action plan every two years.

This network enables the exchanging of experiences between European towns and cities and creates motivation to achieve the targets set.

Signatory towns and cities involved in YECP¹ : Turin, Milan, Genoa, Padua, Verona, Bologna, Forli, Reggio Emilia, Florence, Benevento, Rome, Bari, Campobasso, Barcelona, Bilbao, Grenoble, Chambéry, Lagadas, Lamia, Copenhagen, Greve, Tbilisi, etc.

¹ This is not an exhaustive list.



SUGGESTIONS FOR ESD PROJECTS:

In the context of the “Let’s Take Care of the Planet” project, it may be interesting to get the young people to:

- ask town and city halls whether they are signatories of the Covenant of the Mayors. It may also be that they belong to other networks (Climate Group, Energy Cities, Aalborg Charter, etc.) or that they have obtained other labels...
- do research on the local plans put in place: contribution of knowledge of local problems, of public policies, etc.
- challenge elected representatives: dialogue and request for support for the implementation of actions in school, the district, the city, etc.

UNDERSTANDING TERRITORIES: THE POINTS TO LOOK OUT FOR

As we saw above, a territory encompasses several dimensions. Some movements criticise the rising power of major agglomerations and the economic **competitiveness** existing between territories: towns, cities and regions are in competition and work on their brand image to ensure their **attractiveness** (mainly towards companies). In the case of Grenoble for example, some citizens are condemning the plan to link up the major urban agglomerations and create a huge highway between Geneva and Valence. The desire to develop competitive centres leaves other territories out, which become peripheral and may become “non-territories”. It should not be overlooked that there is **inequality** between territories. **Cooperation** between territories is necessary in order to avoid this danger.

Furthermore, when analysing a territory, it is a question of acknowledging the “sustainability” factors as well as the “unsustainability” factors. The unsustainability of a territory can be seen as the deterioration of the territory. This deterioration takes very different forms, in particular depending on the spatial scale considered. At the global level, it is major eco-systemic changes that are the problem (climate, biodiversity); at levels such as a region or a district the territorial footprint of unsustainability

manifests itself for example through the alteration of the landscape, soil erosion, the degradation of watercourses¹⁶; there are also causes of social and economic unsustainability: conversion of a space, closure of factories, disappearance of a main economic activity, etc.



SUGGESTIONS FOR ESD PROJECTS:

- On what type of economic development, but also on what values is a territory built?
- Are territories equal (in particular from the point of view of access to health, education, infrastructures, etc.)?
- What kind of solidarity should be established between territories?

¹⁶ Anastasia Angueletou speech, 2nd French National Conference « Let’s Take Care of the Planet », May 12-13 2011

TRANSFORMING SCHOOLS, TRANSFORMING SOCIETY

Transforming schools means seeing schools as an open space rather than one that is closed in on itself.

The methodology proposed by the “Let’s Take Care of the Planet”, in 2009-2010, is part of a desire to make schools and pupils **actors in society**. It is a constructive process that begins in schools, where the pupils get in touch with the local communities, deliberate on responsibilities to be taken on and choose representatives to take the ideas selected by consensus to the regional, national and international authorities. This methodology transforms schools into active environments for the building of knowledge, democratic participation and debate on both local and global issues. A school in this way becomes a “Greek agora”, a place for exchanges and enabling young people to exercise their citizenship.

Transforming schools also therefore means placing a greater emphasis on the young people that attend them. Young people are not just the citizens of tomorrow, they are also citizens of today, able to take decisions, adopt standpoints, influence their family, social and natural environment, able to learn, act and propose alternatives to the local authorities; they are therefore already citizens. This learning must also not be limited to the individual sphere but must also develop the **ability to collaborate with others** to bring about change in social institutions and structures.

The school Agenda 21s spring from the opportunity for schools to themselves also contribute to local sustainable development, both within their institutions and in their territory.

Education for sustainable development is transforming in the sense that it offers a new way of conceiving the world in its entirety and complexity, it promotes respect for different forms of life, for new values and a culture of peace. To do this, it is necessary to adopt a critical stance in an ESD process, to observe and to examine how our societies have developed throughout their history in order to understand the issues that arise today¹⁷.

The school Agenda 21 invites the educational community to:

- rethink teaching methods;
- give pupils a specific role in decision-making within the institution, in their local environment, and in the learning process;
- promote collaboration between the members of an institution on the one hand (teaching and non-teaching staff, pupils and pupils’ parents, the board of administration, etc.), and between the institution and the other local actors on the other hand (academy, territorial authorities, suppliers and service providers, organisations, local companies, local press, etc.);
- contribute to generating an active citizenship.

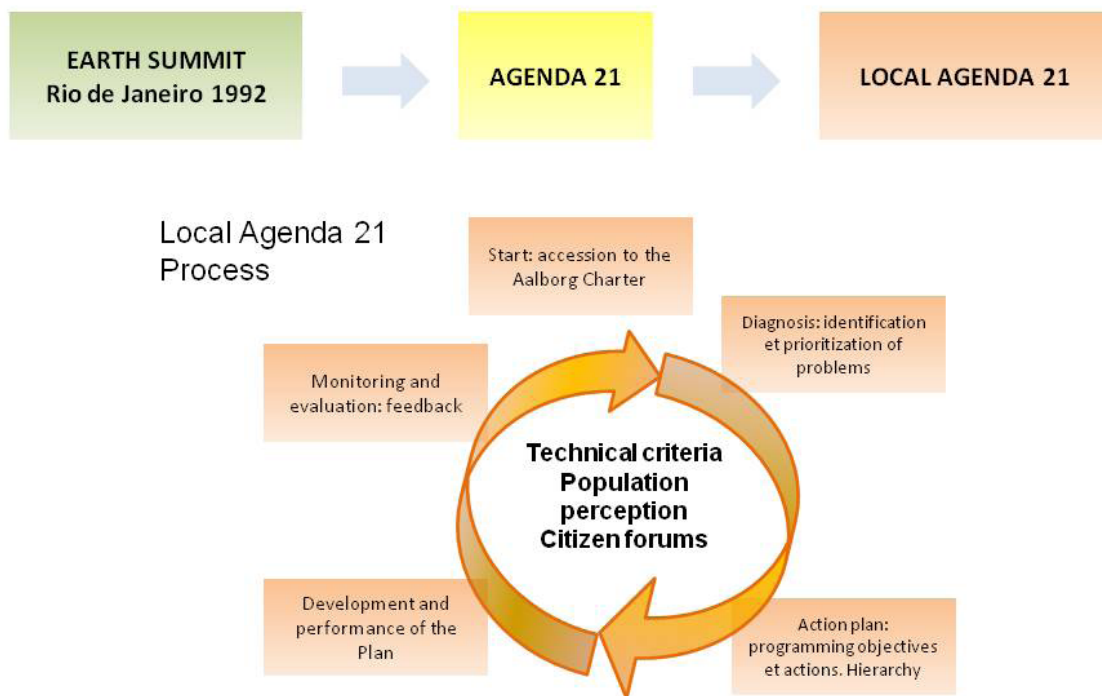
¹⁷ Vamos Cuidar do Brasil (“Let’s Take Care of Brazil”) – Formando Com-Vida, Construído Agenda 21 na Escola (“Forming Com-Vida, Building Agenda 21 at School”)

Rio 92 and the Agenda 21s¹

In 1992, during the Earth Summit in Rio de Janeiro, an action plan for the 21st century was proposed and then adopted by 179 countries: Agenda 21. This Agenda 21 calls on the whole of the global community (States, local authorities, schools, scientific community, companies, unions, organisations, citizens, etc.) to build a future that respects the environment and society. It is made up of principles and actions making an impact in areas as varied as poverty, health, air pollution, consumption, waste management, agricultural management, etc.

During the decade that followed, local Agenda 21s appeared at the national, regional and local levels but also in companies, and other collective bodies such as associations and educational institutions. That being the case, local actors are considered to be key actors in the implementation of sustainable development.

Local Agenda 21



Source: Education for Sustainability Manual, Basque Country Unesco Centre

*Local Agenda 21 is intended to be **participative** (mobilising various actors involved in their territory), **cross-cutting** (bringing together the different issues, the different skills and the different levels of authorities), **adapted to the specificities of the territory**, in a **long-term** approach. It has to give rise to exchange concerning the territorial project.*

(source: Agenda 21 escolar: educación ambiental de enfoque constructivista, by José Manuel Gutiérrez Bastida + guide <http://www.comite21.org/docs/publications-du-comite-21/2008/guide-agenda-21-scolaire-janvier-2008.pdf>):

¹ The Comité 21 site offers a guide *De l'école au campus, agir en ensemble pour le développement durable - guide méthodologique de l'Agenda 21 scolaire*, which proposes a methodology for the setting up of a school Agenda 21. There you will find in particular the different types of local actors that you can involve in your project and their skills.

Example of a School Agenda 21 project, in the town of Getxo, Spanish Basque Country¹

Project name: Campaign for the use of bicycles and the designing of a cycle path

Year: 2005-2006

Institution name: Aixerrota High School

Theme and main objective: mobility, to increase the use of bicycles among the pupils and to request the building of a cycle path from the municipality

PROJECT :

- 1) **Carrying out of analysis** on the use of bicycles as a means of travel and survey on pupils' opinions
- 2) **Organisation of a bicycle demonstration** in the context of the car-free day, from the high school to the town hall
- 3) **Proposal made by the mayor** to the school team to design the cycle path with the pupils. Commitment from the mayor to give the plans to the town hall's engineers
- 4) **Designing of the cycle path:** study of two possible routes. Field analysis and writing of a report
- 5) **Submission of the report to the mayor of the town** during the School Agenda 21 Municipal Forum
- 6) **Production of a video** with photos of the bicycle demonstration, passed on to the other classes

PROGRESS:

- Raising of the awareness of the educational community to transport-related environmental problems, individual responsibility and the need to change habits
- Bringing together of the pupils and the municipality: demonstrating to the pupils that the population can also take part in municipal projects. Promotion of active citizenship
- Incorporation of lessons on mobility into several subjects

SUCCESS FACTORS:

- The interest and the concern of a group of teachers
- The work of the pupil volunteers
- The hours made available for the coordinator's project
- Facilities granted by the municipality
- Facilities granted by the administration of the high school

DIFFICULTIES:

- The lack of involvement of some teachers
- The low participation of the pupils' parents (because they are not accustomed to doing so)
- Having to limit the leisure time of the pupil volunteers to ensure the successful completion of the project
- The inertia of our habits means that transport-related changes are slow

¹ Example taken from the publication "40 experiencias en Agenda 21 Escolar, la escuela por la sostenibilidad", Vitoria-Gasteiz: Eusko Jaurlaritzaren, Servicio Central de Publicaciones del Gobierno Vasco, 2007. <http://www.ingurumena.ejgv.euskadi.net>

Of course, in practice it is not always easy to mobilise all of the actors necessary for the implementation of an action plan. An Agenda 21-style project is an ambitious project that requires real involvement (and not just intentions) from all of the actors (administration team, managers, technical staff and pedagogical team). The willingness of the pedagogical teams alone, even supported by the administration is not sufficient. It is often difficult to achieve consistency between the action put in place and the reality of the institution.

But the measures of a school Agenda 21 project can also become a tool for the setting up of an ESD project within the institution. Moreover, a multitude of other programmes and methodologies exist for putting together projects and that are both sources of inspiration and methodological aids. In Europe, numerous education for sustainable development programmes also exist that take into account the municipality or the local dimension in their scope of activity.

It is possible to mention a few examples:

IN SWEDEN, *THE GRÖN SKOLA* PROGRAMME:

Schools have to first meet certain specific criteria before putting the programme in place. These criteria are valid for three years and seek to encompass all aspects of school life: consumption, democracy, ethics, aesthetics, culture, health, activities aimed at improving the local and global environment. The evaluation criteria have a multidisciplinary and participative rationale. (<http://www.norrkoping.se/bo-miljo/valfard/gronaverk/gron-skola/>)

IN GERMANY, *THE SCHULE VON MORGEN* CAMPAIGN:

This programme aims to put in place a sustainable development process in schools and to create networks of cooperation with non-educational actors. Among the main topics proposed – climate, energy, consumption, health, nature and biodiversity – the schools choose one that will make it possible to address issues relating to international justice, economics and society. The schools make a two-year commitment to a project that is part of their municipality's local Agenda 21 programme.

(http://www.planet-wissen.de/alltag_gesundheit/lernen/schulgeschichte/schule_von_morgen.jsp)

IN ITALY, *THE AGENDA 21 SCUOLA*:

The school Agenda 21 programme is very widespread in Italy and coordinated by the regional authorities. Italy considers that schools are ideal partners for the development and testing of new methods and tools for sustainability. The aim of School Agenda 21 is to make schools the central actors in the educational process. The local authorities develop, propose and organise actions to establish education for sustainable development in schools and support and encourage the initiatives conducted by them, in line with the local Agenda 21 proposals. (<http://www.comune.modena.it/a21/scuola.shtml>)

IN LATVIA, LITHUANIA, POLAND, DENMARK AND SWEDEN, the Green circle schools project is organised over three years, concerning issues relating to health, fauna and flora and protected areas, liaising very closely with the territory. (<http://pradinukas.ku.lt/GSC.htm>)

THE 11 COUNTRIES THAT BORDER THE BALTIC SEA PARTICIPATE IN THE BALTIC 21 FOR EDUCATION (BALTIC 21 E PROJECT):

It was initiated in 2000 by the Ministries of Education of the 11 Baltic Sea countries (Denmark, Estonia, Finland, Germany, Iceland, Latvia, Lithuania, Norway, Poland, Russia and Sweden). The Baltic 21 E programme, coordinated by Norway, is a platform for cooperation between multiple sustainable development education actors. It brings together experts from national ministries, academic institutions, international and regional organisations, NGOs, etc. This network has over 40 million students and over 4 million teachers, who work in the Baltic region. The central aim is to guarantee the people of the Baltic Sea region, the knowledge, the skills, the approaches and the values required to actively contribute to sustainable development. It is a matter of supporting the teachers, students and managers to develop their skills, through an integrated and holistic approach. (<http://www.baltic21.org/>)

THE ECO-SCHOOL PROGRAMME:

Eco-Schools is an international award programme of sustainable development education for primary to secondary schools. Its holistic, participatory approach and combination of learning and action allow schools to embark on a meaningful path for improving the environment in both the school and local community, and to influence the lives of young people, school staff, families, local authorities and NGOs. Once registered, schools follow a seven-step process which helps them to address a variety of environmental themes, ranging from litter and waste to healthy living and biodiversity.

Children are the driving force behind Eco-Schools – they lead the eco-committee and help carry out an audit to assess the environmental performance of their school and implement actions. The programme is piloted by FEE (Foundation for Education to environment).

SCHOOLS CONNECTED WITH THEIR TERRITORY

The major issue in ESD is to act in an unsustainable context, in an unsustainable societal model. While at school values such as sustainability, responsibility, ethics, solidarity, the responsible use of resources, etc. are passed on, the environment in which young people develop passes on to them values such as individualism, competitiveness, consumerism, superficiality, dependence, apathy, etc. However, the ESD taught at school is very often integrative and participative in nature, because it is not conducted through isolated teaching but in cooperation with other actors who participate or support the initiatives of the educational institutions.

We very often find ourselves in networking situations where there are schools, town and city halls, ministries but also companies, partner organisations, NGOs, etc. that facilitated the work of these institutions.

These local networks are also an opportunity to link up with networks that are regional, national, or international in nature. The results and benefits obtained in this way can then grow in number.

Each actor contributes their experience, their resources, etc. so that the work of educational centres finds a favourable context, which is necessary for the carrying out of their work.

In this way, networking offers educational actors an endless source of strength and opportunities and, in this new continually growing environment, it is important to continue to experiment, research and evaluate with a view to a social transformation fostered by education for sustainable development now at the start of the 21st century.

HOW TO INCORPORATE FIELD VISITS INTO AN ESD PROJECT?

“Field visits” are of particular importance in ESD, whether this be for ESD programmes¹⁸ or ESD projects.

ESD requires the taking into account of varied registers in terms of **knowledge**: social, economic, environmental, cultural, etc. The actors in the territory (clubs, companies, organisations, theatre companies, orchestras, museums, etc.) offer precious support.

These meetings make it possible to gain awareness of the **different points of view** of each party. There is no obligation to set up a roundtable of all of these actors... **Interdisciplinarity** does not require the direct confrontation of the actors.

The educational programme is under the responsibility of the teaching team. This responsibility in no way prohibits the joint development of the programme with the territorial partners. But it requires that the **roles** of each party be clearly determined.

An ESD project is, according to its own terms, educational, that is to say that it enables progress towards the gaining of awareness of the **issues**, of the elements to be taken into account in order to make choices in the areas studied. It is therefore essential that any “site visit”, that any contact with local actors be clearly in line with this objective, with the **issues** chosen for the development of the programme.

An ESD project mobilises knowledge and local actors to illustrate complexity. The gaining of awareness of the **interdependencies** between the actors and their different strengths, **between the interests of today and tomorrow**, requires a form of systemati-

sation (or systematic approach) in which each of the actors finds their place.

An international exchange or partnership only changes “the space or the size of the territory” and the actors. It does not change their nature and importance. It adds the precious dimension of cultural distance, which perhaps more spontaneously obliges the questioning about others and respect for others.

A field visit by a class or a visit from a territorial actor to a school constitute two methods that meet the same educational objective: to anchor knowledge and reflection in the territory, without confining them there. Linking the contributions of the actors from diverse territories, by integrating the international dimension of issues and choices into the programmes is an educational requirement in the age of globalisation.

POOLING OF EXPERIENCES

The following experiences have been selected because they involve a partnership between schools and local actors, and do so in different forms: partnership between a school and a local authority, a request for support to the institutions, a search for information to deepen one’s knowledge, lobbying activity with companies, etc.

¹⁸ In France, the term “ESD programme” covers ad hoc activities, basic practical actions and also more ambitious local or international projects. The concept of programme refers to the pedagogical consistency of a process.

EXAMPLE 1 INVESTIGATING TO FIND OUT ABOUT A PROFESSION

ISSUES ON SUSTAINABLE DEVELOPMENT IN THE PROFESSIONAL SECTOR (FRANCE)

At the Feyder High School, in Épinay-sur-Seine (Paris region), in the context of pedagogical experimentation conducted since 2006, the year 11 pupils work on their exploratory project on the basis of a dossier entitled 'Exploration du Projet personnel lycéen' (Exploration of the Personal Project for High School Pupils). The aim is to get them to find out about a profession or an area of activity, using a research methodology, the culmination of which is a meeting with a professional, whom they locate and contact by themselves.

In the context of a multidisciplinary project, a class conducted this exploratory project by focusing on sustainable development issues.

We asked the pupils, before starting to draw up their dossier, to choose professions that were related to sustainable development. Their first reaction was to point out to us that this constraint was far too restrictive: living in the Parisian suburbs, it was too difficult for them to find environment-related professions... This was a chance for us to highlight their very restricted and caricatured perception of sustainable development [the countryside, organic products, the sorting of waste, etc.], and to present to them its three strands.

They were then able, more freely, to define all of the professions, or activities, that they would like to explore in the context of this project, using a "personality" questionnaire: IT engineer, airline transport pilot, nurse, paediatric auxiliary nurse, accountant, salesperson, emergency physician, pharmacist, social worker, graphic designer, architect, cook, etc.

These professions often correspond to things that they have already come across, to family connections, to media representations, or to dreams, often combined with a desire for social advancement... According to the pupils, there was no connection to sustainable development.

Often sceptical, they went to the meetings without grasping the connection between issues relating to studies, the typical day, career prospects, pay, etc. and sustainable development issues!

Yet, when they presented their dossier in front of the class, we were able to confirm that they had actually gained awareness, thanks to the answers contributed by the adults they met: their cousin who was an accountant had explained to them that each energy saving was also a way of rationalising the accounts of the little neighbourhood restaurant; the cook in the high school canteen had referred to the issues of nutritional balance but also of the sorting of food waste; the pharmacist had referred to the use of less polluting products in the preparation of medicinal products; the graphic designer had talked about the new advertising campaigns for more environmentally-friendly products; the family doctor had been able to talk about the importance of generic medicinal products, but also refer to humanitarian mission conducted for Médecins sans Frontières; the airline transport pilot had explained that new fuel efficient airplanes were currently the most valued; the IT engineer had referred to the recycling of electronic components; the architect had referred to the selection of materials and the HQE (High Environmental Quality) standards, etc.

At the family, high school, neighbourhood or city level, the pupils gained awareness of the omnipresence of sustainable development issues in very concrete terms, while finding out about the world of work in a tangible and vivid way.

Nathalie Broux
Literature teacher at the Jacques Feyder High School in Epinay-sur-Seine

EXAMPLE 2: THE PEDIBUS, AN EXAMPLE OF COLLABORATION BETWEEN SCHOOLS AND LOCAL AUTHORITIES (ITALY)



Over 10 years after its launch, the “Pedibus” initiative in the north of Italy (<http://www.piedibus.it>) is a very widespread means of escorting children in primary and secondary education on the journey between home and school. Together, teachers, parents, grandparents and children travel on foot in sunshine, snow, rain or wind! It is a rather peculiar bus, with not wheels and no engine, that moves thanks to the feet of its passengers. The “Pedibus project: let’s walk to school” has been initiated in the province of Bologna, Rome, Milan, Pavia, Como, Genoa, Naples, Reggio Emilia and Piacenza, among others, launched by the local authorities in collaboration with several organisations and the primary schools of the city. **Just like a school bus, the Pedibus has a departure point and serves several stops. The groups of children are accompanied by parents or volunteer welfare workers and follow safe routes, across parks for example.**

The project has already stirred up a lot of enthusiasm among the young participants because it gives the children the opportunity to go to school together, while chatting and enjoying the beauty of their city.

The project is part of a territorial plan for sustainable mobility, work-life balance and for the pro-

motion of healthy and sustainable ways of living.

The added value of the initiative is present in several dimensions:

- 1) from the environmental point of view: less traffic on the roads and around schools at peak hours, limitation of the risks for the pedestrians, reduction of air pollution and noise pollution;
- 2) from the point of view of health: reduction of respiratory problems, change in ways of living (less sedentary) and therefore tackles child obesity, less stress;
- 3) from the point of view of child development: development of independence and personal skills, education for road safety, for respect and for protection of the environment. The act of moving about and socialising on the way enables the children to arrive at school more alert.

*Francesca Alvisi
Research scientist, Institute of Marine Sciences, National Research Centre*

EXAMPLE 3: A SCHOOL ECO-INVENTORY (FRANCE)

THE EXPERIENCE OF A YEAR 11 CLASS

The children of the Louise Michel High School, Bobigny, worked throughout the 2009-2010 academic year on an education for sustainable development project: "the Louise Michel High School eco-inventory". The mathematics, life and earth sciences, history, geography, physics, chemistry and French teachers were involved along with the school management and administration of the high school. Since the high school has experimental high school status, it was possible to devote a slot of two hours per week to the project.

THE ECO-INVENTORY AND ITS PRODUCTION:

- The pupils mobilised their scientific and technical knowledge in order to produce an eco-inventory for the high school: they analysed water and electricity consumption on the basis of the bills and a series of readings taken with the aid of a power meter and amperometric pliers.
- The pupils produce a comprehensive inventory of the high school: number of computers, printers, strip lights, etc.
- They measured (for the canteen) or estimated weekly consumption on the basis of the duration of occupation of each of the high school's classrooms

OBSERVATIONS:

- 40% of the electricity consumption is due to the lighting;
- 80% of the electricity consumption related to the computers corresponds to periods when they are not used;
- the water consumption (very reasonable) is 12 litres per pupil per school day.

The pupils then proposed solutions that are currently being discussed with the Region's technical services.

THE AWARENESS-RAISING CAMPAIGN:

The pupils developed an awareness-raising campaign, which they conducted in all of the high school's classes during the sustainable development week. This campaign allowed them to choose the topics that they wanted to highlight, to reflect on the work that they had produced and to interact with their schoolmates in a tangible way. They designed logos and wrote text for it and were able to meet professionals in order to discuss their work.

Bruno Descroix
Mathematics teacher at the Louise Michel High School in Bobigny

EXAMPLE 4: CHALLENGING ECONOMIC ACTORS (GEORGIA)

"THE CARDS OF SHAME"

Following the International Youth Conference in Brasilia in 2010, the Georgian delegates created initiative groups in their schools (five schools involved) in partnership with the scouts (a very large and very active group in Georgia). The pupils, who corresponded by e-mail or by telephone, had the idea of creating "cards of shame" intended for the polluting companies in their territory. To set up their project, they spoke to the teaching team, which itself spoke to the head teachers.

In the five schools, we organised workshops during which we examined the international charter written in Brasilia, which mentions challenging companies. During these workshops, the young people chose a group of seven to eight pupils tasked with observing the surrounding area and taking photos. This group identified five companies. After having examined the photos, the pupils wrote texts and designed the "cards of shame", one for each company. In two cities, the young people organised demonstrations in the streets (and in front of the city halls) and stuck the cards on the doors of the companies. Over 100 participants in total (pupils, teachers and a member of a partner NGO) took part in these demonstrations.

OUTCOMES:

- A group of pupils with the teachers and the member of the NGO met the managers of the companies.
- The companies took on commitments: one of them undertook to stop dumping waste in the river, three companies promised to buy filters to filter the polluted water that runs into the river. All five promised to plant trees around their companies or elsewhere.
- At the end of October or in November the delegation of pupils will verify whether the promises have been kept.

Tsisana Chipashvili
French teacher at the Sokhumi State University

REFERENCE BOOKS AND ARTICLES

Bruno Rebelle, « **Emissions globales, solutions locales** », 5 June 2011 <http://www.brunorebelle.fr>

Les bons plans climat-énergie des collectivités françaises, La Revue durable n° 38, June, July, August 2010, « Energie : les territoires en transition » dossier

« **Guide pratique d'éducation à l'environnement : entre humanisme et écologie** », Réseau Ecole et Nature, writing coordinated by Juliette Cheriki-Nort, Editions Yves Michel, 2010

Philippe Meirieu, « **Du monde objet au monde projet** », « Quels enfants laisserons-nous à la terre ? » dossier, La Revue Durable n° 42, May, June, July 2011

François Audigier, « **Le débat, outil pédagogique privilégié pour inventer l'avenir** », « Quels enfants laisserons-nous à la terre ? » dossier, La Revue Durable n° 42, May, June, July 2011

José Manuel Gutiérrez Bastida, « **Agenda 21 escolar : educación ambiental de enfoque constructivista** », 2007, Centro Nacional de Educación Ambiental

Manual de Educación para la sostenibilidad, UNESCO, Basque Country Unesco Centre, 2009

REFERENCE INTERNET SITES

ABOUT TOWNS, CITIES AND REGIONS:

Committee of the Regions: <http://www.cor.europa.eu/>

Sustainable Cities Campaign: www.sustainable-cities.eu

Energy Cities (network of European cities and towns): <http://www.energy-cities.eu/> - L-association-Covenant of Mayors: <http://www.eumayors.eu>

Resource centres for territorial Climate-Energy Plans: <http://www.pcet-ademe.fr/> (French only)

Villes en transition: <http://villesentransition.net/> (French only)

ABOUT RIO + 20:

Official site of the United Nations Conference on Sustainable Development:

<http://www.uncsd2012.org/rio20/>

People's Summit Rio +20 (Initiatives and proposals):

<http://rio20.net/en/>

ABOUT EUROPE:

Resource site about the European Union (institutions, history, current developments):

<http://www.touteurope.eu/index.php?id=4468>

PEDAGOGICAL PROCESS AND EDUCATION FOR SUSTAINABLE DEVELOPMENT:

UNESCO Decade of Education for Sustainable Development:

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/>

Foundation for Education to Environment: <http://www.fee-international.org/>

Eco-School programme: <http://www.eco-schools.org/>

Young Reporters for the Environment: <http://www.youngreporters.org/>

Education for a sustainable lifestyle, Eco-Literacy Centre: www.ecoliteracy.org

Belgian Association 21 site (on the concept of "sustainable development" - see toolboxes): www.associations21.org (French only)

ANNEXES

ANNEX 1: PROPOSAL FORM

Project **topic**:

Sub-topics examined:

.....
.....
.....

The responsibility(ies) and action(s) selected by my group during the local conference dated from the ___/___/___ that took place in _____ are:

Responsibility 1:

.....
.....
.....
.....

Action(s) to be implemented in relation to responsibility 1 **(please specify where, when and how)** :

Action 1:

.....
.....
.....

Action 2:

.....
.....
.....

Action 3:

.....
.....
.....



Responsibility 2:

.....
.....
.....
.....

Action(s) to be implemented in relation to responsibility 2 (please specify where, when and how) :

Action 1:

.....
.....
.....

Action 2:

.....
.....
.....

Action 3:

.....
.....
.....

Responsibility 3:

.....
.....
.....

Action(s) to be implemented in relation to responsibility 3 (please specify where, when and how) :

Action 1:

.....
.....
.....

Action 2:

.....
.....
.....

Action 3:

.....
.....
.....



ANNEX 2: USEFUL INFORMATION FORM

Name of the participating school/group:

Address:

Number of youth participants in the project:

Age range:

Girl/boy ratio:

Name and details of the person in charge of the project:

.....

.....

.....



ANNEX 3: PARENTAL AUTHORISATION FOR DELEGATES WISHING TO GO TO BRUSSELS

To be completed by the parents of all of the delegates wishing to participate in the European Conference in Brussels and sent to the national coordination team before the national conference:

I/We, the undersigned _____
and _____
legally responsible for _____
authorize him/her to stand as a national delegate for the European Conference that will take place in Brussels, , from May 14 to 16 May 2012. As such I/we undertake to provide to the organisation team all the documents required for this travel by the deadline given. I/We also note the fact that the team coordinating the project undertakes to provide me/us with all of the information relating to the organisation and safety measures taken for my/our child during this trip as soon as the delegates are selected.

Done at _____ on ___ / ___ / _____

Signature

Signature



ANNEX 4: PERSONAL INFORMATION FORM

DELEGATES:

Delegate 1:

Surname, First Name:

Age (on 14 May 2012):

Gender: Male / Female

Postal address:

.....

Personal E-mail:

Parents' Email:

Parents' telephone:

Able and willing to be part of the national delegation to brussels: yes / no

Possesses a valid identity document for travel to brussels: yes / no

Specific dietary requirement?

Specific health problems?

Delegate 2:

Surname, First Name:

Age (on 14 May 2012):

Gender: Male / Female

Postal address:

.....

Personal E-mail:

Parents' Email:

Parents' telephone:

Able and willing to be part of the national delegation to brussels: yes / no

Possesses a valid identity document for travel to brussels: yes / no

Specific dietary requirement?

Specific health problems?

Delegate 3:

Surname, First Name:

Age (on 14 May 2012):

Gender: Male / Female

Postal address:

.....

Personal E-mail:

Parents' Email:

Parents' telephone:

Able and willing to be part of the national delegation to brussels: yes / no

Possesses a valid identity document for travel to brussels: yes / no

Specific dietary requirement?

Specific health problems?



SUBSTITUTES:

Substitute 1:

Surname, First Name:

Age (on 14 May 2012):

Gender: Male / Female

Postal address:

.....

Personal E-mail:

Parents' Email:

Parents' telephone:

Able and willing to be part of the national delegation to brussels: yes / no

Possesses a valid identity document for travel to brussels: yes / no

Specific dietary requirement?

Specific health problems?

Substitute 2:

Surname, First Name:

Age (on 14 May 2012):

Gender: Male / Female

Postal address:

.....

Personal E-mail:

Parents' Email:

Parents' telephone:

Able and willing to be part of the national delegation to brussels: yes / no

Possesses a valid identity document for travel to brussels: yes / no

Specific dietary requirement?

Specific health problems?



ACCOMPANYING ADULTS:

Person 1:

Surname, First Name:

Gender: Male / Female

Postal address:

E-mail:

Telephone:

Able and willing to be part of the national delegation to brussels: yes / no

Possesses a valid identity document for travel to brussels: yes / no

Specific dietary requirement?

Specific health problems?

Person 2:

Surname, First Name:

Gender: Male / Female

Postal address:

E-mail:

Telephone:

Able and willing to be part of the national delegation to brussels: yes / no

Possesses a valid identity document for travel to brussels: yes / no

Specific dietary requirement?

Specific health problems?

Person 3:

Surname, First Name:

Gender: Male / Female

Postal address:

E-mail:

Telephone:

Able and willing to be part of the national delegation to brussels: yes / no

Possesses a valid identity document for travel to brussels: yes / no

Specific dietary requirement?

Specific health problems?



CONTACTS

European Coordination Team:

Lydia Nicollet
lydia@infocom21.net

Delphine Leroux-Astier
delphine.leroux@mondepluriel.org

The 'Young Europeans Let's Take Care of the Planet' project is coordinated by the French organisation Monde Pluriel. It is part of the continuity of the 'Let's Take Care of the Planet' International Conference of Children and Youth initiated in 2009 by the Brazilian Ministry of Education and Ministry of the Environment and supported by the Charles Léopold Mayer Foundation for Human Progress.



With the support of:



EUROPEAN UNION



Committee of the Regions

In partnership with:



Fondation Charles Léopold Mayer
pour le Progrès de l'Homme

Rhône-Alpes Région

European Internet platform:

<http://confint-europe.net>

Monde Pluriel organisation

15 rue Georges Jacquet

38 000 Grenoble

France

Tel : + 33 (0) 4 38 21 05 15