EUTH CLIMATE TRAINING

A training scheme on climate change and civic participation to enable young activists to involve the community in participatory actions at grass-root level against climate change

MAIN PARTNERS

Caritas
ALEKSINAC
www.caritasaleksinac.org

commonspace
www.commonspace.gr

fa bene.
https://www.fabene.org/

CONTENT INDEX

Module 10 - Climate change in Serbia

INTRODUCTION

ABOUT THE TRAINING SCHEME

EUTH CLIMATE TRAINING is a non formal training scheme direct to young activists, that focuses on how to engage young people of the local communities in initiatives facing climate change with a specific focus on on environmental topics closely related to climate change in internal areas. The conception of the training scheme was based on methodologies, examples and open practices for the co-design of non-formal training courses on climate change awareness and engagement.

It was co-designed by the partnership of EUTH CLIMATE PROJECT and is the result of a co-production that involved also young activists of the three partner countries.

PARTNERSHIP

Fa Bene Community APS - Italy
https://www.fabene.org/

Caritas Aleksinac - Serbia
https://caritasaleksinac.com/

Sineterismos Ergazomenon COMMONSPACE - Greece
www.commonspace.gr

AT THE END OF TRAINING, PARTICIPANTS WILL HAVE INCREASED KNOWLEDGE AND AWARENESS ABOUT:

Climate change issues at European level

Climate change issues which are affecting their local territory and community

Techniques and methodologies to engage young people from their community

How to run a community lab and a demonstrative action at local level

Best practices on climate change and community engagement

Narrative and communication techniques related to campaigns and demonstrative actions

⬡ TRAINING STRUCTURE:

The training is made of 10 modules of 1,30 hours of duration each.

4 modules are structured to be held online and are related to a common understanding of climate change at European level, as well as techniques of civic engagement.

After this, you can find 2 modules for each partner country, specifically based on the territory where the piloting of the training scheme will take place. These modules are structured to be held face to face and are focused on specific impacts of climate change in that area as well as more detailed tools to enable young participants to run a community lab in their own community.

Regarding the duration of the modules that will be delivered face to face, please consider that 1 hour and 30 minutes as the time needed to run the proper learning sessions. However it is suggested to keep in mind that more time will probably be needed for informal welcoming of the participants and some ice-breaking and team building activities, as important parts for the successful outcome of the training.

4 modules → online → **Europenan level** Climate Change Civic engagement

2 modules each country → **face to face** → **Specific impact** Climate Change Community lab
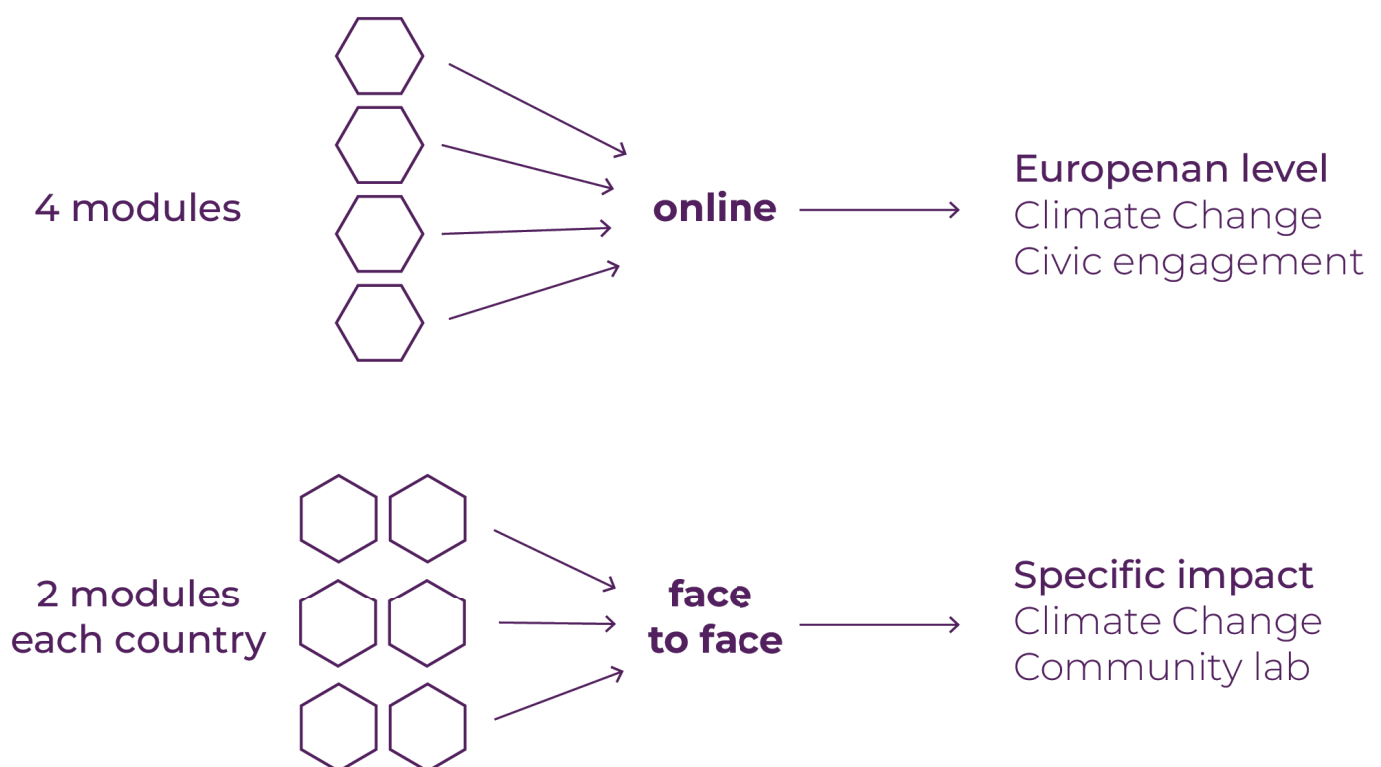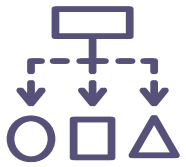
METHODOLOGY:

The content of each module will be delivered using participatory tools, borrowed by non-formal education paths, that will better engage the participants during the training, will increase team building skills and will make participants to play an active role during the sessions.

REPLICABILITY:

EUTH CLIMATE training scheme represents an example of activities that can be delivered to young people interested in tackling climate change in their own community.

It can be used by any trainer or more experienced activist to raise better awareness on young people and enable them to engage their own community in a shared action to tackle climate change at local level.

If you are willing to use this training scheme, you may only have to adapt the content of the module on climate change at local level to better focus on the impact which is specific to your territory, but you can still use the same non formal education tools to deliver the topic in a participatory way.

If you want to replicate the scheme you can also contact FaBene or one of the other partners of the project for some help on the process!

ABOUT EUTH CLIMATE PROJECT

EUTH - CLIMATE is a project co-funded by the Erasmus + Programme 2021-2027 of the European Commission.

It's main objective is to stimulate the participation of young people as active practitioners in climate change (CC) and risk prevention for European internal areas, by promoting a shift from awareness to active engagement, and mobilizing them at local and international levels.

The specific objectives are:

- Increase organizations' capacities for youth engagement practices;

- Improve youth knowledge, skills, and attitudes on CC

- Promote innovative practices of response to CC

MODULE 1 -
What is climate change?

Duration: 1h 30min ⏱ - online

⊛ MAIN TOPICS

- ◉ General introduction about the climate change phenomenon (data, impact, visible effects, future forecasts). This will help in setting a common ground of understanding and common language

- ◉ Heatwave, drought, floods

- ◉ Specific information on climate change phenomenon in Europe and a brief focus on the three partner countries (description of specific landscapes)

- ◉ Specific information on climate change (focus on three regions in Italy, Greece and Serbia - link to depopulation and other connected trends)

- ◉ Risks and mitigation of climate change

⬙ LEARNING OUTCOMES

- ◉ Increased knowledge about what is climate and how it is changing

- ◉ Developed awareness about the impact of climate change

- ◉ Built knowledge about potential risks and consequences of climate change
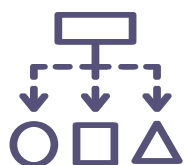
METHODOLOGIES USED

The module will be delivered online, in the form of a PPT presentation, using videos and pictures and having constant dialogue with participants about facts, figures and data. Also, group work will also be used as primary methodology in this session and Chatterfall will be practiced a few times.

MODULE DEVELOPMENT

1) Introduction and welcoming of participants - 15 minutes

This part of the module will be used for a brief introduction of the participants and for icebreaking with Chatterfall (all people will write down in the chat how they feel and what they expect from this training - i.e.. https://www.proz.com/kudoz/english-to-spanish/other/7037786-chatterfall.html). After that, each partner organization will be shortly presented to the audience. This introductory part is very important for ice-breaking and to slowly introduce the main topic of the module.

2) General knowledge/information about climate change- 50 minutes

In the section about general topics related to climate change, main facts will be briefly explained with the support of a PPT presentation (what it is, how it is changing and how it is affecting people and biodiversity).

During the presentation, dialogue with participants will be fostered by asking a lot of questions, in order to increase the participation and engagement of all participants. Dialogue is the most important tool to get instant feedback. This topic is very big, but some of the main facts of climate change are considered to be the most important

and the focus will be on them. Firstly, each of the definitions or facts of problems in the climate change process will be talked about and small chats with students will be proposed to, try to get an answer or some solution for that.

Important tip: it is important for the trainers to adjust language to be clear to the whole audience.

The main topics that will be covered are the following:
   What is climate (explanation)
   Why is it important for us and why is it happening?
   Is it something new or just a logical cycle in the planet era?
   Greenhouse gases: what is happening in the atmosphere, what is changing and how does it look?
   Ice melting: why is ice important and what does the cycle look like?
   Hydrological cycles: how is it functioning and how cc affects it?
   Climate change and biodiversity: biodiversity loss and how to fight it over
   Oceans and seas: what is happening with the biggest mass on our planet?
   Regulations: Conventiones, laws, agendas (worldwide)

About 5 minutes will be used to cover each of these topic. It is planned to have an open dialogue with youth during the presentation, which will contain graphs and pictures.

3) How to mitigate process? What we can do? 25 minutes
For the introduction of this module a video from COP in Sharm el Sheik about future consequences will be used https://www.instagram.com/reel/CkTAWe7g91P/?igshid=Yzg5MTU1MDY=.
The video will show the right picture of what can happen if people

do not react. When they see it, young people will have a lot of questions.

It is very important to explain how we can deal with it directly from examples, using 5R base (reuse, recycle, reduce, reuse and rot) for the simplest example and show very useful examples how they can contribute to the whole process.

In the end participants will use Chatterfall to express how they feel at the end of this module.

ADDITIONAL RESOURCES

https://www4.unfccc.int/sites/NDCStaging/Pages/

https://doi.org/10.1016/j.jclepro.2015.08.083

https://www.theworldcounts.com/challenges/planet-earth/state-of-the-planet/world-waste-facts/story

https://www.proz.com/kudoz/english-to-spanish/other/7037786-chatterfall.html

MODULE 2 - Civic Engagement & youth

Duration: 1h 30min ⏱

⭐ MAIN TOPICS

- ⊙ Vocabulary on civic engagement: what we mean by civic engagement, community building, participatory methods, collective leadership

- ⊙ Theory of change

▤ LEARNING OUTCOMES

- ⊙ Creation of a common language on civic engagement topics

- ⊙ Increased knowledge on the theory of change, importance for any process involving change
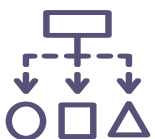
▦ METHODOLOGIES USED

The module will be delivered online, in the form of a PPT presentation,1/2 slides per argument, using also videos and non-formal educational activities such as interaction tools for real-time pools (Mentimeter or other similar digital tools) and online group work.

Find Mentimeter here https://www.mentimeter.com/

MODULE DEVELOPMENT

This module will focus on civic engagement, community building, participatory methods, collective leadership and theory of change.

All parts will be delivered in the form of a PowerPoint presentation. The part on civic engagement will be presented through the use of digital tools (Mentimeter or other similar ones) and an introductory video. Afterwards a few slides will be presented.

The part on community building and collective leadership will be presented through a PowerPoint presentation.

Participatory methods will be introduced through the use of interaction tools for real-time voting, such as Mentimeter and such types of devices and case study examples.

Finally, the theory of change will be explained by means of slides (2), a video and then a group work.

1) Civic Engagement - 15 minutes

This module will start with the use of Mentimeter (or similar). This tool allows participants to express opinions, answer questions and more online, thus assessing their level of knowledge on the topic.

The module will start with the question 'what is civic engagement? to which all participants will answer and whose answers will be discussed to break the ice. This will be followed by a video and after a quick introduction to civic engagement and the different forms it can take.

Video: https://www.youtube.com/watch?v=m-sPZlCpxfY

Introduction on civic engagement:
Civic engagement is when people join together and take action on issues of public concern. It can include initiatives to "organize" action groups, "participate" in community agencies, "advocate" issues in a school board or city council, and other approaches.

Civic engagement is instrumental to democracy, and its forms should be adapted to changes in society. In particular, the role young people play in this context is crucial. Young people engage in society through initiatives led by themselves, adults and/or intergenerational initiatives by formal agencies.
They deal with broad systemic issues related to human rights and social justice and the day-to-day experiences in their schools and communities.

2) Community Building - 5 minutes

This part of the module will be explained using slides of PP.

Community building is a field of practices directed towards the creation or strengthening of community. The latter is defined as a group of individuals within a regional area, such as a neighbourhood or a city. A community can also be formed by a common need or interest, such as climate change.

In particular, there are several ways in which a community is created and strengthened. Four of them are highlighted below:

a. strengthening communities holistically by supporting all aspects of community life, including economic opportunities, affordable housing, youth development, transport and health care;

b. promoting participation and problem-solving, enabling local authorities and even neighbourhoods to have a voice in decision-making;

c. addressing issues of bigotry and poverty in order to create equitable outcomes for all groups, especially in the context of isolated communities;

d. engage institutions to work as partners with residents in an effort to develop a scheme that can be used and applied in other areas of the community. (Blackwell & Colmenar, 2000)

3) Participatory Methods - 15 minutes

This part of the module will be explained using slides of PP and Mentimeter.

The module will start by asking participants if they already know some methods of participation. Their answers will be collected and discussed using Mentimeter (or similar). Afterwards, the Power Point presentation will illustrate the information on Participation Methods.

Participatory methods (PM) encompass a range of activities with a common thread: enabling ordinary people to play an active and influential role in decisions that affect their lives. This means that people are not only heard, but also felt, and that their voices determine outcomes.

The public can be average citizens, stakeholders in a particular project or policy, experts and even members of government and private industry. There are several differences on the level of participation an individual or a community has, based on why they get involved.

Three, in particular, have been highlighted:

a. the provision of information;

b. consultation;

c. active participation: based on a partnership in which citizens, stakeholders, experts and/or politicians are actively involved in the debate.

These are some of the participatory methods that can be used, with examples:

Digital referendum in Kortrijk, Flanders - Polling participation method

In October 2019, in the Flemish city of Kortrijk, the city administration decided to ask the opinion of the city's inhabitants on the implementation of a monthly car-free Sunday in the city centre. It did so through a digital referendum, the first of its kind in Belgium. 'Poll participation method': it involves questioning a specific topic, predefining possible answers and letting citizens choose their preferred option.

Paris and the participatory budgeting method

Paris introduced participatory budgeting to increase residents' involvement in municipal decision-making and to allocate funds more efficiently. The initiative led to the implementation of numerous projects proposed and voted on by residents.

'Participatory budgets' are a very powerful participation tool, as they directly involve citizens in the process of allocating municipal budgets. Citizens choose the projects in which they think the city should invest, using the specially allocated funds.

Grand Paris Sud and participatory ideation process

Grand Paris Sud used this process to gather new ideas from its inhabitants on three areas of its strategic plan: cycling, environment and culture.

The 'ideation process', it is a way for cities and municipalities to approach citizens for new ideas on pre-defined topics. The collection of ideas is a more complex process than a simple vote and requires greater citizen involvement.

4) Collective Leadership - 10 minutes

This part of the module will be explained using slides of PP on the following:

Collective leadership consists of having a group of people with different skills and experience come together to work towards jointly developed goals. In contrast to traditional leadership, in which one person makes key decisions after consulting with others, in collective leadership the group empowers the person or persons with the most relevant expertise to tackle particular problems and implement solutions. If necessary, the group engages in consensus building or conflict resolution to reach decisions and resolve disputes.

Since this type of leadership requires collaboration and broad consensus, it can be expected to generate more stable solutions than decisions made by a single top leader.

5) Theory of Change - Exercise - 30 minutes

This part of the module will be explained using slides of PP, video and group exercise.

Theory of Change (ToC) introduction:

Theory of Change (ToC) is a critical thinking approach to programme design, monitoring and evaluation that has become increasingly influential in international development. ToC outlines the building blocks and the relationships between them that would lead to the realisation of a long-term goal.
It is flexible and practical in that, it clearly articulates a vision of meaningful social change and then systematically outlines the specific steps to achieve it.

In the following, the different steps of the Theory of Change will be analyzed; they are: 1. Identify the long-term outcome; 2.

Develop a change path; 3. Operationalise the results; 4. Define the interventions; 5. Articulate the hypotheses

ToC steps:
Identify the Long-Term Outcome
It is necessary to be clear what the final objective is to be achieved even by breaking it down into various points that must be as simple as possible. This avoids vague and confusing statements and also makes it easier to identify the necessary elements for the next steps.

Develop a Pathway of Change
This step is used to identify and sort out all the preconditions related to the ultimate outcome of interest into a pathway of change. The pathway of change should be designed via **backwards mapping**. The team should start from the goal from task one, and then systematically work backwards in time from it, asking the question: 'what are the preconditions for the outcomes at this step?'

Operationalize Outcomes
This stage concerns how to demonstrate that the specified outcomes have been achieved. This involves both selecting **indicators** together with thresholds that signify progress along the causal pathway. Thresholds are distinct from both indicators themselves and from results targets. They identify the point at which an outcome is met.

Define interventions
At this point it is possible to plan **activities**. This is also the appropriate point to clearly distinguish between outcomes are intended to be addressed in a programme from those that are beyond its reach.

Articulate Assumptions
In the last step, assumptions are made on what are the necessary and sufficient conditions to achieve success.

Video: https://www.youtube.com/watch?v=6zRre_gB6A4

Exercise

Participants will be divided into (online) groups (by use of Zoom, or other similar digital tools) and will identify a problem connected perhaps to climate change or environmental issues in your country and try to solve it with the use of a ToC template: https://www.changethegameacademy.org/wp-content/uploads/2018/01/Theory-of-Change-template.pdf

Starting the exercise: You can start the exercise in two ways:
1. starting from the left-hand side as in the template above;
2. by starting from the section "what are the long-term goals you want to achieve", as shown in the video. Both methods are correct.

ADDITIONAL RESOURCES

Four forms of youth civic engagement for diverse democracy
https://www.sciencedirect.com/science/article/abs/pii/S0190740913002879?via%3Dihub

Case Study: all eyes on the climate in Grand Paris Sud
https://www.citizenlab.co/blog/case-study/grand-paris-sud-triple-mission/

What cities can do now to tackle climate change
https://www.citizenlab.co/blog/environment-sustainability/how-public-engagement-can-help-to-tackle-climate-change/

Theory of Change
https://www.theoryofchange.org/pdf/TOC_fac_guide.pdf

Theory of Change approach to climate change adaptation programming
https://www.ukcip.org.uk/wp-content/PDFs/MandE-Guidance-Note3.pdf

MODULE 3 - Communication / awareness raising of a participatory project

Duration: 1h 30min ⏱

⊛ MAIN TOPICS

- ◉ Why is the communication of a participatory project important?
- ◉ How to build a communication plan
- ◉ Basic methodological steps of communication:

  -Goals of a communication plan

  -Target groups and stakeholders

  -Indicators and communication results
- ◉ Material needed for communication and awareness raising

⬙ LEARNING OUTCOMES

- ◉ Knowledge of the methodological steps followed during the communication of participatory projects

- ◉ Share common experience on how to map all the possible target groups

- ◉ Built of a common language on communication topics

METHODOLOGIES USED

This module will be delivered online, by use of:

- Icebreaker games
- Practical exercise in Miro
- Collective brainstorming
- Theoretical presentation or lecture

MODULE DEVELOPMENT

1) A lecture about the basic components of communication - 30 minutes

Why is communication important?

"If it's not communicated, it's like it never happened." This common saying reflects a project's communication as an essential component of its overall success.

The main concern of Strategic Communication is the targeted and comprehensive transfer of information to stakeholders, key partners, collaborators, interested parties, and basically the entire public of the city or the country.

The dissemination of the purpose, priorities, actions, objectives, and vision of the project, using a selected and wide range of communication actions and digital tools, is one of its essential parts. It doesn't only have an informative character but is a core set of activities that can raise awareness and open the project to public evaluation.

How to build a communication strategy:

The Communication Strategy is the set of actions and tools, to achieve specific objectives. Its action is addressed to a specific audience (target group). It is an action plan for informing the target

audience of your project about events and outcomes.
The strategy varies in size and content according to the scale of the project, the participants' and stakeholders' needs, and the team's available means. The plan should take into consideration the local use of social media.

Outputs vs Outcomes

It is important to design appropriate metrics and KPIs to measure, evaluate and re-design the communication plan. Clarification of the terms 'Output' and 'Outcome' will support the appropriate design.

2) Practical exercise: Co-design a communication plan - 60 minutes

On-line participatory workshop using Miro tool (or other similar digital whiteboards). Following a basic outline of contents and methodological steps, participants will develop a communication plan. The workshop includes the following sections:

Ice-breaker game: Choose your role

A dedicated team is responsible for the implementation of the communication strategy and plan. Depending on the topic and the scale of the participatory project the usual interconnected roles are: Coordinator, designer, social media content writer and science communication manager.

Goals of communication

Communication activities are developed to promote the project, its results and outcomes, partner activities in the project and cooperation actions between the partnership and the stakeholders. Dissemination is based on giving value to the partnership's capacity to create joint products

and results by emphasizing the project's core values.

A communication Plan attempts to answer the following:

What? (key messages, activities, results)
Who? (partners, stakeholders, professionals, media)
To whom? (target audience)
When? (timeline, tools, and professionals, actions)
How? (which activities, tools, and communication channels will be used)

Main goals:

To inform about all the project's actions and events to those who want to participate.

To engage experts and relevant stakeholders, for example, local authorities, local activists, researchers, universities, NGOs, and other foundations in the project's topic and goals.

To encourage the participation of people not directly involved in the project as active practitioners.

To inspire, motivate and raise awareness on specific topics.

To bring the audience in contact with means and ways to explore their creativity, imagination, and local/international mobilization.

To whom? Target groups and stakeholders

The first step is always a stakeholders' mapping. Create a matrix (e.g. an Excel file) containing the target groups in detail (e.g. contact person, telephone, mail, address, means of contact, their role).

The basic categories of target groups in a participatory project on the theme of climate change are:
Local activists, grass root movements, youth associations

Stakeholders: These are the project's most important stakeholders

that affect or are affected by the project

Experts: They are invited to share specific knowledge and insights

Local authorities: Collaborating with municipalities and regions. Especially focusing on authorities that could advance or stop the implementation of the project

General public: Indirect audience

Communication tools and media

It is essential to research how you will communicate with your target groups. Find out what are the most widespread social media in your country and choose which of them or what means of communication you will use to communicate with each stakeholder (according to their ages, their interests and their needs)

Dissemination kit

Here you can find some ideas about what a dissemination kit could include:
Branding: logo, color palette, fonts, templates: PowerPoint and word template

Visual material: posters, invitations, program

Social media kit: images and logo for social media posts, banner, hashtags

Logbook and timelines

Guidelines for dissemination and per partner (topic-oriented)

How much? Indicators and communication results

Defining quantitative communication goals and indicators that

need to be covered helps organize the results you want to see. It is also a direct way of evaluating the dissemination process

When? Timeline

When will all the communication activities take place? It is important to set a timetable and an agenda for the communication and dissemination activities. You can use a shared calendar online or printed, open to all persons involved.

ADDITIONAL RESOURCES

For stakeholder matrix examples and templates check here: https://repository.participatorylab.org/en/dataset/stakeholder_matrix

MODULE 4 - Practice is better than ideas:
how to use the recipe book and get inspired by best practices

Duration: 1h 30min ⏱

## ⬤ MAIN TOPICS

◉ Why motivation is important to be able to engage people in a common mission?

◉ Why concrete change is more important than ideal visions?

◉ How to get inspired by others?

◉ Sharing of the best practices collected in the recipe book

LEARNING OUTCOMES

- Raised awareness on the importance of motivation for any civic/participatory process
- Raised awareness on the value of concrete change in the community
- Increased knowledge on best practices about CC and civic engagement
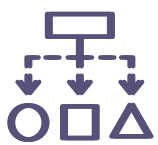
METHODOLOGIES USED

This module will be delivered online.
Participatory digital methodologies will be used, in order to activate participants and make the learning process more effective.

Specifically, this module will use the following techniques:

Inspirational online video

Ppt presentation

Group work

Digital board

MODULE DEVELOPMENT

1) Explanation of the agenda and of the objective of the module - 5 minutes

2) Why motivation is important to be able to engage people in a common mission? - 30 minutes

The video of a Ted talk showing why motivation is most important to engage other people in your mission and to make

them adhere and become active for a common goal will be shown (https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=fr).

This will make participants reflect on how it is possible to engage their local community. At the end of the video, participants may be asked to write in the chat of the online conference one motivation that they could use to engage their local community in fight against climate change.

3) Why concrete cases are more important than ideal visions? - 10 minutes

To face today's challenges we are called to question the functioning models of our societies.
The welfare model has followed linear logics and is currently facing a very critical phase; to overcome it, it is necessary to renew the approach, mentality and intervention strategies.

Only by investing in human and social capital, in communities and in everyone's relationships and biographies can we generate a social impact intended as a change for people's lives. That's why concrete cases are usually better inspirational examples, because it is starting from a local community and its needs and resources, both in terms of goods and people, that innovation is developed.

Best practices are important for processes that you need to work correctly. They are the best way to do things and have been worked out through trial and error, and are found to be the most sensible way to proceed.

Before moving to the best practices presentations, it is important to make the participants reflect and be inspired by the change they would like to see in their community and make them see it possible that they can be themselves actors of change

To do so, an exercise on a digital tool such as mentimeter, or other similar tools, will be conducted, asking them:

to identify one occasion when they had the feeling they were main actors in a change process

how they felt about that

which are the ingredients that made them feel good

what is the change they would like to see in their community

By reflecting on those questions and sharing these answers, participants will realize they can actually be change makers and will be pushed to look for and build the conditions that made that process possible and made them feel good.

4) How to get inspired by others? Group work on the best practices collected in the recipe book - 25 minutes

The Recipe book of Euth Climate project will be quickly shown by sharing the screen and the trainer will explain which are the ingredients that make this projects/initiatives best practices, by grabbing information from the introduction page of it.

Participants will be divided into groups of 5 people each and each group will be assigned 1 or 2 best practices of the Recipe book.

One separated online room will be open for each group and they will have 20 minutes to read the best practice, discuss it and fill in the following boxes in a digital board (it could be the digital board provided by the online meeting platform or other similar digital tools such as, for example, Miro or Excalidraw) :

Which elements make it a best practice

It inspired us because..

What can I learn from this best practice?

Which elements can I borrow from this to take them in a potential project/initiative I could activate in my local community

Which elements would not work in my local community

Ideas of similar projects/initiatives that I could activate in my local community

5) Sharing in plenary the outcomes of the group work - 20 minutes

Back in plenary, 3 minutes will be given to each group representative to share their board and explain how the best practice that was discussed inspired them and what the group has learnt from it.

ADDITIONAL RESOURCES

Recipe book:
https://www.s-nodi.org/library/la-pratica-fa-bene-una-strategia-di-inclusione-e-sviluppo-locale-sostenibile/

MODULE 5 - Climate change adaptation in West Attica, Greece

Duration: 1h 30min ⏱

⊛ MAIN TOPICS

- ◉ Climate change basic concepts
- ◉ Climate adaptation cycle: assessing CC impact
- ◉ Vulnerability concept, exploring West Attica urban areas
- ◉ Urban heat island and extreme heat waves
- ◉ A discussion on "just climate resilience"

⧈ LEARNING OUTCOMES

- ◉ Increased knowledge of the climate adaptation cycle scheme
- ◉ Build common basic knowledge and understanding of climate change concepts
- ◉ Increased capacity to study an assessment map and understand the local area's risks and vulnerabilities
- ◉ Raised awareness on local climate and environmental challenges
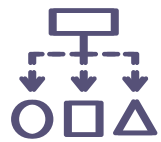
METHODOLOGIES USED

This module will be delivered face to face, by using:

- Participatory Action Learning and Research
- P2P learning methods
- Participation workshop
- Invited speakers: experts and stakeholders

MODULE DEVELOPMENT

1) Climate Change concepts - 30 minutes

Welcome and introduction to project's aim and scope.
Short technical lectures provide basic knowledge and clear misconceptions.

- *Anthropogenic CC and scientific consensus*
- *CC Adaptation*
- *CC Mitigation*
- *Climate Resilience*
- *IPCC and Assessment Reports*
- *Climate adaptation cycle*
- *Regional and Local adaptation plans and Strategies*

2) Participatory workshop format - 15 minutes

- The facilitator explains the activity
- Everybody shares atomic thoughts and knowledge regarding climate impacts, risks, environmental issues and social issues
- Grouping of the atomic thoughts in 4-5 thematic areas
- Short presentation of the Regional Adaptation Plan, specifically for West Attica

3) Peer 2 peer learning: understand policy documents, assessment, risk, vulnerabilities, measures - 30 minutes

- Focus on urban adaptation, UHI phenomena and extreme heatwaves
- Create 4-5 thematic groups
- Read an assessment map and understand the risks and vulnerabilities of the local area
- Discuss the concept of vulnerability
- Explore in groups the maps, the results and the future scenarios in selected sectors
- Chose the main issues and present them in plenary

4) Just climate resilience or Adaptation for whom - 15 minutes
Open discussion on justice issues

ADDITIONAL RESOURCES

EU Adaptation Strategy:

https://climate-adapt.eea.europa.eu/en/eu-adaptation-policy/strategy

Urban Adaptation Support Tool (UAST):

https://climate-adapt.eea.europa.eu/en/knowledge/tools/urban-ast/step-0-0

Attica Region: Regional Climate Adaptation Plan:

https://www.patt.gov.gr/koinonia/perivallon/pespka/pespka_kentriki/

Participatory LAB: Urban Adaptation to Climate Change:

https://repository.participatorylab.org/organization/0857d4f9-8e15-482b-9c11-20488ac47871?groups=ekdnjwoe1s-events-participatory-lab

https://repository.participatorylab.org/organization/0857d4f9-8e15-482b-9c11-20488ac47871?groups=oeuat1ko-epyaotnp1o-nuepida-ttpooapuoyn-twv-ttojewv-otnv-kj1uat1kn-ajjayn

# MODULE 6 - Participatory workshops for climate change

Duration: 1h 30min

MAIN TOPICS

- Co-create the community lab visions and goals

- Explore the local area and community needs

- Capacity building on basic necessary knowledge

- Collective mapping and field work

- Co-design workshops

- Draft proposals, solutions, demands

- Co-reflect and decision making

- Communication and dissemination of results

⬙ LEARNING OUTCOMES

◉ A common vocabulary and learn how to discuss, reflect, and act

◉ Familiarization with the participatory digital tools and methods

◉ Increased knowledge on how to organize and facilitate in-person participatory methods and techniques

◉ Increased skills on co-creating a draft adaptation plan
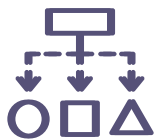
⧉ METHODOLOGIES USED

This module will be delivered face to face, by using:

◉ Icebreaker games

◉ Co-creation tools on a practical participatory workshop

◉ Collective brainstorming

◉ Theoretical presentation or lecture

⬙ MODULE DEVELOPMENT

1) Introduction of the educational program and next steps about the community labs - 5 minutes

2) Short lectures, discussion and real life examples - 30 minutes:

What community participation is

Community participation in general is a term that although broadly used, is not to this day fully defined. The ways participation can be

implemented are many and the projects of participatory design vary a lot as far as their objectives, methods, tools and results are concerned. In any case, there are certain basic elements that are followed by the facilitators that aim to organize a participatory design process.

As stated below from the International Association for Public Participation – IAP2 a participatory design project (1):
Is based on the belief that those affected by a decision have a right to be involved in the decision-making process.
Includes the promise that public input will influence the decision.

Promotes sustainable decisions by recognizing and communicating the needs and interests of all the participants.
Facilitates the participation of those who will be potentially influenced by the decision or have increased interest.

Seeks ideas from the participants in order to plan their involvement by themselves (co-decision of laboratory structure).

Provides participants with the information they need to participate constructively.

Communicates to participants how their views influenced the final decision.

How to organize and facilitate a participatory project for climate change. Methodological steps:

During the start of a participatory project, the role assignment is an important process that helps organise the different actions, participatory activities and leads to a structured series of steps to ensure the final goal achievement.

These are the two basic categories of roles:

The coordinators and facilitators of the workshops: People with experience in participatory processes, experts in the topics, or representatives voted by the community

The participants

Following a main outline of the methodological steps for organizing a participatory program based on climate change topics. The methodological step are:

The **recruitment** of all people interested in participating in the community lab.

The definition of what the field of study and **the subject of** the participatory design program are. At this point of the project, it is important also to describe the desired results (in other words "the change we want to see"). It also sets out the timeframe at which these results should be achieved and how they will be measured.

Stakeholder analysis: The team should identify all the people and actors affected (both directly and indirectly) by the problems being addressed.

Co-designing the scope, goal, topics and the main actions of the community lab

Exploring the **local area and community needs:** During this phase, the team records local experiences. It is essential to try and take input on the place at stake from different points of view and

find different ways to collect and use their experience of the place, the problems they face, and their visions.

Collective mapping and field work. One of the project's most critical steps is analyzing the place or field at stake. After having the basic framework of the problem and the goals, the analysis goes deeper to lead the participants to the solutions or proposals To analyze deeper the place or field at question, many elements could be considered depending on the project's characteristics.

This step may contain actions of data collection such as:
- Collective walking tour in the field of study (if there is a spatial field of work)
- Collaborative mapping of positives, negatives, and ideas in the area or field of interest
- Quantitative or qualitative data collection (e.g., social data, environmental data, data of green infrastructure).

Co-design workshops
The participants can work collaboratively, divided into groups, on different parts of the project's thematics. This is the most creative phase of the project, when the participants have a clear outlook of the problems at stake and have got familiar with the topic. Now they start thinking about the design of the proposals.

Draft proposals, solutions, demands
The team forms the first draft of proposals and demands in order to present them and put them under voting or public consultation.

Co-reflect and decision making

The end of the project is a very important phase for everyone involved. This is the step where the community lab chooses among the different proposals by voting, discussion, or consultation and forms the final solution or demands.

Communication and dissemination of results

The lab communicates the final results of the participatory project to the broader community and the public. Though, the communication of the project is an ongoing process from the beginning till the end of the workshops.

3) Learning by doing: Co-creation workshop - 35 minutes

A participatory workshop to co-designing the scope, goal, topics and the main actions of the community lab (linked to the next activity)

Discuss and choose from the following participatory methods

Aspirations mapping
Sensory mapping (sensations, perspective, sentiments)
Collaborative SWOT analysis
Mobile data collection
Collective mapping tools through webGIS
Consultation and Voting tools
Collaborative storytelling (story maps, timeline, audio, text, other)

4) Peer 2 peer learning: Short experimentation of basic participatory tools and online platforms - 20 minutes

Different online tools and platforms can be used, such as:

For collaboration/ brainstorming/ team building:

> Miro
> Jamboard, during the step of urban planning
> Sketchboard
> Bigbluebutton (for the introduction)
> Genially (for defining Objectives)
> Quickdraw

Questionnaires/ voting for first steps ending sessions or results visualization:

JotForm
Google Form
Doodle
Trello (for summing up)
Mentimeter (for debate/review)
Kahoot! (for a joyful ending session)
Flourish (for data visualization)

ADDITIONAL RESOURCES

1. International Association for Public Participation (ipa2)
https://www.iap2.org/mpage/Home

2. Participatory LAB guide for public participation
https://repository.participatorylab.org/en/organization/0857d4f9-8e15-482b-9c11-20488ac47871?groups=hjektpov1kos-odnyos

3. Green Artivism Web-toolkit: A guide for participatory design
https://green-artivism.eu/index.php/crowd-creative-urban-design/

MODULE 7 -
Climate change and its impacts on the north Italian territory:
general knowledge from multidisciplinary perspectives

Duration: 1h 30min ⏱

🎖 MAIN TOPICS

⦿ General information about climate change: multidisciplinary perspective: science, physics, economics, social, political, law;

⦿ What does climate change mean for my own territory? Main impacts, future projections, risks;

⦿ What is Italy and Piemonte doing to tackle climate change? Overview of policies, commitments and actions of Italy and Piedmont on climate change

⦿ Reflection on how one can contribute – in a positive and negative way- to climate change

⦿ Good and local practices against climate change

⦿ Behavioral changes for a less impactful lifestyle

LEARNING OUTCOMES

◉ Increased general and basic knowledge and understanding of the phenomenon of climate change from multidisciplinary perspectives: science, economics, social sciences, policies, and laws

◉ Gained general and basic knowledge and understanding of Italian and Piedmont-specific policies, commitments, and actions against climate change.

◉ Acknowledged and learned about good, local practices to become an active citizen.

◉ Reflected on the extent to which a citizen can contribute to tackling climate change in its own territory.

◉ Received positive instruments to change behavior for a less impactful lifestyle;
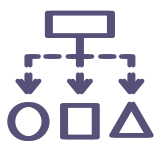
METHODOLOGIES USED

This module will be delivered face to face: participatory approaches will be used as much as possible. A variety of methodologies will be used, including lecture/presentation, discussions, brainstorming group work, questions and answers, demonstrations, examples of good practice, case studies.

MODULE DEVELOPMENT

1) Welcome and agenda introduction – 10 minutes

2) General knowledge about climate change – 30 minutes:

The workshop leader asks to the participants what they know about climate change. This is done by using online instruments which enable to create a quiz and the participants can answer the questions by using their mobile phone, such as Kahoot or other similar digital tools. Each question will provide general information and knowledge about climate change (science, economics, policy, social issues, law etc). Based on the answers given, the leader will go through them and explain for each of them the correct answer. By doing this, general information and knowledge about the basic topics regarding climate change will be provided.

3) Italy, Piedmont and climate change - 20 minutes

A) **Brainstorming:** the group leader asks the participants what, according to them, are the effects of climate change on Italy and on their region, if any.

B) the group leader presents the Italian and Piedmonts commitments to tackle climate change

4) Reflections on how we as individuals contribute to climate change - 30 minutes:

A) The group leader asks the participant how, according to them, they contribute to climate change both in a negative (how much we contribute to environmental degradation etc.) and positive way (what do we already do in our daily life to tackle climate change)

B) On the basis of the answers, the group leader provides examples of good practices to become an active citizen and take action against climate change both on a personal level and on a local, collective level.

ADDITIONAL RESOURCES

Videos / documentaries:
Seat at the table:

Netflix:
Life on our planet
Cowspiracy

Books
"Il clima che cambia l'italia! Roberto Mezzalama

Possiamo salvare il mondo prima di cena: Jonathan Safran Foer

# MODULE 8 - Participatory workshop for climate change - Italy

Duration: 1h 30min

MAIN TOPICS

- stakeholders' mapping

- visual facilitation tools

- definition of "Community lab"

- groups facilitation's tools and techniques

LEARNING OUTCOMES

- increased knowledge on the subjects to be involved/take into consideration for any civic process

- built a common language on Community labs

- increased skills to be able to run a community lab
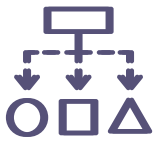
METHODOLOGIES USED

This module will be delivered face to face.
A PPT presentation, use of interaction tool for real-time voting, such as Kahoot or similar types of gital tools, case studies and tools such as Miro and group exercises will be used to conduct this module.

MODULE DEVELOPMENT

1) Stakeholders' Mapping - 20/30 min

This first part will be conducted by means of an introductory video on the subject and (after also illustrating the visual tools) a group exercise (2 pp.) involving the use of Miró

Video for stakeholders mapping:
 https://www.youtube.com/watch?v=HP2MZscvFl8

Stakeholders are people or organizations inside or outside the project that have a vested interest in its success. This interest can have a positive or negative impact on project execution, therefore, it is critical to know the stakeholders. To do this, it is necessary to learn how to map them. A stakeholder map is a four-quadrant visual matrix of influence and interest used to identify stakeholders and rank them in terms of their influence and interest in the project. There are two determining values:
   - level of interest
   - stakeholder influence.

Stakeholders are then plotted on this map according to how they rank on these two metrics. They will be ranked:
   Keep satisfied (high power, low interest)
   Manage closely (high power, high interest)
   Inform regularly (low power, high interest)
   Monitor and anticipate needs (low power, low interest)

2) Visual FacilitationTools - 20/30 min

This first part will be conducted through an introductory Mentimeter, or other similar digital tool, on the topic asking "What do you think is meant by visual facilitation tools? What would they be useful for?" through an interaction tool for real-time voting.
This will be followed by a group exercise (2 pp., involving the use of Miró). The exercise is described subsequently.

VISUAL FACILITATION (or visualisation) is an active process that uses visual elements in educational activities to present content and information, support individual or group processes and document results.

Visualisations can capture attention and increase the learner's level of motivation and engagement and have an impact on the way people perceive information and retain facts in their memory.

There are different methods, from those involving the use of physical materials such as paper, pens, markers and others to the 'digital' ones. The latter are many and are listed at this link:
https://www.howspace.com/resources/digital-facilitation-tools#Presentations

Exercise:

Use of sheets to recreate a stakeholde map (facilitation tools) with template for stakeholder mapping.
Assignment of one project per person with subsequent creation of the stakeholder map through the use of tools (paper sheets, colors, etc). The participants divided in pairs will have to decide one issues of their area and create a stakeholders map.

3) Community Labs - 15 min

This section will introduce the concept of community labs as well as case studies.

The Community Lab is a training method to experiment with forms of active citizen participation: it consists of the participatory analysis of local contexts and concrete cases, where the response to community needs was provided in a participatory manner by operators, citizens, volunteers. Community participation represents an unavoidable process within the current socio-cultural context, as well as an element of challenge in the field of personal services: new poverty affecting the middle classes and the consequent shame in asking for help; living beyond one's means within societies that demand ever greater performance; a new area of discomfort on which services have few diagnoses and standards available; the decrease in social cohesion that translates into the disappearance of places to collectively re-elaborate discomforts.

Examples of the Community Labs (Policy Lab) carried out by S-Nodi. (https://www.topmetrofabene.it/policy-lab/)

Groups facilitation's tools and techniques (15 min)

Facilitation can play an important role in ensuring a well-run meeting or engagement process. Useful facilitation skills include planning agendas, creating the appropriate group environment, encouraging participation, and leading the group to reach its objectives. Of course facilitation can also be used at the organisation, project or community level.

Following there is a list of facilitation's tools and techniques to be considered and evaluated together:
https://www.authenticityconsulting.com/misc/facilitation-techniques.pdf

This section on group **facilitation's tools and techniques** will look at different tactics to be used and will be discussed with the group through questions:
- What are the issues that might come up?
- How do you think a facilitator should act?
- Which of these tools do you think is most effective?
- What are the negative effects of these tools?

In addition, one of these tools could be used for a simulation (to be defined if time permits).

⚙️💡 ADDITIONAL RESOURCES

Policy lab (EU)
https://www.google.it/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ca-d=rja&uact=8&ved=2ahUKEwjLgIP5prD8AhWpwQIHHWkXB3gQF-noECBYQAQ&url=https%3A%2F%2Fjoint-research-centre.ec.europa.eu%2Flaboratories-and-facilities%2Fpolicy-lab_en&usg=AOvVaw3EUo-QLMtWCelupuUnTjuv0

Policy Lab Top Metro Fa Bene
https://www.topmetrofabene.it/policy-lab/

La facilitazione: un possibile aiuto alla formazione
https://www.formazione-cambiamento.it/numeri/2017/8-pratiche-par-tecipative-per-l-apprendimento-nelle-organizzazioni/100-gli-artico-li/636-la-facilitazione-un-possibile-aiuto-alla-formazione

Mappare gli stakeholder in pratica
https://www.mclavazza.it/mappare-gli-stakeholde-in-pratica/

# MODULE 9 - Civic Engagmentin Serbian context

Duration: 1h 30min

🎖 MAIN TOPICS

- What is participation and why is important for young people?

- What is a community lab? How to engage youth?

- Stakeholder map (updated)

- Participation as a instrument of decision making

🗂 LEARNING OUTCOMES

- Gained skills about participation (how to engage)

- Learned how to be part of community labs (explore what is that)

- Planned activities as a group of active youth in upcoming period
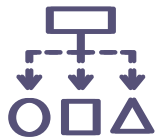
METHODOLOGIES USED

This module will be in the live session in place of Caritas Aleksinac. A short PPT presentation with a lot of pictures, illustrations and videos will be used. Constant dialogue with youth is the most important for recognizing main problems of participation. Moreover, flipcharts and exercises will be used for the activity of stakeholder mapping.

MODULE DEVELOPMENT

1) Introduction on civic engagement - 20 minutes

The module will start with the question 'what is civic engagement?' (here's the link to a video that will be shown: https://www.youtube.com/watch?v=EnIkFME7_VA)

In the very first moment examples will be used to explained why participation is important and why this topic is a very "hotspot" for participants. The main goal is to try to explain different types of participation and how participants can engage into this.

2) Introduction to community labs - 20 minutes

Especially in small environments, the term community labs is not so familiar. Therefore, this explanation part is very important because it represents a preparation activity for something which is going to be reality after training sessions, since the participants will be asked, after training, to be active and run a community lab in their territory. Citizen participation is a very new thing in countries in Western Balkans and it is always represented as something related to policy topics and because of that people usually tend to avoid it. Through examples of how it works in practice by showing them

how they can do it in their communities, it will be easier to foster their willingness to take action.

3) Stakeholders mapping - 30 minutes

The engagement of stakeholders is very important, the first step to be able to do it is to go through the process of Stakeholder mapping.

What and who are Stakeholders?

Why they have key role in the process
of local impact on climate change?

How we can map them?

An exercise will be proposed, by use of a flipchart to try to map all relevant stakeholders on paper. Participants will be asked to number and grade all stakeholders by their value of contribution to climate change in their community. After listing them, it is important to separate stakeholders by their influence on community and climate change, and also put proposals for mitigation of their activities with requirements and recommendations. The output of the activity will be a nice stakeholder map with all the relevant information needed for their engagement.

4) Young people participation - 20 minutes

It is necessary to include young people in all decision-making processes at the national and local level, but also in the processes of consultation, counseling, consideration and subsequent evaluation of the decisions made, so that they have a direct influence on shaping the system and society in which they live. The active participation of young people in the work of institutions at the state and local level

provides an opportunity for young people to gain experience, but also to take responsibility to take decisions that will have positive or negative consequences for themselves and the society they belong to. Young people should participate in the decision-making process to propose solutions that will deal with the position and needs of their peers.

Youth activity takes place through work in formal youth associations, non-governmental organizations, but also through informal associations that can be formed as needed to advocate for finding a solution to a specific problem or adopting a specific youth policy. Also, the activity of young people is reflected through volunteering, participation in school or student parliaments, working groups and all other types of activities that bring young people together either for the purpose of solving problems related to young people or for the society as a whole.

Participants will be asked to explain and point out which youth organizations can relate to this topic, in order to start preparing the field for the further community engagement step which will be a community lab that young participants will be asked to run at their local level. In this upcoming step on the field participants will experience active participation.

ADDITIONAL RESOURCES

References used:

https://koms.rs/wp-content/uploads/2021/06/1-FINAL_PRVA-DECENIJA-ZOM-izvestaj-sa-preporukama.pdf

https://koms.rs/savet-za-mlade/

MODULE 10 -
Climate change in Serbia

Duration: 1h 30min ⏱

⊛ MAIN TOPICS

◉ National legislation on climate change

◉ How Climate Change is recognized in southern Serbia (rural and mountain areas)

◉ How we can contribute to stop fast growing change of the climate

◉ What climate change is in the territory (how it looks like on examples in Serbia)

⧉ LEARNING OUTCOMES

◉ Learned from "Good practice" examples from EU

◉ Raised awareness among youth

◉ Gained skills on how to impact on mitigation actions related to climate change in the specific territory

METHODOLOGIES USED

This module will be implemented in a live session. A short PPT presentation with pictures, illustrations and video will be used. Moreover, constant dialogue with participants will be fostered to get instant feedback and increase the level of participation. Teamwork is used as a specific way of communication in this module, trying to make participants think like a community.

MODULE DEVELOPMENT

1) Welcoming and introduction - 10 minutes

Introduction of participants and explanation of the agenda, including chatterfall for ice-breaking:

this very first step is important because participants will meet, introduce each other and try to function as a group. Being part of a community is crucial and creating that feeling that you are a member of a group is an important process for youth.

2) Climate change in Serbia: examples and legislation - 30 minutes

This part will start with the explanation of facts about climate topics, trying to give clear examples of climate change in Serbia. After this, an overview on laws and legislation is needed for a better understanding of the issue. During the session a comparison between EU legislations, Green agendas and Green deals with Serbian laws will be shown.

Familiarity with legal norms is very important in order to know how to function within the law. Knowing about climate change is the first step towards further work in this area. Acquaintance

with the basic principles of the conventions that are the basis on which environmental protection is based is foreseen (first of all the Rio Declaration and all the way to the Paris Protocol).

3) Consequences in Serbia - 30 minutes

How is Serbia dealing with the impact of climate change? Why should we take this problem more seriously? After the general module where young people will learn about climate change in general, here they will have the opportunity to see concrete examples in their country of what climate change does and which consequences it creates. With pictures and explanations, the biggest consequences in Serbia will be shown. The involvement of participants is foreseen by asking them if they are familiar with:

Heatwaves
Floods
Temperature extremes
Biodiversity loss
Health

Talk with the group to see which observation they have and what are their models for mitigations. Mitigation process is crucial and it's a place where some new ideas can be born: try to concretise problems on a local level and find easy solutions for the problem directly.

4) Citizens awareness on climate change in Serbia - 30 minutes

Awareness of climate change among young people arose when environmental problems began to be seen with the naked eye and felt in the air. Air pollution, which in recent years has exceeded all permitted limits, has triggered a wave of social discontent towards

the institutions that are trying to reduce the scale of this problem. Foreign business entities that do not comply with elementary legal regulations related to environmental protection, although under attack from the public, are not punished for their violations. The affair surrounding the opening of a lithium mine in Western Serbia and the consequences left on the living world, water resources in places where only research is carried out, brought people to the streets and started the most massive environmental protests in Serbia. The social consensus that was formed around the issue of opening mines mobilized people to get involved in environmental issues. It was noted that a large number of young people were present at the protests. This is how it started: a reflection on "what is the next step for youth" will be conducted, preparing the field for participants to organize a Community Lab on climate change in their community.

ADDITIONAL RESOURCES

References used:

https://www.srbija.gov.rs/extfile/sr/370541/plan-rada-vlade-srbije-za-2020_cyr.pdf

https://www.economia.rs/klimatske-promene-u-srbiji/

KOMS, Alternativni izveštaj o položaju i potrebama mladih u Republici Srbiji, 2021