



Erasmus+

**ERASMUS + YOUTH IN ACTION – Key Action 3 : Support for Policy Reform; Stakeholder Dialogue and Policy Promotion;  
Dialogue young people and policy makers**

**ACTIVITY TABLE : ECO UNESCO**

**WHAT'S SO HOT ABOUT CLIMATE CHANGE : ROAD TO PARIS**

Activity n°	<b>A1</b>
Participating organisations	<p>The Irish Environmental Conservation Organisation for Youth – UNESCO Clubs Ltd, Ireland  EDEN Centre: Environmental Centre for Development Education and Networking, Albania  Evropske Centrum Mladeze Breclav/European Youth centre Breclav, Czech Republic  Ambiente Sociale, Italy  Hordaland County Council, Norway  Asociatia D.G.T, Romania</p>

Stage	Dates	Activity	Methodology ( <i>ECO-UNESCO engages in EE and ESD methodologies. Partners have been consulted on these proposed methodologies, which may be adapted through further consultation with the partner groups through the core project team throughout the duration of the project</i> )	Learning Outcomes
Preparation	February 2015	Focus Groups -	Following on form engagement by the young people form ECO-UNESCO's Youth for Sustainable development (YSD) group with	<ul style="list-style-type: none"> <li>To identify area of interest of young people involved.</li> </ul>

			<p>climate change legislation being developed in Ireland, focus groups were held with the young people to determine what actions they would like to undertake to raise awareness about climate change.</p> <p>Group identified possibility of engaging other young people from Europe in raising awareness about climate change, COP21, sustainable development and what actions can be taken by young people.</p>	<ul style="list-style-type: none"> <li>• Identify what actions would like to be undertaken</li> <li>• Empowerment of young people through structured dialogue</li> </ul>
	<b>Feb-March 2015</b>	<b>Call out for Partners</b>	<p>Call for interested partners and parties using email contact comprising a short questionnaire, their mandate and the standard ERASMUS+ Partner form.</p> <p>Short questionnaires to be completed by perspective partner organisations with their young people to input into design and development of application</p>	<ul style="list-style-type: none"> <li>• Investigate and identify possible partner organisations</li> <li>• Identification of interest of by partner organisations</li> <li>• Identification of level of engagement partner organisations previously with policy makers</li> <li>• Understanding and experience of European funding structures and</li> </ul>
		<b>April 2015</b>	<p>Application submitted to Leargas for Erasmus + funding support for the project, by ECO-UNESCO</p>	

				application processes
	<b>August – September 2015</b>	<b>Establishment of Core Project team</b>	Each partner organisation will nominate one young person, who will work in collaboration with ECO-UNESCO's YSD advisory network. This <b>core project team</b> will skype monthly along with regular emails to progress activities of the project.	<ul style="list-style-type: none"> <li>•To provide young people with input into the development the project and planning of seminar.</li> <li>•To provide the young people involved the opportunity to up-skill and build on their knowledge climate change, COP 21 and sustainable development.</li> <li>•To provide the young people involved the opportunity to up-skill and build on their knowledge on policy development.</li> <li>•Develop skills on synthesising information, team work, collaboration, planning</li> </ul>
		<b>Needs Assessment</b>	Needs assessment and consultation will also reveal gaps & learning needs of the young people. These identified gaps & learning needs will inform the design of the seminar programme content. Policy makers who will be invited to engage in an interactive dialogue	<ul style="list-style-type: none"> <li>•Analyse potential gaps &amp; opportunities in knowledge exchange between policy makers &amp; young people.</li> </ul>

		<p><b>Preparatory work</b></p>	<p>with the young people will subsequently be briefed in writing on these particular gaps &amp; learning needs of the young people attending in order to adequately prepare them for the young people's questions</p> <p>Partner and participating groups in each country work with their young people to prepare for the 3 day seminar in Dublin. Preparatory work will include: Knowledge development in the areas of Climate change, Sustainable Development, Globalisation and Development education; Development of knowledge in the area of local and national Environmental Policy and decision making, understanding the COP 21 process and capacity building in preparation for the 3 day seminar itself. Preparatory work should engage interactive learning and participatory methodologies with the activities decided upon by individual groups. Preparatory work should also be documented as far as possible using video diaries, photographs and blog inputs.</p>	<ul style="list-style-type: none"> <li>• Acquired knowledge of Sustainable development, climate change, globalisation, COP21</li> <li>• Acquired knowledge of policy development in relation to young people.</li> <li>• Acquired knowledge of policy development in relation to climate change.</li> <li>• Development and enhancement of videoing, blogging and social media skills</li> </ul>
		<p><b>Introduction of partners organisations and young people to each other</b></p>	<p>Each participating group will develop video diaries to introduce to introduce themselves and document progress. The video diaries will then be uploaded onto a specific blog that will</p>	<ul style="list-style-type: none"> <li>• Development of communication skills</li> <li>• Development of IT skills</li> </ul>

		<p><b>Identification of Policy makers and legislators in respective countries</b></p> <p><b>Monitoring progress</b></p> <p><b>Developing content for Seminar in Dublin</b></p>	<p>be used for the duration of the project in order for the groups to get a sense of their partners and to build relationships and share experiences, these video blogs will also build on the participants IT knowledge.</p> <p>Each partner group will identify local, regional, national, and European policy makers that they wish to engage with. These policy makers will have relevant experience in any or all of the following areas; Climate change, youth, sustainable development. Each partner group will make contact with these policy makers by email or writing and if possible engage with them in short focus interviews to learn more about current policy in their respective country.</p> <p>ECO-UNESCO will keep in regular contact with the participating groups to ensure that they feel adequately supported and part of the project as a whole. This action will also ensure that ECO-UNESCO are aware of the progress being made by each group.</p> <p>The information fed back to ECO-UNESCO from the participating partners through the core project team and other liaison with partners will</p>	<ul style="list-style-type: none"> <li>• Develop awareness and acquaintance of other young people throughout Europe.</li> <li>• Develop communication skills.</li> <li>• Increased knowledge of local policy.</li> <li>• Increased knowledge of policy development.</li> <li>• Increased knowledge of how to access policy makers.</li> <li>• To promote actions nationally</li> <li>• To evaluate work so far</li> <li>• To plan and manage needs</li> <li>• To explore decision making techniques</li> <li>• To identify learning</li> </ul>
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		<p><b>Monitoring progress and travel arrangements for Seminar</b></p> <p><b>Visibility of project</b></p>	<p>inform the content development of the workshops for the duration of the 2.5 day seminar. It will also allow us to identify other possible policy makers and experts to invite to the seminar. Video diaries/blogs will be submitted to the contributing experts as part of their introduction to the project and its participants.</p> <p>ECO-UNESCO will work to ensure that all participating groups have flights &amp; accommodation booked and that all pertinent information regarding diet, medical requirements etc have been forwarded and accounted for.</p> <p>As mentioned previously, all work with young people in relation to this project will be promoted on partners' respective websites using Youth in Action logo. ECO-UNESCO will engage in a national campaign to promote the seminar through our website, the national press, ECO-UNESCO contacts, radio, posters and flyers.</p>	<p>outcomes</p> <ul style="list-style-type: none"> <li>•To explore needs of young people</li>   <li>•To understand research of logistical and planning needs.</li> <li>•To ensure efficient and effective planning</li>   <li>•To identify suitable media outlets</li> <li>•To promote through online avenues</li> <li>•To design and distribute posters &amp; flyers for event</li> </ul>
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<p><b>Central activity – Seminar in Dublin</b></p>	<p><b>October 2015</b></p>	<p><b>Facilitate the of Seminar IN Dublin</b></p>	<p>With all workshop content finalised and policy makers &amp; experts briefed, ECO-UNESCO will facilitate the 2.5 day trans-national youth seminar in The Greenhouse, Dublin 2. ECO-UNESCO envisages facilitating the young people participating by giving them the chance to come together, share their experiences, partake in workshops covering a range of issues from policy to practical actions and depart with an agreed upon strategic plan of actions to carry out in their own countries to further their investigations into climate change and sustainable development policy entering into an intercultural dialogue with policy makers within their respective countries, whilst also engaging with their peers.</p> <p><b><i>(please see below for further breakdown of seminar activities in Dublin)</i></b></p>	<ul style="list-style-type: none"> <li>•To engage with young people from different social, cultural and national backgrounds</li> <li>•To engage with policy makers and experts</li> <li>•To be able to take action based on strategic plans made as a result of interaction with aforementioned <i>Irish policy makers &amp; Irish MEPs</i></li> <li>•To understand the responsibilities of active citizenship <i>in a national &amp; EU context</i></li> <li>•Project planning &amp; management</li> <li>•Group work &amp; consensus driven and participative decision making</li> <li>•Policy development and policy influencing</li> <li>•Increased knowledge of sustainable development, climate change, and youth policy</li> </ul>
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				<ul style="list-style-type: none"> <li>• Know how to identify &amp; meaningfully engage with relevant policy makers in different cultural contexts</li> </ul>
<b>Follow Up Activities</b>	<b>November 2015</b>	<b>Engagement with local, national and European policy makers as part of Local Action projects</b>	Each participant group will return to their respective country where they will re-engage with their local, national and European politicians to share with them the outcomes of the Seminar in Dublin as part of their undertaking of their Local action projects. They will encourage their politicians through their respective processes to ensure the voice of young people is heard by the respective country representative attending COP21	<ul style="list-style-type: none"> <li>• Experience of engaging in political processes</li> <li>• Greater understanding of political processes</li> <li>• Communication and advocacy skills.</li> </ul>
	<b>November 2015 –February 2016</b>	<b>Local Action Projects Undertaken by each respective group</b>	Each participating group will undertake a local action project (following ECO-UNESCO's six steps to success programme for Local Action projects) on a local theme related to climate Change to raise awareness within their communities of the impacts of climate change and what can be achieved locally.	<ul style="list-style-type: none"> <li>• Experience and knowledge of undertaking project work.</li> <li>• Team work and group skills.</li> <li>• Greater understanding of local contributions to climate change.</li> <li>• Experience of empowerment of</li> </ul>

				<p>young people in taking action.</p> <ul style="list-style-type: none"> <li>• Campaigning and communication skills.</li> </ul>
	<b>December 2015</b>	<b>Post COP21 young people respond to outcomes of COP21</b>	<p>Through the core action group, video blogs and regular contact through emails and skype, the young people will collate their respective responses to the outcomes of COP21, including amount and type of media coverage received, public opinion. These will be collated as part of the final report and produced film which will be disseminated at the end of the project.</p>	<ul style="list-style-type: none"> <li>• Critical analysis of policy.</li> <li>• Application of previous acquired knowledge and critical thinking.</li> <li>• Communication skills</li> <li>• Reflective thinking</li> </ul>
	<b>November 2015- February 2016</b>	<b>Monitor follow-up actions through liaising with partner organisations</b>	<p>ECO-UNESCO will closely liaise with partners from respective countries to engage with and support them in their efforts to complete their local action projects decided upon during the seminar in terms of impact on sustainable development, climate change and also meaningful engagement and dialogue with the young people.</p>	<ul style="list-style-type: none"> <li>• Monitoring and evaluation of projects in each respective country.</li> <li>• Assessment of engagement and learning that occurred during local action project</li> </ul>
	<b>February 2016</b>	<b>Submission of Local Action Projects to the Young Environmentalist Awards</b>	<p>Each participating group will submit their completed projects to the Young Environmentalist Awards where they will be judged on impact on young people, understanding of environmental issues, level of public awareness undertaken and impact of awareness raising activity.</p>	<ul style="list-style-type: none"> <li>• Recognition and rewarding of work undertaken.</li> <li>• Experience of reporting upon project work.</li> <li>• Reflective skills on own learning.</li> <li>• Assessment skills from assessing impact of project at local level.</li> </ul>

	<b>February – May 2016</b>	<b>Creation and development of short film on experience, learning and impact outcomes of the project</b>	ECO-UNESCO will collate all the respective video blogs, footage from the seminar and any other relevant video clips from the respective partners to create and develop a short informative film which will be showcased at the annual award ceremony of the Young Environmentalist Awards. The core project team will assist and advise on the content of film to be produced	<ul style="list-style-type: none"> <li>• Communication skills.</li> <li>• It skills.</li> <li>• Reflective and critical analysis</li> <li>• Evaluation skills</li> </ul>
	<b>May 2016</b>	<b>Showcasing of Local Action Projects and Short Film</b>	Each submitted local action project will be showcased at ECO-UNESCO's Young Environmentalist Awards Showcase attended by over 800 including young people. The produced film will also be showcased at the awards ceremony in the afternoon and following this will be uploaded onto ECO-UNESCO's and each partner organisations' website for viewing.	<ul style="list-style-type: none"> <li>• Awareness raising of actions undertaken by young people throughout Europe.</li> <li>• Awareness raising of young people engaging with local, national and European politicians.</li> </ul>

	<p><b>May – July 2016</b></p>	<p><b>Final evaluation and Development of final report resource and dissemination of report</b></p>	<p>An extensive evaluation will qualify &amp; quantify outcomes in relation to identified learning needs/gaps from the project at all stages. Young people will also be invited to critically reflect on the project in general as well as reflect on their own local action projects aimed at meeting, learning from, challenging &amp; and engaging with relevant policy makers. The findings will be Compiled into a final report resource which will include narratives of interaction of young people with policy makers and their experience of the project, feedback from the policy makers in each respective country of their experience of engaging with the young people along with description of the various local action projects undertaken by the young people and impact of the project. This document will be disseminated to all partner organisations to disseminate in their respective countries and share with their policy makers. This final report resource will also act as an educational tool for other youth organisations as an example of positive engagement by young people with Policy makers and outcome actions. The Core action team will feed into and contribute to the final produced resource.</p>	<ul style="list-style-type: none"> <li>• Reflective analysis of work/action undertaken.</li> <li>• Self-assessment</li> <li>• Collective assessment of group work</li> <li>• Understanding of skills acquired through actions</li> <li>• Greater awareness of how sustainable development is connected to everyday life</li> <li>• Appreciation of the positive outcomes &amp; mutual influence between international policy makers &amp; the young people that they serve</li> <li>• Communication and report writing skills.</li> <li>• Resource design and development knowledge and skills.</li> </ul>
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## What's So Hot About Climate Change?– Dublin Seminar

<b>Day 1</b>	<b>Activity (What will we do?)</b>	<b>Method (How will we do it)</b>	<b>Learning (Why are we doing it - How does this activity contribute to the objectives of the project?)</b>
<b>21<sup>st</sup> October 2015</b>		<i>(ECO-UNESCO engages in EE and ESD methodologies. Partners have been consulted on these proposed methodologies, which may be adapted through further consultation with the partner groups through the core project team throughout the duration of the project)</i>	
<b>10:00-10:30</b>	<b>Welcome address and Official Opening of ECO-UNESCO's Youth Forum</b> <i>Elaine Nevin, National Director, ECO-UNESCO</i>	Presentation	Welcome to ECO-UNESCO and outline the aims of the project and activities for the forum.
<b>10:30-11:00</b>	<b>Introduction to COP 21</b> by Stop Climate Chaos - Co-ordinator, Ciara Kirrane	Presentation followed by Q&A	Understanding what COP 21 is, as well as EU Youth and climate policy, how it is created, and how it affects young people.
<b>11-11:30</b>	<b>Break</b>	–	–
<b>11:30-13:00</b>	<b>Bonding and Learning</b>	Teambuilding	Group activities to bond the participants to enable strong and lasting working partnerships.

		Small group work	Workshop style group activities around the issues of Youth participation in policy making and empowerment of young people to take action in their own lives and communities.
<b>13:00-14:00</b>	<b>Lunch</b>	–	–
<b>14:00-16:30</b>	<b>Expert Input</b>  MEP Mairead McGuinness MEP Brian Hayes	Interactive Round Table discussions and examples of policy	The policy behind Climate change and how it is reflected in our lives at a European level. How are our voices heard?
<b>16:30-17:00</b>	<b>Documenting the Learning</b>	Opportunity to record learning the learning of the day by video, contribute to the ECO UNESCO web page for the exchange and any Tweets for the ECO UNESCO twitter page can be uploaded. Harvesting any learning that will contribute to the online report for the exchange.	To capture and reflect, and reinforce the learning of the day.
<b>Evening</b>	<b>Cultural evening</b>	Cultural evening	Getting to Know You
<b>DAY 2</b>  <b>22<sup>nd</sup> October 2015</b>	<b>Activity</b> <b>(What will we do?)</b>	<b>Method</b> <b>(How will we do it)</b>	<b>Learning</b> <b>(Why are we doing it - How does this activity contribute to the objectives of the project?)</b>

10:00-11:30	<b>Expert Input</b>  TD Alan Kelly Councilor Tom Stafford	Round Table discussions and examples of policy	The policy behind Climate change and how it is reflected in our lives at a local level. How are our voices heard and how does this impact my life?
11:30-11:45	<b>Break</b>	–	–
11:45-13:00	<b>Interactive learning workshops</b>	Small group work Graphic harvesting Video diaries Teaching methods will be interactive and reflective.	Workshops will include, but are not exclusive to, one or several of the following topics: Sea level rise, Habitat & Biodiversity loss, Food security, Worsening weather patterns, Lack of awareness, Lack of local action. Teaching methods will be interactive and reflective.
13.00 – 14.00	<b>Lunch</b>	–	–
14:00-16:30	<b>Interactive learning workshops</b>	Small group work Graphic harvesting Video diaries Teaching methods will be interactive and reflective.	Workshops will include, but are not exclusive to, one or several of the following topics: Sea level rise, Habitat & Biodiversity loss, Food security, Worsening weather patterns, Lack of awareness, Lack of local action. Teaching methods will be interactive and reflective.

<b>16:30-17:00</b>	<b>Documenting the Learning</b>	Opportunity to record learning the learning of the day by video, contribute to the ECO UNESCO web page for the exchange and any Tweets for the ECO UNESCO twitter page can be uploaded. Harvesting any learning that will contribute to the online report for the exchange.	To capture and reflect, and reinforce the learning of the day.
<b>DAY 3</b> <b>23<sup>rd</sup> October 2015</b>	<b>Activity</b> <b>(What will we do?)</b>	<b>Method</b> <b>(How will we do it)</b>	<b>Learning</b> <b>(Why are we doing it - How does this activity contribute to the objectives of the project?)</b>
<b>10.00 -12:00</b>	<b>How to Create a Local Action project</b>	Interactive workshop on ECO-UNESCO's 'Six Steps to Success' for undertaking local action projects	The key learning of the exchange, this is the learning that will ensure the participants continue to take action after the exchange, and are also empowered by the process of making the plan. Tea & Coffee available throughout
<b>12:00-13:00</b>	<b>Local Action project Presentations and closing remarks</b>	Learning form each other: Groups present their Local Action Plans to each other	Learning form each other and building lasting connections.
<b>13:00-16.00</b>	<b>Green trail of Dublin City Centre</b>	Participants will engage in a green trail of Dublin City centre, exploring the heritage, bio diversity of parklands, energy consumption in urban areas and urban development.	Participants will have a greater understanding of urban development, sustainable development and how urban living contributes to energy consumption along with exploring our natural biodiversity within urban spaces such as urban parklands.
<b>16.00</b>	<b>Completion of Seminar</b>	Departure of Participants for airport/home.	