

STEP BY STEP GUIDE

Let's Take Care of the Planet
Towards Regional Youth Conferences in Europe

2013
EDITION

INVESTIGATING
DEBATING
COMMITTING ONESELF



The project is coordinated by the French organisation **Monde Pluriel**, which has participated in the “**Let’s Take Care of the Planet (LTCP)**” project since 2009 and coordinated the European network participating in the LTCP project. It supports the participating countries in the implementation of their national process and defines the project framework with the coordinators from the participating European countries. With their support, it creates the various tools necessary for the smooth running of the project (this guide, communication tools, the Internet site <http://confint-europe.net> enabling the participants to publish their activities, etc.). The pedagogical methods are established in consultation with the methodological committee bringing together partners from the existing European network.

This document is a common methodological reference for the project for the 2013-2014 school year. Its purpose is to guide all of you, step-by-step, in the “**Let’s Take Care of the Planet**” project. It has been drawn up on the basis of the documents produced for the International and European Conferences of 2010 and 2012. The experience acquired during the last four years allowed us to experiment with this method and to improve it over time.

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● THE LET'S TAKE CARE OF THE PLANET PROJECT

ITS HISTORY

The "Let's Take Care of the Planet (LTCP)" project was born out of the initiative of the Brazilian Ministry of Education, which organised the first **International Youth Conference** in Brasilia, in June 2010. This conference brought together 350 youth delegates aged from 12 to 15, from 47 countries. The International Charter of Responsibilities co-written on this occasion was later handed to the President of the European Council and to the Secretary-General of the Committee of the Regions in Brussels by a delegation of young Europeans¹.



The Monde Pluriel organisation, the initiator of the European "Let's Take Care of the Planet" process, has coordinated a network of around 15 countries in Europe since 2009. Two years after the International Conference in Brasilia, Monde Pluriel organised the first **European Youth Conference**, bringing together 60 delegates (13-16 years old) and 10 facilitators² (18-30 years old). It took place in Brussels at the headquarters of the Committee of the Regions, in May 2012. The delegates, representing thousands of young people in Europe, co-wrote an **Open Letter to decision-makers**, created **posters** and a **video message** to communicate on their commitments. These collective outputs were taken as far as the **Rio+20 Summit** by three facilitators in June 2012.

ITS OBJECTIVES

The project has several pedagogical objectives for the young people:

TO GATHER SCIENTIFIC KNOWLEDGE ON THE LOCAL AND GLOBAL SUSTAINABLE DEVELOPMENT ISSUES IN ORDER TO :

- understand the complexity of the situations and of the sustainable development issues;
- develop critical thought and be more independent;
- decipher the situations on multiple scales of time and space;
- gain awareness of one's individual and collective responsibilities.

TO PRACTICE DEBATING AND COLLECTIVE DECISION-MAKING IN ORDER TO :

- consider the subjects that are being debated at the local or global level;
- compare one's point of view to that of other people (young people, teachers, scientists, elected representatives, etc.);
- practise democracy during the election of delegates;
- recognise and assume one's individual and collective capacity for action.

TO SPUR EMULATION AND MOTIVATION :

- by participating in concrete collective projects;
- by having a dialogue with other young people (at the national, but also European level).

TO GIVE IMPETUS TO OR ENHANCE EUROPEAN CITIZENSHIP PROCESSES :

- in order to gain awareness of the contexts and realities of life in different regions and countries;
- by developing the young people's openness to the world through distance intercultural exchanges (exchanges of e-mails, videoconferences, Internet forums for exchange, etc.).



1/ To find out more about the origins of the project and of the "Let's Take Care of the Planet" International Youth Conference, visit the Internet site of the European project: www.confint-europe.net

2/ See page 8

THE PRINCIPLE OF RESPONSIBILITY AT THE HEART OF THE PROJECT

The concept of responsibility has been at the heart of the “Let’s Take Care of the Planet” process since its origins. Why was this concept so important in the 20th century?

Several international conferences³ organised during the second half of the century highlighted global interdependence and the need to put in place international regulations in order to protect Humanity’s shared assets even though environmental problems do not recognise political borders. At the same time, the reconfiguration of international relations with, first, the end of the colonisation of the so-called countries of the South by those of the North and the end of the Cold War, led to the rethinking of North-South relations but also the economic development model, which had become the only model used across the world. The catastrophic ecological impact of this development model and the fact that it only benefited a minority of the global population was also criticised at this time.

«From the African continent, the cradle of humanity, we declare, through the Plan of Implementation of the World Summit on Sustainable Development and the present Declaration, our responsibility to one another, to the greater community of life and to our children.»

Source : Johannesburg Declaration on Sustainable Development, September 2002

The interdependence that characterises current globalisation involves the concept of responsibility. The majority of people do not feel individually responsible for these problems and think that they are relatively powerless to change things. However, assuming one’s responsibility means being attentive to the positive and negative impacts of our actions here and on the other side of the planet (concept of space), now and in the future (concept of time). But also this responsibility is not the same from one individual to another, or from one society to another because it depends on the level of knowledge and power of the individual or of a society in relation to others.

HOW HAS THIS PROCESS BEEN TRANSLATED INTO ACTIONS SINCE 2009?

The example of the Basque Country

Since 2009, the project has enabled the implementation of a large number of actions on different levels:

- In middle schools and high schools: young people have created gardens, reintroduced native plants into green spaces, organised waste sorting, fitted pressure reduction valves on taps, reduced paper consumption, organised actions to raise the awareness of their families, created protocols for the welcoming of migrants and protocols for communication to address situations of conflict in community life. The process has also given rise to the creation of learning communities and programmes of activities with younger pupils.
- At the local level (municipality), the young people have put in place river and forest clean up sessions, they have launched campaigns for sustainable mobility, for the promotion of local consumption and of fair trade, they have held clothes collections for disadvantaged populations, they have launched barter markets for development NGOs, and they have collaborated with retirement homes and NGOs. The young people have also presented responsibilities and proposals for improvement to the representatives of the local authorities.
- At the regional level, several schools have organised a “school Agenda 21” day in other institutions to raise their awareness of the process; many young people have visited natural parks and discovered their local and regional culture. They have presented the Charter of Responsibilities for young people and the Open Letter (co-written by the LTCP delegates in 2010 and 2012), and their own commitments and proposals to the regional and local authorities. Finally, these texts have become reference documents on which facilitators of the project rely.



National Conference in Spain, 2013

3/ First global conference on the environment in Stockholm in 1972 and Rio Earth Summit in 1992

In this way, the more power and knowledge I have, the more responsibilities I have in return. In order to live and to interact with respect for the diversity of both human beings and of life, it is necessary to debate the problems democratically, assume responsibilities and also collectively seek actions for change. Because since the human impact on the Earth system has become prevalent, it is necessary to redefine the general interest for the whole of Humanity, which requires both respect for the current Universal Rights and the recognition of a Universal responsibility of all.

Extract from the Charter of Human Responsibilities: «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 faces 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”.

See the whole Charter at (<http://www.charte-responsabilites-humaines.net>)

It is not enough to debate the problems democratically and assume 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.

WHO CAN BE A FACILITATOR?

Young people aged from 18 to 30, former delegates, students, facilitators, etc., motivated by the project and its objectives. The teams organising the project in the different countries choose them for their facilitation and sustainable development education skills, for their scientific knowledge of the themes addressed during the conferences, etc. They can take on different roles during the conference depending on their age and level of expertise, in order for them to be stakeholders in it: co-facilitation with a more experienced person, facilitation, logistical organisation, welcome, interpretation assistance, etc.

METHODOLOGICAL PRINCIPLES OF THE PROJECT

«Let's Take Care of the Planet” fosters the commitment and independence in young people necessary for the development of responsible citizenship.

YOUNG PEOPLE ELECTING YOUNG PEOPLE

In order to enable the young people to try out a democratic process, delegates are elected by their peers to represent their schoolmates during the regional, national or international gatherings organised. On their return, these same delegates are tasked with passing on the outcomes of these gatherings to their schoolmates, and as far as possible with mobilising them to help them disseminate the outcomes more widely.

YOUNG PEOPLE EDUCATING YOUNG PEOPLE

Youth **facilitators** can be mobilised to facilitate the workshops organised for the delegates during the conferences. This is to promote the free expression of the delegates and the participation of all through interactive facilitation techniques. It is also a way of giving responsibilities to these youth facilitators, which they can later reinvest in their professional activity or in their personal life.

ONE GENERATION LEARNING FROM ANOTHER

The passing on of knowledge is not only downwards from adults to younger people. It is also horizontal and upwards. The project enables young people to try out these different forms of knowledge sharing and gives them the opportunity to pass on what they have learnt or discovered to other young people but also to adults.



The facilitators of Brussels European Conference

THE MAIN APPROACHES OF THE PROJECT / 2013-2015

The «Let's Take Care of the Planet» project addresses sustainable development issues by spanning several territorial levels, from local to international. In this way, the European process of the project has taken shape and grown over time and is today opening up new possibilities: the anchoring of the project at the regional level and the development of exchanges between young Europeans throughout the year.

TOWARDS AN INTER-REGIONAL PROCESS

Local territories (towns, cities and regions) are increasingly demonstrating their capacity to find solutions in the field and making their voice heard internationally. Since the issues are both local and global, the local level is in fact mobilised to implement the

directives issued at a higher level, but it is also proactive and innovative as regards sustainable development policy. In our view, it is therefore essential to expand the processes at this territorial level. While it is worthwhile for young people to deepen their knowledge of

local issues (in the sense of a nearby territory), it is also appropriate to strengthen their capacity for making proposals and action at this level (local and regional). This is why this year we are placing an emphasis on the organisation of **Regional Conferences**.

THE EXCHANGES BETWEEN YOUNG EUROPEANS

It is important to broaden the scope of reflection by considering the way in which issues arise in an environment further afield. This is why we are also this year

«we are encouraging intercultural exchanges between young Europeans, throughout the process.»

encouraging intercultural exchanges between young Europeans, throughout the process. Promoting these distance exchanges will help make the link between local and global, and give ESD projects an intercultural dimension that motivates the students. While physical

meetings only involve a limited number of participants, these distance exchanges throughout the year will enable more young people to make contact.

LES « TWIN-SCHOOLS »

The schools participating in the LTCP project can become partners with a European school of their choice. This twinning aims primarily at intercultural and linguistic exchange between young

people, and the sharing of knowledge and experiences on the education for sustainable development projects conducted by the young people. This will in this way be an opportunity for them to address the local issues of the theme that they are examining and to compare them with the local issues of their twin school.

For more information on the content and the method of these exchanges, refer to part IV "Going a step further".

The participating countries and regions is attached page 27.

'THE DETOUR PEDAGOGY': GOING GLOBAL TO TAKE OWNERSHIP OF LOCAL

Gaining awareness of a sustainable development issue at the European or global level often makes it possible to better understand local realities. Whenever possible, the support of scientists will be very valuable for switching between the two. Several methods can be used. We suggest a few to you in part IV "Going a step further".



THE “LET’S TAKE CARE OF THE PLANET” DAY THROUGHOUT EUROPE, ON 5 JUNE 2014

This year, we are inviting all of the participating educational institutions in Europe to simultaneously organise a “Let’s Take Care of the Planet” day. We suggest the date of 5 June 2014 because it also ties in with World Environment Day.

This LTCP day will make it possible to give more visibility and impact to the local actions and to communicate on the European dimension of the LTCP project by raising the profile of the network of educational institutions involved throughout Europe. It will also make it possible to ensure the continuity of the local and regional conferences (see p.13-18) On this occasion, the delegates, supported by their schoolmates and the pedagogical teams, will mobilise to communicate on the outcomes of the Regional Conference and the projects conducted locally. Various communication tools will be made available to the organising

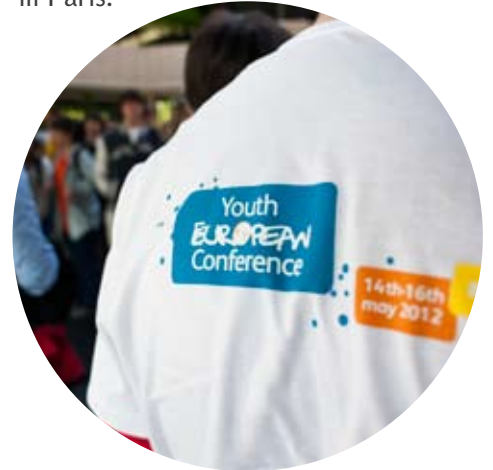
teams for this day (for more details see p.18). The simultaneity of these events in different European middle schools and high schools will enable Monde Pluriel’s European coordination team to communicate widely to the general public.

TOWARDS THE SECOND «LET’S TAKE CARE OF THE PLANET» EUROPEAN YOUTH CONFERENCE

The next European Conference will take place in the spring of 2015, in Brussels. As in 2012, this will be an opportunity to enable delegations of young Europeans from around 15 countries to meet and debate over several days. The activities offered to the youth delegates will as much as possible be facilitated or co-facilitated by a team of facilitators (18-30 years old) with the input of resource people (teachers, professional facilitators, scientists, sustainable development “specialists”). The delegates will in this way be able to participate in thematic debates on the sustainable development issues, in scientific, creative and

journalistic workshops, in exchanges with representatives from the European institutions and in field visits. The outcomes of this year’s projects will also feed into this European Conference.

The European coordination team will attempt to establish, as far as possible, links between the LTCP process and the international agenda; particularly in the context of the next Climate Conference (COP 21) scheduled for December 2015, in Paris.



STRENGTHENING THE SCIENTIFIC INPUT

Science is characterised by a methodology rather than by content, as Einstein’s well-known assertion points out: “the value of a college education is not the learning of many facts but the training of the mind to think”. But how can the most important principles of critical thinking and of a scientific process be integrated at the school level?

It is essential that the young people can, at a given time, **openly discuss environmental issues, responsibilities and possible solutions with scientists** who encourage them to develop a critical approach. By studying a case study with the young people, they can demonstrate how to analyse a given problem (by placing an emphasis on meticulousness

- e.g.: how the data is obtained, assessed and disseminated), how to propose solutions, implement them and assess their impact (effectiveness). It is furthermore essential to not disregard the complexity of environmental issues and the need to conduct investigations on a scientific level⁴.

HAVING A DIALOGUE BETWEEN YOUNG PEOPLE AND ELECTED REPRESENTATIVES

This strand of work aims to establish a dialogue between different actors in the territory and compare points of view, to open the educational institution to its territory and to promote multi-partner projects. At the time of the European Conference in Brussels, the closure

of the event with the presentation of the Open Letter to political figures was a highlight of this process, which promoted the proposals developed by the young people. Similarly, dialogue with European parliamentarians and reporting back at the local level

encourage young people to commit themselves and to act. This is why, in our view, it is important, especially in symbolic terms, to organise exchanges with policy-makers. This approach is set out in part IV “Going a step further”.



● THE PROCESS

THE INVESTIGATIONS

WHERE ? In schools or extra-curricular organisations
ou organismes extra-scolaires
WHEN ? October 2013 - January 2014
WHAT ? Defining an issue for research and exploring it

THE LOCAL CONFERENCES

WHERE ? In schools or extra-curricular organisations
WHEN ? December 2013-February 2014
WHO ? Young people aged from 11 to 18
WHAT ? Debating and committing oneself to responsibilities and actions to be implemented locally

THE REGIONAL CONFERENCES

WHERE ? In the regions involved of the participating countries
WHEN ? February to April 2014
WHAT ? Presenting the project, debating, collectively choosing the responsibilities and actions, and preparing for the LTCP day.
Sending of the posters to the European coordination team:
before 15 May 2014

... 2015 THE SECOND EUROPEAN YOUTH CONFERENCE

WHERE ? Brussels
WHEN ? Spring 2015
WHO ? European delegates aged from 13 to 16
WHAT ? Intercultural exchanges, comparing local realities and points of view, agreeing on shared responsibilities, creating of educommunication tools

«LET'S TAKE CARE OF THE PLANET» DAY

WHERE ? In all of the schools participating in the project in Europe
WHEN ? **On 5 June 2014**
WHAT ? Communicating on the local project, the LTCP project and the outcomes of the Regional Conference

FEEDBACK ON THE «LET'S TAKE CARE OF THE PLANET» DAY

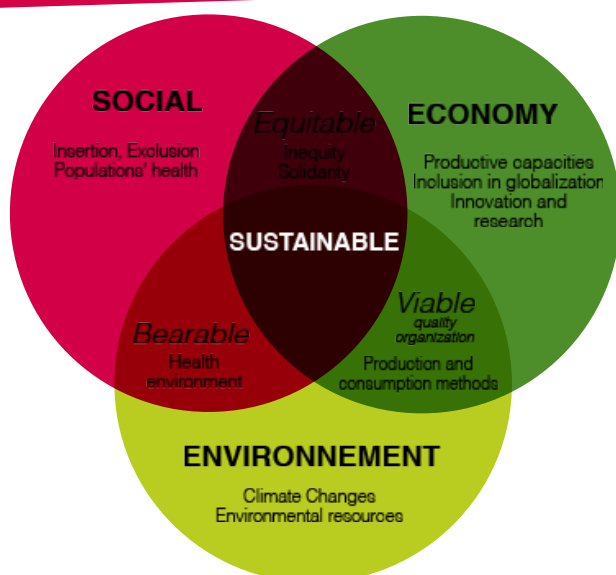
Sending of photos, videos etc. to the European coordination team until
15 June 2014
Dissemination on the European Internet site from 21 June

CONDUCTING RESEARCH

The “Let’s Take Care of the Planet” process is based on existing Education for Sustainable Development (ESD) projects run by teachers, facilitators, educational staff, young people and/or clubs, etc. These projects enable young people to explore all of the aspects of a sustainable development-related subject in order to understand the complexity of its issues.

DEFINITION OF ESD ACCORDING TO THE UNITED NATIONS 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 »⁵.



DEFINING AN ISSUE FOR RESEARCH

To begin the project, it is necessary to define an issue. The centres of interest or the concerns of the young people must, as much as possible, be taken into account in the choice of the theme studied and of the issue. Several groups can be formed in order to be able to explore the different aspects (social, economic, environmental) of the issue. When possible, a preparatory meeting with scientists, local elected representatives or environmental educators can be organised in order to identify the local problems and issues with them. This can enable the young people to choose a theme for research and an issue of which they were unaware/had no knowledge prior to this meeting.

Examples of issues :

- Can cars be environmentally-friendly?
- Can we feed ourselves sustainably and inclusively?
- Are we responsible for climate change?
- Is sorting the best solution for dealing with the issue of waste?
- Is negative growth desirable?

INVESTIGATING

The investigations conducted by the young people will be based on several sources: information contained in **school curricula, bibliographical research, scientific data and experiments, meetings with “specialists”, field outings, observations, etc.** To do this, it is important to include the “key” partners for the issue in the project: the school’s administrative and technical staff, scientists, business representatives, elected representatives and technical experts from territorial authorities, civil society actors, etc.

The objective of this investigation is to offer the young people a critical perspective and a broad view of the expertise on the subject studied in order for them to be able to come to an informed opinion.

CARRYING OUT LOCAL ANALYSIS

Depending on the issue studied, analysis can be carried out in the school or more widely in the territory. It is a question of carrying out an assessment of the issue chosen, by establishing indicators, gathering data and then analysing it. In order to carry out this analysis, it is essential to include the technical staff concerned in the educational institution, the municipality and/or the region, together with organisations and scientists with expertise in the chosen field. This approach makes it possible to better identify the issues that arise, to develop proposals for relevant actions and, in a second phase, to assess their impact. This analysis can also be based on surveys carried out by the young people using questionnaires. The analysis can focus on different areas, for example modes of transport, food practices, waste management in the municipality, electricity consumption and living together at school.

PREPARING FOR THE PRESENTATION OF THE RESULTS

The presentation of the results must be planned from the beginning of the investigation. The presentation makes it possible to share the knowledge and the elements that raise questions in a way that is lively and can be understood by all using different forms: **talk, mini conference, guided exhibition tour, game, mini sketch, etc.**

5/ Education for Sustainability, UNESCO Centre of the Basque Country

THE LOCAL CONFERENCES

What is a youth conference?

A "conference" in this case refers to a gathering of young people organised to enhance their knowledge on Sustainable Development-related themes, facilitate debate and collective decisions on the responsibilities and actions that they wish to implement. At the conference, the young people also elect the delegates who will represent them at the next level. A conference is also an opportunity to produce educommunication tools in order to promote their commitments.

The Local Conference enables the young people to present the results of their research, debate and decide collectively on the responsibilities assumed and the actions to be implemented. It can involve just a limited group of youth volunteers (the eco-delegates, the sustainable development club), a class or a larger number of people, or even an entire school.

It 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 Regional Conference will be elected by their peers.

THE LOCAL CONFERENCE IN A FEW WORDS

- **Objective :** *to enable the students to move from knowledge to the formulation of collective proposals*
- **When :** *between December 2013 and February 2014*
- **Duration :** *3 hours minimum*
- **Résultats attendus :**
 - *choice of 1 to 3 responsibilities for each theme,*
 - *choice of 1 to 3 actions per responsibility,*
 - *collective choice of one action that they will implement in the school,*
 - *election of 2 or 3 delegates who will represent them at the Regional Conference.*

PROPOSED ACTIVITIES :

PRESENTING THE RESULTS OF THE THEMATIC RESEARCH

Each group of young people will present the results of their investigation and in particular the issues that appear to them to be crucial regarding the theme(s) examined; if possible, by mentioning how they fit into the local context and what connection has been made with the territory during the project.

DEBATING

This is a crucial phase in the process because it enables the young people to go from the role of learner to that of actor. Each participant is invited to express their point of view and to argue on the basis of their knowledge and personal experiences.

The objective of the debate is to manage to identify priorities contributed by the whole group and to subsequently commit themselves to the implementation of concrete actions.

The manner in which a debate is conducted is important, particularly in class, where the students find it difficult to move away from the position of "learner", in order to encourage everyone to speak and debate. It is therefore very important to define the rules of the debate with the young people (e.g. one person speaking at a time, no judgement on the ideas expressed by others, etc.) and to respect them. The role of the facilitator of the debate is essential since they are responsible for ensuring that everyone has an opportunity to speak, that the framework of the debate (its subject) is respected and for

its outcomes. In order to encourage everyone to speak and to enable the participation of those who are not comfortable with speaking, the facilitator can use interactive facilitation techniques of which a few examples are presented in part IV «Going a step further».

CHOOSING THE RESPONSIBILITIES

After the debate, the young people have to **develop proposals** that address the issues and problems identified in their project, be it in relation to energy, food, waste, etc. 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. Once the priorities have been identified, the participants are invited to select which one(s) they wish to commit themselves to (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 actually be able to implement them. Each responsibility must be presented in no more than three lines.

CHOOSING THE ACTIONS

After having chosen the responsibility(ies), the young people will propose actions that relate to them. It must be possible for each action chosen to be implemented in very practical terms by the young people. **It is necessary to be able to answer these questions: where, how and when will the action be implemented?** At this stage, it is

also important to identify the actors to speak to (scientists, local experts, etc.) in order to verify the relevance of the actions chosen (relevance to the issue that it is intended to address, effectiveness or efficiency of the actions adopted, etc.). Then, the young people will identify the key people to support them in implementing these actions (head of school, school staff, parents, elected representatives, etc.).

Several techniques for facilitating this part are presented in the “Going a step further” section.

ELECTING AND REPRESENTING

An election will be organised of the delegate(s) and substitute(s) who will represent all of the youth participants during the Regional Conference. Ideally, the election will take place during the Local Conference. To prepare for it, it is necessary to recall the eligibility criteria for the delegates as well as their role. It is also interesting to define with the students the “qualities” that a delegate should have in order to successfully perform their duties. Finally, it is essential that the young people themselves elect the delegates who will represent them.



Creation of Posters
The youth take the stage

ROLE OF THE DELEGATE :
to represent their group, their class or their school during the Regional Conference.

Responsibilities:

- To take ownership of the project dealt with during the year
- To present the project and the outcomes of the Local Conference during the Regional Conference
- To participate in the workshops and debates of the Regional Conference by passing on the opinions of their group there
- To report back the outcomes of the Regional Conference in their group
- To mobilise their schoolmates in order to prepare for and facilitate the LTCP day, which will take place on 5 June 2014
- To ensure the continuity of the project with the other students: if the school renews its participation in the LTCP project, passing on their experience to the new participants at the beginning of the following school year and making themselves available for the LTCP project' continuity.

CREATING TOGETHER

Workshops for the creation of educommunication tools can be organised in order to enable the young people to communicate on their commitments and their concerns.

EDUCOMMUNICATION : This Brazilian term is a way of linking education with communication and enabling individuals to themselves produce information in different forms: posters, newspapers, film, radio broadcast, etc.



IMPLEMENTING ACTIONS

After having sent the outcomes of your Local Conference to the organisers of the Regional Conference, the project will continue locally, in particular by implementing the actions decided on collectively. Ensuring that at least one of the actions decided on during the Local Conference is implemented is very important, in particular in order for the young people to see the process through to the end and achieve what they committed themselves to.

The responsibilities and actions resulting from the local conferences are to be sent to the National Coordination Team in order for them to be able to group them together by theme and organise the debates of the Regional Conference (see form template for writing them in the Annexes p.27)

SOME EXAMPLES OF ACTIONS

Action : « LET'S PLANT TREES IN OUR VILLAGE », Bazaleti public school, Kharagauli, Georgia

- **Pedagogical objectives** : To gain awareness of the impact of deforestation at the local level (lack of water in particular). To learn why, when, where and how to plant and take care of trees. To reduce the consequences of deforestation.
- **Description of the action** : A class participated in workshops on the issues of deforestation in order to identify the problems and the solutions to be provided. They collectively decided to plant trees in response to the issue of deforestation. The students spoke to the mayor of the village who supplied the plants to them.
- **Results** : The trees were planted in the surroundings of the school.

project : «THE HIGH SCHOOL ENERGY AGENCIES» Rhône-Alpes region, France

This project involves proposing that teachers use the high school's buildings as a testing ground for their pedagogical work throughout the school year. More specifically, the High School Energy Agencies aim to identify and implement measures for improving the management of the high school's fluid consumption using a three-pronged approach:

- **Diagnosis, analysis and monitoring of the high school's consumption**
- **Actions to raise the awareness of and communicate to the entire school community**
- **Proposals for small-scale works to reduce consumption**

The operation of a High School Energy Agency is modelled on that of a professional thermal engineering consultancy and it therefore meets the requirements of its client: the Region. The latter requests concrete proposals for reducing the high school's energy consumption and then finances the proposals' implementation.



Action : « LET'S SAVE THE WORLD BY PRODUCING BLACK GOLD », Fen Bilimleri High School – Istanbul, Turkey

- **Objectives of the action** : To reduce the city's carbon emissions and waste management-related costs by recycling organic waste and to raise awareness about the recycling of organic waste using composts.
- **Who** : Environment club in conjunction with the teachers, the Ministry of Education, the municipality, the residents, the families and other educational institutions.
- **Description of the action** : Cooperation with two municipalities, one of 450,000 residents and the other of 40,000 residents, the Şişli Science Center, 10 schools and two NGOs. Collection and recycling of organic waste in the canteens for the gardens of the educational institutions. Installation, distribution and management of a vermicomposter in the schools.



Projet : « INVESTIGATING TO FIND OUT ABOUT A PROFESSION »,
Feyder High School, Epinay-sur-Seine, France

- **Objectives of the action** : To find out about a profession, an area of activity, its impact on the environment and the way in which it does or does not incorporate sustainable development, and then to produce an “Exploration of the Personal Project for High School Students” orientation dossier.
- **Pedagogical objectives** : To mobilise the knowledge of the young people around Sustainable Development issues in the professional world and open them up to the professional world.
- **Who** : The young people, an interdisciplinary team of teachers, professional from a variety of areas of activity.
- **Description of the action** : The students identified professions related to sustainable development. A debate took place on SD issues. Next they defined the professions or activities that they wished to explore and then interviewed professionals from these activities. Finally, they presented their dossier in front of the class.
- **Résultat** : The students gained awareness of the pervasiveness of sustainable development issues at the family, high school, neighbourhood and town or city level in very practical terms, while finding out about the world of employment in a real and lively way.

Action : « ECO-DELEGATES IN EDUCATIONAL INSTITUTIONS »,
in Germany, Denmark and France

- **Objectives** : to mobilise the young people in the school on sustainable development. To encourage them to establish ESD projects and actions, to question the officials of the school on the issues that they identified, to facilitate the continuity of the projects and actions from one year to the next.
 - **In Germany** : two delegates per class are responsible for energy. Once a week, the delegates from all the classes meet to exchange and make progress together on these issues (EHS middle school-high school, Bonn).
 - **In Denmark** : an eco-council was set up with eco-ambassadors representing each class in the institution. Together, they organised a conference for the environment in the high school. (Roskilde High School)
 - **In France** : several regions have a sustainable development policy in the high schools (of which they are the owners and managers of buildings). The high schools that are part of this process are called “eco-responsible high schools”. The Region relies on the eco-delegates to energise and sustain the projects, and to promote changes in behaviour.



REGIONAL CONFERENCE

During the Regional Conference, the delegates elected locally will present their local projects, reflect on sustainable development-related themes and work in workshops based on the local responsibilities and actions. They will also collectively create tools and messages reflecting these responsibilities and prepare for the LTCP day of 5 June 2014.

IN A FEW WORDS:

Objectives?

- to exchange with other young people and compare points of view
- to share the local experiences and proposals to formulate collective proposals (in different forms)

Who participates?

The delegates elected during the local conferences and the adults who accompany them

When?

Between February and April 2014

Duration?

At least one day

Expected outcomes?

- A reference document presenting the responsibilities-actions adopted by the young people at the regional level: the call for co-responsibility
- A poster created collectively on the basis of the graphical guidelines common to all of the participating regions of Europe
- The preparation for the LTCP local mobilisation day of 5 June 2014

environmental issues of the problems addressed in the projects. The LTCP France coordination team will develop a brochure on these themes including for each one an assessment and the societal issues raised by these themes. If you wish to refer to it, it will be placed online on the Internet site and sent to the national coordination teams at the beginning of October.

PROPOSED THEMES FOR THIS YEAR:

- Biodiversity and natural resources
- Energy and renewable energies
- Production and consumption
- Greenhouse effects and climate changes
- Solidarity and citizenship
- Well-being and health

This thematic workshop-based organisation makes it possible to include the local contributions and to debate them at a higher level. Each workshop then has to agree on collective proposals for its theme. These will constitute the core of the final collective output of the Regional Conference.

The role of the facilitator of the debate is very important since they will be responsible for ensuring that everyone has an opportunity to speak, that the framework (its subject) is respected and for its outcomes.

CO-WRITING A CALL FOR CO-RESPONSIBILITY

This call for co-responsibility will include the proposals from the different workshops and structure them as follows:

- The actions that we have already implemented at our level are...
- Our proposals for the territory are ...
- We need you to ...

CREATING A POSTER

The objective of this workshop is to enable the young people to participate in a creative activity. The poster created by the delegates on this occasion will make it possible to communicate on their concerns and commitments in relation to the responsibilities formulated collectively.

This poster will be developed on the basis of a format proposed by the European coordination team with a slogan common to all of the posters; this format will be placed online before 1 December 2013 (common template and graphical guidelines for this poster).

PROPOSED ACTIVITIES :

PRESENTING THE LOCAL PROJECTS

The presentations on the local projects have to enable the delegates to report back on the results of their research and on the responsibilities and actions chosen in their schools. To create these presentations, the delegates will rely on media created during or after the Local Conference (posters, short theatrical scenes, video, etc.).

DEBATING

We suggest organising the debates around different themes, which attempt to address the range of social, economic and

Standard poster layout :



In each Regional Conference, the delegates will have two options :

- if you have the time and the skills: creation with them of the central image of the poster and of the specific slogan,
- if you do not have sufficient time or skills: choice of an existing visual from among those proposed by the European coordination team (on the Internet site), creation of a slogan specific to your region for this poster.

This poster must be sent to the European coordination team for the project, no later than 15 May 2014. It will be placed online with the posters from the other regions. This poster (as well as those of other educational institutions,

which you can print from the files available on the Internet) can also be exhibited in the school during the "LTCP" day of 5 June 2014 (see below)

PREPARING FOR THE LTCP DAY OF 5 JUNE 2014

Before the Regional Conference, several tools will be made available to the organisation teams in order to provide a workshop to prepare for the LTCP day : this workshop will enable the delegates and the adults accompanying them to obtain the information relating to this day and to familiarise themselves with the tools created for the occasion (see below).

THE LET'S TAKE CARE OF THE PLANET DAY OF 5 JUNE 2014

The same event on the same day in all of the participating educational institutions.

We invite all of the participants in the European LTCP project to organise a happening to mobilise the educational institution and its territory around sustainable development issues. The aim of this event is to promote the commitment of the young people and to make known their ideas and proposals. It will enable each organising group to communicate on the project carried out locally, the LTCP project and the outcomes of the Regional Conference. It is for you to put together a lively programme.

SEVERAL TOOLS WILL BE MADE AVAILABLE TO YOU FOR THE OCCASION :

- **A poster to publicise the event.** It is for you to translate it into your national language and to add the times and the location of your event
- **A simple and short choreography,** filmed and placed online. It will enable the young people to learn and perform a flash mob in order to draw attention to the event.
- **A press release in French and English to be translated and supplemented with your local information** to communicate on the event, about you and in particular to the media.

To evaluate the project, it may be worthwhile to plan two types of evaluation:

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

Example of a debate evaluation grid

At the end of the debate, you can evaluate the skills used by the students and in particular the skills used in a conference. It is for each person to adapt them to their context. The ideal is to take the time to use this grid to organise a self-evaluation by the whole group. Each criterion can be graduated from 0 to 4.

All of this information and these tools will be provided to you during the Regional Conference in which you will participate. Otherwise, you will find the information and tools on the Internet site www.confint-europe.net, no later than 1 May 2014.

Promoting the LTCP days at the European level

Each school must send the photo and video requested as well as the detailed information on what happened on that day to the European coordination team on the day itself and no later than 15 June 2014. We will put this information together on the Internet site in order to communicate to the general public on the different events taking place simultaneously, but also in order for the youth participants to be able to see what happened elsewhere, in particular in their twin school if they have one.

TWO THINGS TO REMEMBER

1. 5 June 2014 is THE LTCP Day
2. It is necessary to send us the photo and the film of the flash mob that you performed during the LTCP day, before 15 June 2014,
to : contact@mondepluriel.org

EVALUATING

SPEECH

Speaking 0 1 2 3 4

Voice quality 0 1 2 3 4

Quality of expression, language 0 1 2 3 4

ATTITUDE

Listening quality..... 0 1 2 3 4

Ability to get involved in the debate..... 0 1 2 3 4

Mastering non-verbal communication..... 0 1 2 3 4

RESPECT FOR OTHERS

Avoiding invective, having a respectful attitude..... 0 1 2 3 4

INVOLVEMENT

Drawing on personal experience (using "I"...)0 1 2 3 4

STRENGTH OF THE ARGUMENTS

Responding to the arguments put forward..... 0 1 2 3 4

Supporting one's argument with quotations, references..... 0 1 2 3 4



• GOING A STEP FURTHER...

...ON THE EUROPEAN EXCHANGES BETWEEN SCHOOLS

LES TWIN-SCHOOLS

The twin schools will be an opportunity for the young Europeans to exchange, share their experiences and knowledge, open themselves up to other realities and practice a foreign language, but also to promote the projects to other educational institutions.

To date, around 15 countries are involved in the project:

Germany, Denmark, Spain, France, Georgia, Greece, Italy, Lithuania, Malta, Poland, Czech Republic, Romania, Russia, Sweden and Turkey.

New countries are invited to join the European network next year (Netherlands, Armenia, Belgium and Switzerland). The project is of course open to any new European country that is interested.

HOW CAN THESE EXCHANGES WITH A «TWIN SCHOOL» BE ORGANISED?

COMPLETING AN ONLINE REGISTRATION FORM

To appear on the list of schools that are interested in an exchange, each school must complete a registration form available on the European «Let's Take Care of the Planet» site

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

in the «twin schools» heading, by mid-September if possible.

FINDING THE PARTNER INSTITUTION

To find the partner institution, go into the «Twin Schools» heading of the European «Let's Take Care of the Planet» site where, from the end of September 2013, the list of European schools participating in the LTCP process that wish to exchange with another school will be published. You then simply need to make contact with one of them directly.

DEFINING THE CONTENT OF THE EXCHANGES

We propose the following stages for setting up the exchange:

Introducing themselves :

the young people first present their school, their class, their town, city or neighbourhood and talk about their local project, their motivation for participating in the LTCP (photo reports, video).

Getting to know each other :

work on the portrayal of others can be carried out at the beginning and end of the project through the organisation of a brainstorming session with the students (by letting ideas flow, by making room for preconceptions if there are any). The evolution of these spontaneous portrayals at the end of the year makes it possible to assess the impact of the project from this point of view. After the first brainstorming session, the students can search for information on the other country in order to confirm or invalidate their initial representations. This research can also focus on the issues addressed in their ESD project.

Sharing experiences regarding their ESD projects

The students can exchange on the theme chosen for their «Let's Take Care of the Planet» project, on the responsibility adopted, the reasons for this choice and on the actions carried out. This strand is one of the key objectives of the twin schools exchanges. The exchange works even better if it responds to a request for information: this can be a need for information in order to respond to the investigation conduction on a specific theme in the context of the ESD project, or curiosity on the part of the students concerning the way of life, culture or education system in the other country.



THE ARRANGEMENTS FOR THE EXCHANGE

The educational institutions will decide between themselves on the arrangement for the exchange. They can for example:

create a shared blog :

the students can share articles, videos, interact. No specific expertise is necessary to start a blog.

using e-twinning :

this tool is accessible to all European schools. The teachers simply need to register to create a shared virtual community where the students can publish articles, video, photo montages, start chats, forums, shared calendars. The partner schools can also create collective outputs. See <http://www.etwinning.net/> and here an example of an e-twinning project (history class): <http://new-twinspace.etwinning.net/web/p86101> Note : it will be easier to find you if you mention «Let's Take Care of the Planet» in the title of your e-twinning project.

Simply using e-mail, social networks, organising videoconferences via Skype or another free system.

Note: ensure you check beforehand that it is possible to use these exchange tools in the school. In France for example, a

firewall is installed on the computers and prevents the use of Skype if it is not deactivated by the appropriate people. Once the partnership has been established and the arrangements for exchanges have been jointly decided, it is important that you inform the national coordination team of the LTCP project and the European coordination team: lydia@infocom21.net) in order for us to be able to follow the exchanges at the European level and promote them on the site of the European project. This year, the role of the European coordination team will be limited to putting schools in touch with each other and proposing a method for exchange, but it will not intervene in the management of these exchanges (management of forums, blogs, etc.). The

European coordination team will also organise the capitalisation of data on the LTCP project implemented locally, in particular via the European database already online: <http://euyoungscience.blogspot.com.es/> and where possible, promote the exchanges that take place on the project's Internet site. These last two aspects are only possible if information about the local activities is sent to us.



...ON THE LINKS BETWEEN LOCAL AND GLOBAL SUSTAINABLE DEVELOPMENT ISSUES

We propose three possible methods for you to compare the issues at different territorial levels (global and local):

CARRYING OUT RESEARCH ON AN ISSUE ON SEVERAL TERRITORIAL LEVELS :

the students investigate the reality of an issue at the global level, then at the national level, at the town or city level and finally at the school level.

The students investigate the reality of an issue at the global level, then at the national level, at the town or city level and finally at the school level.

Example: the reality on energy: the young people research the level of energy consumption globally, then on each continent, as well as the type of consumption, the energy sources used and the existing methods for reducing the level of greenhouse gases. The same research is then conducted at the national level. Finally, at the town or city level and then at the

institution level, the young people investigate the level of consumption, the largest sources of energy expenditure and finally the willingness of the staff and the students to act (in the form of a questionnaire). If the same investigation is carried out in two educational institutions in parallel, this can enable the exchange of information and the organisation of an exchange to compare the local realities and the solutions proposed.

« STORY OF STUFF »,
d'Annie Leonard
(durée : 20 mn).

www.storyofstuff.org
This video created by a North American NGO addresses all of the global sustainable development issues from the starting point of consumption issues in the North American context. The site <http://www.storyofstuff.org> offers the film in English (and other sequences) and pedagogical resources. (Click on the tab top right of the vidéo screen).

WATCHING A FILM ON GLOBAL ISSUES AND THEN DEBATING IT:

the young people watch the film (or an excerpt) and note the social and environmental problems that arise from it, and then openly debate them by relating them to their realities (what problems are addressed, do you feel concerned, how to react at our level, etc.). By way of example, we suggest a very pedagogical film: "Story of Stuff", by Annie Leonard (duration: 20 mins). This video created by a North American NGO addresses all of the global sustainable development issues from the starting point of consumption issues in the North American context. The site <http://www.storyofstuff.org> offers the film in English (and other sequences) and pedagogical resources. You can easily find versions in other languages on the Internet. Another interesting source: the film "Home", by Yann Arthus Bertrand, the long version of which offers a good summary of the issues in the last part. There are numerous videos

on the issue and it is up to you to find the one that is most suitable for your project.

ANALYSING AN INTERNATIONAL DOCUMENT WRITTEN BY THE YOUNG PEOPLE :

In the context of the «Let's Take Care of the Planet» project, the young delegates collectively wrote, in 2010 and then in 2012, two international documents that can be seen as interesting resources because they make it possible to address global issues and to place the local project alongside those of previous years. One of them, the International Youth Charter for the Environment, written in 2010 by delegates from the 47 countries represented, sets out the responsibilities and actions to which they committed themselves at their level. The other, the Open Letter to Decision-Makers⁶ written in 2012 by the delegates from the 14 participating European countries, sets out the responsibilities and actions of these

young people and calls on decision-makers to themselves also assume their responsibilities at their level of power. You can address these documents in different ways: linking each responsibility mentioned in the text to the social and environmental issues that it addresses (after a reading to everyone, create groups by responsibility and then share the results); starting with the responsibilities mentioned in the text in order to identify local actions (in groups, the actions already implemented in the school can be linked to each of the responsibilities and the results grouped together in the form of a diagram, which can be updated during the selection of the action to be implemented in the school this year). Conversely, it is possible to start with the actions already existing in the school and attempt to link them to the responsibilities mentioned in the international text (e.g. using Post-it notes to note the actions, which the young people then stick on the corresponding responsibility on the board).

...ON THE METHODS FOR FACILITATING A DEBATE AND FORMULATING COLLECTIVE PROPOSALS

One of the central issues of the «Let's Take Care of the Planet» project is the approach to constructive debate through the search for consensus and everyone having an opportunity to speak.

One of the central issues of the «Let's Take Care of the Planet» project is the approach to constructive debate through the search for consensus and everyone having an opportunity to speak. The facilitation methods for the debate that are presented here are only a non-exhaustive list of techniques.

Some have been tested in the «Let's Take Care of the Planet» project and others

participants' feelings in relation to a given problem to then move on to the identification of issues and finally to the selection of responsibilities by the learning of consensus and the choice of joint actions.

Important note : The facilitator of the debate, even if they are a teacher, has to see themselves as a facilitator. They are there to help the young people to express themselves and stimulate their ideas without guiding the debate towards what they believe is best outcome.

THE STAR DEBATE

Starting from the feelings or the experience of each person, this method makes it possible to analyse the mechanisms of an issue in order to build collective intelligence by giving everyone an opportunity to speak.

- **Number of participants :** between 12 and 50 people
- **Duration :** approximately 1.5 hour
- **Preparation:** choose a subject to analyse e.g. "food and health".



are proposed by debate specialists such as the French organisation Virus 36, which develops and passes on new forms of democratic debate.

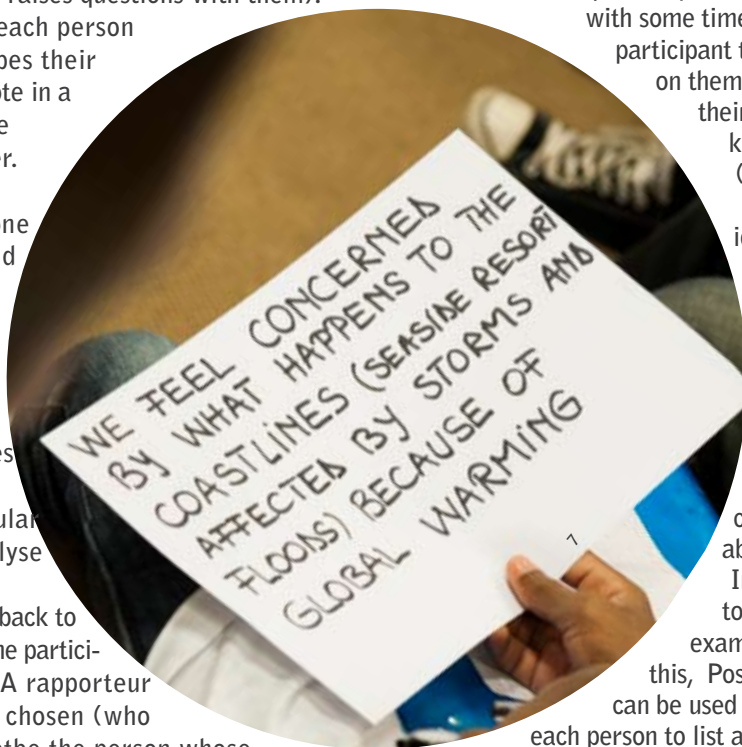
Each method has a specific objective. The list below starts with methods for working first on the

Divide the participants into groups of no more than six people to better ensure that everyone can speak. In each group, each person takes two minutes to think of an anecdote, a personal experience or one they have heard about (important to always evaluate the source of the information in order to determine its reliability and relevance in the context of the problem to be solved) relating to the subject, that raises questions with them (if it is not a personal anecdote, the person must explain why the issue chosen raises questions with them).

Next, each person describes their anecdote in a concise manner. Once everyone has told their anecdote, the group chooses one in particular to analyse and to report back to all of the participants. A rapporteur is also chosen (who will not be the person whose anecdote was chosen). The rapporteurs from each group meet in the centre to report back their anecdote.

On their return to the group, the analysis phase begins: what mechanisms are at play? Who are the actors? What are the power relationships? Etc. Ensure that each person speaks. A second rapporteur per group will report back to all of the participants. On their return to the group, solutions to the problems identified are proposed (in the group). A third rapporteur per group goes to the centre one last time to share the solutions. Set aside some time for joint conclusions. These solutions can then provide a starting point for choosing the responsibilities to which the young people wish to commit themselves.

Source: Association Virus 36



POST-ITS

- **Number of participants : as many groups as necessary of 5 to 10 people**

- **Durée : 30 min to 1 hour**

Going from the identification of problems or issues to the formulation of responsibilities.

In a debate, it is important to start with some time for each participant to refocus on themselves, on their levels of knowledge (problems or issues identified) and on their feelings (what appals them, what they feel concerned about, etc.) In relation to the issue examined. For this, Post-It notes can be used to enable each person to list all of their ideas. The Post-it notes are then stuck in the centre of the group.

Once each person has spoken, the participants from each group read the Post-it notes and begin to group them by type of issue.

It is a question of identifying a few major ideas in order to then initiate a discussion phase that will make it possible to select and reformulate one to three issues: the most relevant and important, and those on which, as young people, they can take action.

Note : avoid joining two issues together. Reformulation and summary are important.

A rapporteur from each group explains what came out of their workshop. There are three to twelve issues from the three or four groups. A reasoned discussion follows to define the most significant issues and to which they would like to commit themselves. The selection is

made either by consensus or by a vote if no consensus is reached. These three issues become responsibilities.

POSITIONING

Initiating a debate from a position in space in order to prioritise issues relating to a theme.

- **Number of participants: 10 to 30 people**

- **Duration: 1 hour to 1,5 hour**

EXAMPLE OF THE ISSUES RELATING TO THE THEME OF SOLIDARITY

1. **Creating social links,**
2. **Limiting global imbalances,**
3. **Making donations,**
4. **Participating in development assistance projects,**
5. **Developing intercultural exchanges.**

Posters setting out the major issues relating to the theme dealt with during the workshop are placed on the walls around the room. The participants position themselves under a poster with two things in mind :

- **Which issue do they think is a priority in relation to this theme today from a sustainable development perspective**
- **On which issue do they think they have the most responsibility/influence, as a young person**

Once they are in position, each one has to explain why they chose that issue rather than another. The participants debate the importance of the issue in their view, their relevance and their capacity as young people to respond to it.

Once everyone has spoken, the participants can change poster if they wish and explain why. They are given one minute to visualise the new position under the posters.

Individually, and on the basis of the discussion that has just taken place, each participant then notes on a piece of paper the two or three issues that for them are a priority. The two or three issues that were mentioned the most times are selected. If everyone is in agreement, these issues can

then be transformed into responsibilities.

Note : If this method is based on local contributions (responsibilities and actions), the facilitators have to gather together the responsibilities, classify them and identify the main issues in them in advance of the workshop.

THE RIVER

This form enables all of the participants to visualise, through physical positioning, each other's viewpoints and to change them. It also makes it possible to gradually include new viewpoints in order to eventually reach a consensus on a simple proposal.

- **Number of participants :** from 20 to 100 people
- **Duration :** from 30 minutes to 1 hour

A line is drawn on the floor. The facilitator asks the participants to position themselves on each side in relation to an issue (for example: is it necessary to ban GMOs? yes/no). They ask a participant to say why they have chosen a particular side. The person supports their position with arguments and tries to persuade the people on the other side of the line. Next, the facilitator asks a person from the other side of the line to speak. This

person will also try to persuade the other bank.

Each time, the participants can change bank depending on the arguments put forward and the facilitator can ask them what changed their opinion. The objective can be set of finding a proposal that everyone agrees on based on what is said (e.g.: the cultivation of GMOs can be permitted provided that very strict regulations exist and that there is no risk to human and environmental health).

Source: Association Virus 36

THE WORLD CAFÉ

Facilitation technique to formulate and choose actions in relation to responsibilities.

- **Number of participants :** 10 to 50 people
- **Duration :** 1 hour

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 of paper (or poster) placed on a table with pencils. The students 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 speak 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 synthesising the ideas written on the sheet of paper. This prioritisation and synthesis phase is essential in order to reach a consensus on the actions selected.

Note: the number of actions selected must be proportional to the capacity and the willingness of the young people to implement them, because the aim is to be an actor for change. A school can perform one to three actions depending on its own momentum.

THE SNOWBALL

Progressive build-up method, enabling the greatest number of people to speak.

- **Number of participants :** 16 to 48 people
- **Duration :** 45 minutes minimum

The gathering is divided into small groups of two people who debate the same issue (duration: 10 mins). Each pair joins another pair and there is a four-person debate on the subject (duration: 15 mins). Each group of four joins another and has an eight-person debate (duration: 20 mins). Each group of eight conveys their debate to the rest of the gathering.

It is also possible to begin by taking time for reflection individually, then in groups of two, four and eight. It is also possible to use this method for the formulation of responsibilities/actions or the development of a collective charter for example.

After collective reporting back, a discussion on points of disagreement can follow.

...ON EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)



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 is rarely seen.

The neo-liberal approach 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"⁷. 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 economy 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.⁸"

For him, it is important to rethink development in terms of fulfilment and solidarity between peoples, which otherwise only "dispenses corruption and egocentrism".

The 1970s are the first reference point assigned to the emergence of environmental education - which later became education for sustainable development (ESD). The

initial recommendations were formulated during the International Conference on Environmental Education organised by UNESCO and UNEP in Tbilisi in 1977; among other 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"⁹.

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 that process.

The aim of this Education for Sustainable Development (also called "education for sustainability, particularly in Spain) is to bring about a change in values and behaviours 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,
- is significant for the person learning and for the community: **experiences can be transposed** into personal and professional life,
- considers both **the local and the 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.

THE CHALLENGES OF ESD AT SCHOOL :

- **Making sustainability a positive cause,**
- **Going beyond eco-friendly gesture: 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,**
- **Education for choice and not teaching choices.**

7/ Article « L'analyse transversale », Regards croisés sur le Développement Durable, Association 21

8/ Philosophie magazine, nb 6, february 2007

9/ Education towards/with a view to/for/in the 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.

THE ELECTION OF THE DELEGATES

Ideally, the election will take place during the Local Conference. To prepare for it, it is necessary to define the criteria that the students have to meet in order to be eligible and define with the students the qualities required in a delegate.

Phase 1 : verifying that the students standing as delegates for the Regional Conference meet the following criteria :

- *be between 11 and 18 years old (inclusive);*
- *have the authorisation for participation in the Regional Conference, signed by their parents prior to the elections;*
- *if the student is subject to disciplinary action in the institution, have the explicit permission of the head of the institution to be able to stand as a delegate;*
- *not have been a delegate in the context of the LTCP project in previous years.*

Phase 2. Collectively formulating the qualities required to be a delegate

In order for the delegates elected to be the best able to fulfil their role, it is worthwhile defining with all of the participants what their qualities and skills should be.

Here is an example of "criteria" co-defined by young people who participated in the project in 2012: :

- *be involved in the project*
- *be comfortable with speaking*
- *express themselves correctly*
- *look at the audience when they give a presentation*
- *use simple words that can be understood by everyone*
- *have a good knowledge of the responsibilities and actions selected*
- *know how to answer different questions on the project conducted in the school*

Phase 3. Creating a grid incorporating these criteria. The students will complete it in order to inform their vote on one candidate or another.

ESTABLISHING A DIALOGUE BETWEEN YOUNG PEOPLE AND ELECTED REPRESENTATIVES

Pedagogical objectives for the young people

- To better understand the functioning of the authorities and institutions, and of the policies implemented;
- To comprehend the functioning of the democratic institutions (elected representative - technical expert relationships, implementation of directives, etc.) in a process of education for citizenship
- To gain awareness of the complexity of the issues, of their collective dimension and of the public policies implemented (so as not to be limited to problem solving at the individual level and going beyond environmental actions)
- To comprehend the different territorial levels (role of the local authorities, the regions, the State, the European Union)
- To gain awareness of one's responsibilities as young citizens of Europe
- To value the voices of the young people, their ideas and their proposals to motivate them to take action and to commit themselves

Objectives for the educational institutions

- To anchor the institution in its territory, through dialogue with different actors
- To promote the work accomplished (the education for sustainable development projects, the environment clubs, the eco-delegates, the approaches of eco-responsible educational institutions, the creation of scientific citizenship)



Covenant of Mayors
2 young Europeans make a speech
at the European Parliament

THE MEETING :

The dialogue with an elected representative can be organised in one or more meetings during the year. Ideally, two or three sessions are needed to establish a real exchange, or even a partnership with the elected representative in question and to implement an action in a spirit of joint creation. The meetings can take place either in the school or in the headquarters of the local authority concerned.

THESE SESSIONS CAN BE ORGANISED AS FOLLOWS :

Stage 1: Defining and researching (session youth/elected representative)

First working session with the elected representative:

presentation by the elected representative of their territory's sustainable development policy. The young people can also present their research issue and the results already achieved. If the themes and issues have not yet been chosen, this first session can help them to identify interesting issues on which to conduct their research.

Stage 2: Debating and making proposals (session involving the youth only)

This stage can take place during the Local Conference. It is a question of coming up with proposals and suggestions, and formulating questions to ask the elected representative during the second meeting. This session can be organised as follows:

- Debate on the results of their research and the issues that require a debate
- Selection of a specific issue on which they wish to engage themselves
- Agreeing on proposals for corresponding actions for change

Stage 3: Presenting the proposals and mobilising (session youth/elected representative)

Second working session with the elected representative:

the students present the proposals decided on collectively. This can be an opportunity for the young people to present these proposals to a sustainable development committee. A discussion can follow around these proposals on:

- the relevance and the feasibility of the proposals
- within whose competence do they fall (which department, etc.)?
- addressing the issue of **co-responsibility** (the different stages of implementation of the action falling under dif-

ferent competences; each actor - young people, teachers, elected representatives, etc. - has a responsibility depending on their level of power and their capacity for action)

All of these exchanges have to make it possible to comprehend the complexity. Following the second exchange, the time will have come to mobilise all of the actors who will participate in the implementation of the action.

Stage 4: Monitoring and evaluating the implementation of the actions (session youth/elected representative)

Third working session with the elected representative:

once the action has been initiated, this monitoring stage is essential to ensure good progress on its implementation and the continuing mobilisation of the different actors. The evaluation will take place last in order to analyse all of the parameters of the implementation of the action: time, cost, obstacles encountered, successes, quality of the partnership, etc. This session can also take place at the beginning of the following school year, with the same young people and new participants, but this requires good coordination from one year to the next.



POINTS TO LOOK OUT FOR :

- It is important that the elected representative be an active listener.
- It is essential to properly prepare the group of students before the meeting: the questions to be asked are prepared collectively, in advance (during a local conference for example); the students are informed of the role of the person that they will meet.
- Possibility of filming the participation of the elected representative in order to benefit other educational institutions and communicate through the schools site or another platform.
- Think about subsequent communication: promoting the young people and their projects (if journalists participate).

LIST OF PARTICIPATING COUNTRIES AND REGIONS

GERMANY

Bonn

DENMARK

Hovedstaden
Syddanmark
Midtjylland
Sjælland

SPAIN

Catalonia
Basque Country
Castile La Mancha
Galicia
Aragon
Canaries
Rioja
Madrid

FRANCE

Rhône Alpes
PACA
Ile de France

GEORGIA

Kharagauli
Autonomous Republic
of Adjara
Tbilisi
Guria

GREECE

Central Macedonia
Epirus
Sterea Ellada

ITALY

Lombardy
Veneto
Abruzzo
Puglia
Emilia Romagna
Sicily
Trentino Alto Adige
Lazio

LITHUANIA

Dzukija

MALTA

Malta Xlokk

POLAND

Eastern Pomerania
Silesia

CZECH REPUBLIC

Prague

ROMANIA

Muntenia

RUSSIA

Baltic Sea Region

SWEDEN

Stockholm (County)

TURKEY

Central Anatolia
Eastern Anatolia
Mediterranean Region
Marmara
Aegean Region

FORM: LOCAL RESPONSIBILITIES AND ACTIONS FOR THE REGIONAL CONFERENCE

THEME OF THE PROJECT :

Sub-themes examined :

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

The responsibility(ies) and action(s) chosen by my group during the local conference of __/__/__ that took place inare :

RESPONSIBILITY 1 :

.....
.....

Action(s) to be implemented in relation to responsibility 1 :

where ?.....

How ?.....

when ?.....

RESPONSIBILITY 2 :

RESPONSIBILITY 3 :

LIST OF THE DOCUMENTS TO BE PROVIDED FOR THE REGIONAL CONFERENCE

PRACTICAL INFORMATION ABOUT THE SCHOOL

Name, Address, Number of youth participants in the project, Age range, NAME and details of the person in charge of the project

PARENTAL AUTHORISATION (for the delegates who will participate in the regional conference)

This form must be provided by the organisers of the Regional Conference to the young people standing as delegates. It is to be completed by their parents. The forms of the elected delegates will be sent to the organisers.

Example wording :

We the undersigned, Mr/Ms (Surnames, First names).....
legally responsible for the minor (Surname, First name).....
authorise him/her to stand as a delegate for the Regional Conference that will take place fromto
may 2014.

As such I/we undertake to provide to the organisation team all the documents required 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 __/__/__

Name(s) and Signature(s)

PERSONAL INFORMATION ABOUT THE DELEGATES, SUBSTITUTES AND ACCOMPANYING ADULTS

Example for each person who will go to the Regional Conference :

Name, First name :.....
Age : Sex :Male/Female
Postal address :
Personal e-mail and telephone :
(+for the delegates: Parents' e-mail and telephone)
Specific dietary requirements :
Specific health problems :.....

PARENTAL AUTHORISATION FOR THE USE OF IMAGES

This document will give the organisers of the Regional Conference the authorisation to take photos and videos of the young people and to distribute them in the context of the project, and provided that no fee is charged (find out about the legislation specific to each country in order to write the authorisation).

EUROPEAN PARLIAMENT.

Articles on health and the environment : <http://www.europarl.europa.eu/news/en/headlines/topic/Health-and-environment>

ASSOCIATION 4D

Encyclopaedia of Sustainable Development (in French only) : <http://www.encyclopedie-dd.org/>

RESOURCES AND ENVIRONMENT :

News on the environment, energy and sustainable development (in French) : <http://ressources-et-environnement.com>

ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT SITE AIMED AT THE EDUCATIONAL COMMUNITY

Fact sheets and other resources on numerous subjects (in French) : <http://www.education-developpement-durable.fr/>

CARBOSCHOOLS PROJECT:

European project on global changes, partnership between researchers and secondary school teachers. The site offers "an invaluable source of resources available to any teachers and scientists willing to encourage students to experience their impact on the Earth system and reduce CO2 emissions." www.carboeurope.org (Site translated into nine European languages!)

UNESCO SITE, (translated into five languages)

- Climate change education :

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

- Science for a sustainable future : <http://en.unesco.org/themes/science-sustainable-future>

- One planet, one ocean : <https://en.unesco.org/themes/one-planet-one-ocean>

EDUCATION FOR SUSTAINABILITY MANUAL

UNESCO Centre of the Basque Country (in Spanish, Basque and English): very comprehensive fact sheets dealing with environmental, social, economic and cultural issues.

http://www.unescoetxea.org/ext/manual_EDS/unesco.html

SPANISH NETWORK OF SCHOOLS FOR SUSTAINABILITY (of which LTCP is one activity) :

http://confint-esp.blogspot.fr/p/confint_05.html

FRENCH OFFICE OF THE FOUNDATION FOR ENVIRONMENTAL EDUCATION IN EUROPE (FEEE) :

Resources on the history of ESD (in French) : <http://www.f3e.org/>

ON INTERNATIONAL ESD REFERENCE TEXTS (in French)

<http://www.f3e.org/les-ressources-feee/les-ressources-de-la-feee.html>

APPEL DE LA JEUNESSE COLLECTIVE

French NGO acting for health and the environment (in French)

<http://www.appeldelajeunesse.org/>

WOMEN IN EUROPE FOR A COMMON FUTURE :

Network of women's environmental organisation acting for ecology and health

<http://www.wecf.eu/index.php>



CHARTER OF RESPONSIBILITIES LET'S TAKE CARE OF THE PLANET

We, the young people of the world, and the delegates of this International Conference, invite you to share the responsibility to take care of the Planet.

This Charter, created by the gathering of 53 countries, represents the responsibilities and actions coming from different nations with

diverse cultures, languages and societies.

We are all aware of the environmental challenges that our Planet faces. Some people say that money is the solution; some say that intelligence is. Money does not matter when more than 400 boys and girls get together to take care of their home. A home that has been damaged over time, with an unstable and unsure future.

If we want to protect ourselves from environmental changes, we need to take on these actions and responsibilities ourselves.

If not now, then when? If not us, then who?

RESPONSIBILITIES AND ACTIONS

1. Raise awareness and inform people about the efficient and responsible uses of water, energy, and biological and mineral resources, improving our own consumption habits as well as everyone else's.

- Reduce energy consumption by switching off electric appliances when they are not in use, using eco-friendly transportation, and using renewable energies as an alternative to lower greenhouse gas emissions.
Stimulate water saving and re-use whenever possible, raising awareness on the responsible use of water through publicity
- campaigns, student publications and eco-clubs.

2. Reduce, in order to stop, the pollution of water with support and action from governments, companies, farmers and others.

- Raise awareness of water contamination through available means of communication in an interactive and dynamic way, adapting the communication to the realities and the context of each community.
- Plant trees on riverbanks to protect rivers, counting upon the support of the government, NGOs, community organizations and companies and put up signs against littering.

3. Inform and encourage people to reduce greenhouse gas emissions, through the use of all renewable resources that are accessible and available, counting upon support from the government, when possible, taking actions that we can all put into practice.

- Hold public events to encourage the use of renewable energies, avoiding increasing pollution and climate change, fighting for political and financial support.
- Organize creative, practical, educational and eco-efficient activities relating to the appropriate use of clean and renewable energies in each of our communities in order to spread knowledge about contamination and sustainable alternatives.
Pressure governments towards the establishment of a progressive tax directly related to the pollution emitted by different companies.

4. Stimulate sustainable agriculture with conscious and less harmful social and environmental impacts, without pesticides and GMOs, promoting rural education in order to put into practice new and more efficient ways of using resources, assuring food security, and, in some countries, avoiding forest fires during the preparation of the fields.

- To disseminate information about the consequences of using agricultural chemicals and genetically modified products and offer alternatives to producers and consumers, informing them about the importance of organic agriculture and consuming organic products.
- To organize seminars and public campaigns for educating children about technologies in agriculture and their respective environmental impacts.
- To campaign for equal and rational distribution of food resources, so that it is possible to guarantee food security and eradicate extreme poverty.
- To consume local food products, stimulating the economy without social exploitation.

5. Care for the environment, strengthening and deepening educational projects, investing in youth participation and their decision-making abilities, informing them through environmental education, demanding that their participation and decision making are respected, in order to transform communities and schools into learning communities.

- To form student groups involved with the environment that will implement environmental education in schools by means of environmental projects, involving the mass media, the universities and all the community.

- To stay constantly up to date regarding the social-environmental situation of our Planet so we can educate by our own example and implement concrete actions that will put our ideology into practice, and thus form a chain without boundaries to transmit the environmental message.
- To create large youth organizations that can organize ways of pressuring the government, businesses and others through demonstrations, petitions, raising awareness and political engagement.
- To strengthen and deepen educational projects through media, technologies, workshops and a series of hands-on activities in educational centers and outdoor education.

6. Create ecological groups, in schools and communities, that protect, preserve and value biodiversity, caring for ecosystems so as to contribute to the sustainability of biospheres, reducing waste and using natural resources in a responsible manner.

- To cooperate and support youth organizations committed to work together to pressure the government; to create informative campaigns, such as demonstrations, petitions, awareness campaigns, conferences and social and virtual webs.
- To form clubs and groups of students in all the schools of the world to encourage environmental education through educational games, films, speeches, and theatre for responsible uses of natural resources.

7. Foster responsible consumption and the 5Rs policy (reflect, refuse, reduce, reuse and recycle) through informative advertising, adapted to everyday life and thus constituting sustainable societies and lifestyles.

- To create non-governmental organizations for the environment that encourage practices which apply the 5 R's and foster ecology centers, mobilization, publicity and barter fairs.
- To use communication like social networking websites and blogs so other people can post their ideas, video sharing, publications, songs and more to create environmental networks that perform ecological activities, strengthening environmental education in all people.
- To boycott products that are harmful to the environment or do not respect the fundamental liberties of human beings.
- To promote hands-on interactive learning that will teach people about the environment while at the same time having fun.

8. Reduce the use of polluting energies, becoming aware and mobilizing society regarding the use of ecological means of transportation, respecting the changes that will come with new behaviors.

- To invite people through communication media, didactic and artistic workshops, and through ongoing dialogue, to comprehend the negative effects of carbon gases emitted by our actions, using renewable energies and alternative transportation, such as bicycles, scooters, skateboards and skates.
- To put pressure on our governments to convert to clean technologies.
- To create and disseminate websites to help drivers organize themselves to take other people in their cars when going to the same place (carpooling).
- To encourage the people through mass media to use filters in cars, emphasizing the damage of carbon emissions.
- Start promoting the Day Without Cars, pressuring the government to tax whoever uses cars, and then provide long term continuity through subsidies for purchase of ecological cars and public transit.

9. Implement environmental perspectives and values, developing the people's point of view in order to encourage an active citizenship.

- Develop an ecological culture through educommunication and arts practices to encourage new sustainable ideas.
- To create information campaigns using all means of communication, like newspapers, radio, TV, internet, to encourage people through practical examples to take a positive attitude and to use environmentally friendly products.

Today, young people and adults from all over the world, present at this Conference, recognize and accept that we are now and we will always be responsible for what happens to our beloved Earth.

We come from different countries and diverse cultures, and even though we are separated by oceans and continents, we are all one, united by one goal: to take care of the Planet!

To accomplish this, we need my help, your help, help from everyone. We need to act now and start from our houses, our schools, because by taking care of ourselves, we take care of all of humanity and prove that humans are not what they say but what they do.

Join us!

Sign the Charter at <http://www.letstakecareoftheplanet.net>

OPEN LETTRE TO THE DECISION-MAKERS

Youth
EUROPEAN
Conference

14th-16th
may 2012

Brussels

We, the youth of Europe, have gathered in Brussels, on the 14th-15th-16th May 2012 and worked with zeal and ardour in order to find solutions to the environmental problems we are deeply concerned about.

We need to be heard and we need your cooperation, you decision-makers, in order to change the society's attitude towards Mother Nature.

We debated on these issues: energy, transport, solidarity, consumption, biodiversity and natural resources. We agreed on the following responsibilities and commitments.

We deem ourselves responsible of raising people's awareness about reducing exhausting and polluting energies and replacing them with renewable energies. To this end, we commit ourselves to :

1. Create workshops to inform people, organise visits and special events, create videos, etc.
2. Urge decision-makers to take notice of renewable energies.

Nature is essential to all of us because our life is based on it. We want to discuss the problems related to natural resources and biodiversity. The problem is that people abuse them and there are less and less resources available. We want to make people aware of the stakes of biodiversity and make them protect it from the dangers of global warming in order to preserve it for future generations. To this end, we commit ourselves to:

1. Introduce special lessons and school projects about biodiversity and natural resources.
2. Organize trips and meetings and call the NGOs in order to support us. Let's not forget about using social media in order to inform the people about what we think would be best.

We feel responsible for creating intergenerational social connections in local and international communities. To this end, we commit ourselves to:

1. Organize web debates to provide solutions and improve communication. Inform our municipalities by writing to the editors of local newspapers.
2. Conduct projects in schools and partnerships that connect students at national and international levels.
3. Create 'environmental committees' in European schools which will tackle local environmental issues.

We also feel responsible for what we buy and consume. Therefore, we commit ourselves to:

1. Choose local and organic products made by companies which care about the environment and their workers. For this, we want to know, thanks to the labels, if companies respect the environment, their workers and how they do it.
2. Create contents that could be broadcasted by all the media and that can make all the people responsible for what they buy.

One of our biggest concerns these days is the pollution caused by transport. Every one of us can take action. We want to reduce carbon emissions and air pollution by taking public transport, riding bikes or skateboards, walking, consuming local products and encouraging people to do the same. But it is not enough. The support of the decision-makers would be greatly appreciated. To fulfil our commitments, we will:

1. Organise events to collect money for the construction of bike parking, the creation of bicycle and walking paths and carpooling preferential roads.
2. Make a list of locally made products and draw a map of providers that can collaborate with consumers; sign agreements between school headmasters and the local producers so as they could buy it at lower prices which would enable students to eat for a fair price.

**Having mentioned our responsibilities and commitments,
we now kindly request your collaboration and participation.**

You, School Headmasters

We represent the students in your schools and around the world. We like our schools and going to school is part of our everyday life. We want our schools to be more eco-friendly and this letter is a proof that we are ready to help you. But we need you, headmasters!

You, Journalists

We ask you to take notice of the actions we have undertaken during the process of the Youth European Conference and spread the word with all the means in your possession, taking into account 2.0 tools.

We also demand you to relay information we and you will gather about good practices, youth experiences, respectful companies, etc., in order to raise people's awareness.

You, Company Leaders

We, future workers, want you to implement sustainable development by being eco-friendly, by respecting human rights and by implementing participatory management. If so, we will be involved and constructive for the company. Moreover, we suggest every stakeholder to write their own charter of responsibilities.

You, Mayors

We need your support to organize events in order to raise funds and increase awareness such as concerts, charity fairs, etc. Citizens should be awarded and encouraged for being eco-friendly with lower taxes and prizes.

You, Members of the International Institutions

We want you to create Green institutions that represent citizens including a Green Parliament that will have the power to legislate, to debate on sustainability and suggest actions to fight climate change.

You need to invest on awareness-raising for the citizens and to launch campaigns about sustainable development.

You should elaborate policies on clean and renewable energy production methods and improve the efficiency of existing ones.

Corporations should be convinced to put clear labels on their products indicating how they spend their money.

More subsidies should be given to the civil society that is involved to take care of the environment and the people.

Now that you have become aware of our commitments and requests, we shall conclude by saying that we are in this world all together, that the Earth is our home and its future is in our hands. You must hear our voice and we urge you to spread it in all the communities all around the world. At the moment, we have a chance to make a transition from a grey Planet to a green Planet.

We want to share our ideas with you. We hope you will take these requests seriously. That's why we need your help because you have the power to decide to fight human-induced causes of Climate Change and to reduce the injustices. We must be critical and choose the interests of all the people to have a better world. When there is a will, there is a way.

Thank you in advance.

Written in Brussels, by 62 European young Delegates from 14 countries, 16th May 2012 (Czech Republic, Denmark, France, Georgia, Germany, Italy, Lithuania, Malta, Poland, Romania, Russia, Spain, Sweden, Turkey).

For information concerning the project, the partners and the activities conducted in the different countries:

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

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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.

Under the High Patronage of the :



With the support of :



Rhône-Alpes Région



**Fondation Charles Léopold Mayer
pour le Progrès de l'Homme**



**EUROPEAN WEBSITE :
<http://confint-europe.net>**

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monde bariés

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