



Peer Education for Social Sustainability - Do your part!

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**Report of the Study Session held by
The European Students' Union (ESU)**

In cooperation with the
European Youth Centre of the Council of Europe

European Youth Centre Strasbourg
27-3 October 2021



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Report on the study session held by The European Students' Union
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European Youth Centre Strasbourg
From 26 of September to 3 of October 2021

This report gives an account of various aspects of the study session. It has been produced
by and is the responsibility of the educational team of the study session. It does not
represent the official point of view of the Council of Europe.

The European Students' Union (ESU)
Mundo-Madou. Avenue des Arts 7/8, 1210 Bruxelles
Tel: +32 2 329 00 26
Email: secretariat@esu-online.org
Website: <https://www.esu-online.org/>

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Executive summary

This is the final report of the "Peer Education for Social Sustainability - Do Your Part!" study session organised by the European Students' Union at the Council of Europe's European Youth Centre in Strasbourg from September 26 to October 3, 2021.

Beginning with an explanation of ESU's purpose for hosting this study session and an overview of the session's goals and objectives, this report provides a full summary of the week's contents and methods, as well as the outcomes of the talks and group work phases. The daily summaries offer a detailed picture of each session, outlining the agenda, establishing its reasoning, explaining the approach, and summarizing the key outcomes.

ESU decided to organise a session to bring together student leaders, youth in general, from different parts of Europe to discuss social sustainability, youth and meaningful participation and human rights and democracy and to welcome anyone and everyone who wishes to increase its knowledge on sustainability and are willing to bring it back to their organisation. The European Students' Union, in cooperation with the European Youth Centre Strasbourg, organised in September 2021 "Peer Education for Social Sustainability - Do your part!". In the framework of this event, we invited more than 15 young people from all over Europe, representatives or active students from national students unions and representatives of youth organisations with a focus on very different topics (education, gender, migration, etc..).

The participants were accompanied by a group of facilitators over the course of six days in order to learn and share about sustainability, as well as discover how they approach important concepts linked to it. Participants from various cultural and personal backgrounds shared their opinions and motivations and learned from one another.

We would like to express our gratitude to everyone who took part in the study session for bringing their enthusiasm and ideas, and we would also like to thank the Council of Europe for its commitment to Europe and the youth sector. Our thanks go out to all the personnel at Strasbourg's European Youth Centre who took care of us and smiled despite the work and a new setting because to Covid-19 pandemic regulations.

A big thank you to the whole team!

Course director: Maria Sierra

Written by: Maria Sierra with the support of the team

Team of facilitators: Gita Mihelcic, Zamzam Ibrahim, Katrīna Sproģe

External Educational Advisor: Dani Prisacariu

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*'The world is not ours, the earth is not ours.
It's a treasure we hold in trust for future generations.'
African proverb*

I. Introduction

First and foremost, we wanted to express our gratitude and delight for this activity. After more than a year of following online events, it's been a fantastic experience for everyone, team members and participants, who were all overjoyed to have the opportunity to reconnect with new people, socialize, and leave behind, finally, screens and headphones.

Our last study session occurred in March 2020, just before the pandemic hit Europe. We were in Budapest, having a lovely time, while the cases were spreading in China and making their way to Europe. It's astonishing how hard all of the Youth Organizations have worked to keep our programs and rhythms going while adapting to new conditions.

We hope that the next activity will take place in person and that we can continue to empower young people through these events, which have a significant impact on them. It's amazing to witness how people connect with one another, no matter how little time they have, no matter if they wear masks or need to keep their distance, no matter how.

Aim and objectives

The main aim is to equip students and students' representatives with competencies on sustainability so they can integrate them into their organisations, implement positive solutions in their local communities and advocate for a sustainable environment.

The following objectives were set to be reached

- To develop and strengthen the competencies on the sustainability of the members of the national student's unions and representatives of youth organisations.
- To equip participants to think critically and understand the complexity of sustainable development as an interconnected concept that includes social, environmental, and economical dimensions.
- To learn how to advocate for effective sustainable policies using main European-level documents, charters and CoE recommendations that directly reference them. (Participants!)
- To develop new non-formal education skills in order to facilitate learning on the topic of sustainability in their communities.
- To get inspired from other grassroots projects and initiatives focusing on sustainability and to share practices.
- To discuss and start planning possible follow up projects, partnerships, initiatives to be implemented in their local communities.

→ Background of Study Session

According to the *TUI Foundation's (Youth Survey 2019)*, environmental preservation is the primary political priority of young people aged 16 to 26 in the EU, alongside asylum and migration. Over the last several years, notably with the introduction of the *Fridays for Future*

Movement and significant public statements by students, it has been evident that young people and students are passionate about sustainability and climate change.

ESU has begun to include the concerns of climate change and the interconnections between climate justice and social justice into its internal work and stances. ESU has committed to defining its position in the fight against climate change and the sort of action it should take in this area in its Plan of Work. In this vein, ESU has released its first statement on sustainability, in which the organisation commits to taking concrete actions, including incorporating sustainability as a crosscutting value, mainstreaming it into its strategic priorities and policies, and advocating for relevant bodies to play their part (e.g. social and environmental sustainability should be considered in Erasmus+ and mobility programs).

Sustainability has been prioritized in the ongoing implemented Plan of Work (2021), voted on at the Board Meeting in October 2020, by mainstreaming sustainability and the fight against climate change into work across clusters. Additionally, ESU pledges to build capacity for sustainability among its member unions through workshops and seminars led by external experts.

ESU joined the *Generation Climate Europe alliance* in 2019, together with other youth-led organizations, to advocate for the EU to take more action on climate and environmental challenges. ESU's involvement with sustainability and how to advocate more effectively for - social and environmental - sustainable practices (in education and society) is still in its early stages. Today, more than ever, skills and knowledge development are required to assist youth and student-led organizations in amplifying their voices in public forums.

→ Profile of participants

A diverse, intercultural group of young people passionate about democratic citizenship and sustainability, who wish to learn more about it in a series of workshops and training activities.

- 18-30 years old.
- A good level of English language knowledge.
- Want to be actively involved in workshops and activities for the entire duration of the session.
- With an experience of youth/student representation and civic participation.
- Participants who are willing to share what they have learned in their member organisation or communities following the study session.
- Participants who are open to participating in a group of culturally and gender diverse individuals that may have various backgrounds (refugees/Roma/LGBT+/youths with disabilities).
- Participants who want to learn about social sustainability and how to be more ecologically conscious.

The theme of Study Session

The theme chosen for the Study Session was Social Sustainability with a particular focus on youth involvement, human rights, and non-formal education, among others.

Main Topics of Study Session

A number of different activities were developed by and with young people that centered around topics related to youth participation:

- Understanding and defining Sustainability
 - Exploring Climate Justice concept
 - Rethinking the future and how the change is implemented into practice
 - Exploring different tools for action to raise awareness about social sustainability

- Human Rights and Values of Democracy
 - The roles and responsibilities of different democratic actors (government, media, citizens and the NGO sector)
 - Intercultural diversity, anti-discrimination and peaceful dialogue

- European structures and institutions
 - The structure and the functions of the Council of Europe.
 - Overview of different publications of the Council of Europe.

- Youth Participation
 - Campaigning strategies
 - Learning from youth activists (Generation Climate Europe)
 - EU Advocacy in the field of Sustainability

II. Content of the Study Session

→ The topic and main contents/issues discussed

We set the basis for the coming days and the program flow on the first day of the study session. We tried to establish a solid link between the themes presented, as well as a coherency between the sessions and the participants' reflection process when developing the program. Covering a sustainability program is quite difficult due to the large number of crucial issues and conversations that it entails. The preparatory team had a challenging time narrowing the topic and producing a logical, complete, and interesting program.

The team agreed that we didn't want to overwhelm the participants so we decided to keep one day focused on dispelling the concepts of sustainability and climate justice, followed by a day focused on rethinking the future, self-reflection and discovering some examples of bringing changes into practice. After gaining fundamental knowledge, reflecting on the future participants' desire, and seeing actual examples, the program's next step was to learn about advocacy and campaigning, and lastly, how to coordinate and implement an activity. Time was allocated for participants to work on their own ideas.

→ Methodology

A **variety of strategies were used which reflected the team diversity**. We used a **non-formal methodology** to facilitate the sessions, drawing on activities and ideas highlighted in Council of Europe publications such as Compass, a Tool kit for Sustainability, Project Management T-Kit and many others.

Discussions, pairs, small and large group work, **interactive role-playing games, icebreakers, team-building, simulations, energizers, daily assessments**, and so on were used through the study session programme.

We were attempting to assure a **Human Rights-based approach** in all activities, in order to raise awareness of their responsibility to fulfil, respect, and safeguard human rights, as well as to assist and encourage their peers in claiming their rights. A **peer-to-peer strategy** was used, and participants were encouraged to engage and collaborate with one another.

Education for sustainability will be critical in developing people with the ideals and drive to take action for sustainability - now and in the future – in their own lives, within their communities, and on a global scale. As a result, when developing the activity structure, we adopted a **change-oriented technique to urge participants to think critically** about sustainability and to adapt their mindset as needed.

→ Main highlights from the programme

It's difficult to pick a highlight moment because everything in the program was interconnected and necessary for progressing to the next topic. But, according to the team reflection meetings and participant sharings, the second day's debate aimed at defining and comprehending the notion of *social sustainability*, followed by the discovery of the concept of *climate justice*, was without a doubt an enlightening point during the week. Both notions are intricate and conducted to numerous reflections and inquiries from participants'. And each of them through a unique lens, since each of them comes from a unique background. The talks that followed the second day were tremendously uplifting, and the way attendees shared their own perspectives on many issues addressing social sustainability was critical.

Additionally, having the opportunity to demonstrate to participants how to advocate, campaign, and put change into action through the eyes of real activists experiences, gave an endless supply of inspiration and ideas.

→ Guest lecturers: Introduction to Generation Climate Europe

Input and exchange with Agata MEYSNER, Director of GCE

As noted before in the background narrative for this study session, ESU has a direct relationship with Generation Climate Europe (Member Organization), Europe's biggest coalition of youth-led climate networks advocating for the EU to take more action on climate and environmental challenges. When we began developing the activity's program, we talked about many organizations that focus on climate issues and have extensive experience campaigning for better action on sustainability. However, one of our facilitators was familiar with the Director of GCE from previous partnerships, who has extensive expertise in the field and is herself a facilitator of youth trainings. As a result, we invited Agata Meysner to join the team for two days and had a whole day to facilitate and share with the participants. As a result of her expertise and enthusiasm for advocating at the EU level, she focused her sessions on EU Advocacy in the field of Sustainability and how to design initiatives while taking into account various methods, stakeholders, and so on.

→ The link between the session's theme and the Council of Europe

The diversity of its participants provided an interesting experience, with individuals benefiting from the diversity of perspectives and experiences. The training highlighted the need of learning about one another's cultures (**intercultural learning**).

As "sustainability" is a multidimensional notion, we ensured that the program used an **intersectional approach**. We discussed climate refugees, the relationship between gender

and climate crisis, among other things. Additionally, the group discussed disinformation, greenwashing, and climate scepticism.

Following the study session, participants are able to share their knowledge and tools with their local, regional, or national communities and organizations. They will be able to host a workshop on sustainability and climate change, as well as assist their organizations in launching a sustainability campaign or becoming more sustainable internally. By being aware of their rights, they may **actively encourage and empower other young people** to become active citizens who contribute to the advancement of a more sustainable and equal society.

We also made sure to invite relevant guests from the Council of Europe Youth Department and the European Youth Foundation to support participants in understanding how it is that the Council of Europe itself is exploring this theme, both through policy and through small daily actions.

In conclusion, the study session promoted various Council of Europe priorities by empowering participants with relevant knowledge about access to rights (Priority 1) and by providing information and a space for discussion and reflection on social sustainability (Priority 2). *'Young people need to understand and take the lead both in adopting more sustainable lifestyles and in creating solutions for the region as a whole.'* (T-Kit Sustainability and youth work).

The study session also promoted and supported the overall aims of the Agenda 2030 and the Sustainable Development Goals, concretely the number four Education for Sustainable Development: ***'to ensure that all learners acquire the knowledge and skills needed to promote sustainable development.'*** We agree at ESU that youth work can play an important role in ensuring this occurs, as youth work has a great influence on boosting young people's participation in society.

Because youth have a stronger awareness of the issues and a greater stake in long-term sustainability, the environment is one area in which they ought to take the lead.
World Youth Report 2003.

III. Day by day: the conversations, and the major themes discussed

→ Day 1 - Team Building and stepping in

The session served as a space to set the ground as well as an atmosphere for the study session. In a facilitated discussion with the participants, we created a social contract, a set of agreements, such as being on time, being respectful, paying attention to the sessions and limiting phone usage, etc., that we all followed during our time together. Additionally, the facilitators introduced some initiatives to make the sessions more wholesome and to deepen the connectedness between the participants. That is how the mental health check-in, expectations and fears tree, parking lot, the resources wall and a flipchart for suggestions to the EYC on how to be more sustainable were made and followed up on each day. It can be concluded that the participants accepted the aforementioned initiatives very well and were to some extent engaged in them on a daily basis.



→ Day 2 - Diving into 'Sustainability'

How do you define sustainability? Sustainability is a wide topic, How do you understand it? The objective of this initial session: to see the concept from different lenses to understand sustainability.

The participants were first encouraged to discuss how they define sustainability and wrote down keywords on a post-it. Then they were given some theoretical knowledge on how sustainability is defined through the three pillars of sustainability environmental, economic and social. Using the three pillars, the participants were then introduced to the UN SDGs which they were familiar with. They were then asked to put the SDG's they have worked with or is the closest to their work into a pillar which lead to a wider discussion on how the pillars intersect. The aim of this session was to build a base understanding of sustainability.

Participants brainstorming:

- The balance between needs and impact.
- Approach to the resources.

- Economic and environmental perspective.
- Meeting the needs of the present without compromising the future.
- Homo Economicus study - and the origin of the word Sustainability (tree cutting).
- Consciousness.
- The role we all play.
- House-hold: in-out of your house. Circular-economy.
- Multidimensional aspect of the concept: equality, education.
- Different realities.
- The long-term process of change.
- Local-level. Different policies at the local level, different needs.

Defining environmental sustainability

Participants reflected on the differences in the way that has hit in different parts of the world and the impact of the steps that we take, the food that we eat, the clothes we wear. Participants got familiarised with the concept of Environmental Degradation (Causes-effects-solutions), green Jobs, supply and demand, waste and cost/Price. Crucial the understanding of Social Sustainability is ensuring that everyone has access to necessities. Within the concept of social sustainability, participants explore three categories:

- Culture: economic viability, determined by your society.
- Politics: environmental protection.
- Responsibility: social equity.

Stakeholder Mapping for better Engagement

This session introduced the participants to the concept of a stakeholder and the theory behind a stakeholder analysis. It highlighted the importance of identifying your stakeholders, categorising and targeting them accordingly.

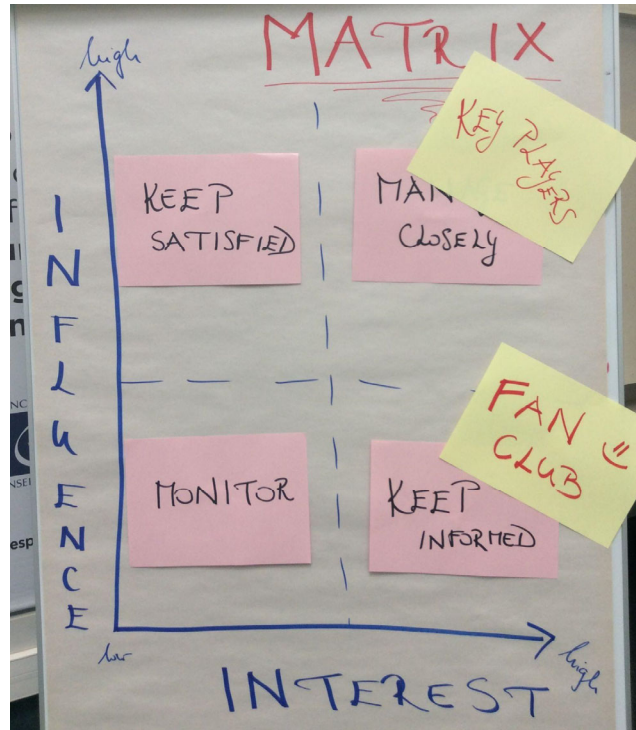
Activity Climate - Mate project goals

The participants were put in groups and were given a task to map stakeholders for a made-up project that focused on improving sanitary conditions in a certain area using the analysis matrix they had previously been introduced to. The scenarios chosen were as followed:

- Provide five families in at least seven targeted villages with access to clean water (Group 1)
- Ensure access to hospitals and basic services for 100-200 persons in the targeted villages through medical convoys (Group 2)
- Conduct local workshops for about 20 young people to motivate and empower them about their role in implementing SDGs (Group 3)
- Launch an online campaign about the sustainable development goals to raise awareness in the public on the topic (Group 4)

The activity's outcomes caused participants to consider the numerous stakeholders to whom you might approach when working on the topic, as well as the value of finding your supporters and those stakeholders who can favourably affect your work, as well as those who will not. Below are the responses from the participants:

- **Group 1:** co-funding online campaign, door to door campaign as it might be an easier start. Partnerships with education establishments.
- **Group 2:** European or international foundations, or private or NGOs. Or Fundraising.
- **Group 3:** Crowdfunding, global authorities and patronage. Social services. Micro-finance. Sponsors related to pipes of water.
- **Group 4:** NGOs partnership, governments at the local-national level. Municipalities. Fundraising campaign. Private funds.



They were researching various stakeholders in the given area, assessing their interest and influence and placing them on the matrix. Many interesting discussions arose, especially related to how much influence/interest general populations, various NGOs and different politicians have and consequently, where to place them.

What a stakeholder is?

All the individuals, organisations or people, who can influence or be influenced. Without stakeholders, any initiative that you want to develop will simply get stopped.

Why are they important?

- Resources: funding, people.
- Important to identify the people who are affected by a problem so we understand the needs and we can better address them.
- To get support, time and money.
- Already actors who are involved in the field. Help to define the project/initiative.

How do we analyse them?

- Brainstorm: list of people or organisations who can have an interest in what we are doing. Also think of the experts, who can give us nice ideas to implement. Experts have connections as well.

- Prioritize them. For this, the trainer has used a Matrix, divided between the influence and the interest (low/high). And according to your interest, different ways of interacting with them: keep satisfied, manage them closely as key players, monitor with low effort but with an interest of bringing them to a high interest but low influence, who are like a fan club.
- Coming up with strategies and plans.
- Always keep in mind: who can have some influence over the initiative, how can I take them to the most interesting side, how can we reach them, how important are they depending on what I am going to organise.

After reflecting on the importance of the stakeholders and how to identify and approach them, a group works to put into practice the notions learned:

1. Identify, brainstorm and list your stakeholders
2. Prioritise, using the stakeholder matrix
3. Report, feedback to the group

Discussion points

There were some differences between the groupings due to differing perspectives on which stakeholders should have more clout or interest. We realized that each group's Matrix is influenced by its members' own perspectives. Everything is, in fact, correct, as the facilitator pointed out.

Additionally, as a group, we reflected on the role of (social) media as a stakeholder on its own. The participants were later encouraged to use the newly-learned skills and tools to analyse the stakeholders for the following tasks as well as for their personal projects.



The Matrix is not a hard structure, but rather a tool for identifying stakeholders and requirements. Because there are no projects if there are no stakeholders. A tool for brainstorming and identifying supporters.

Exploring Climate Justice

This session began with a privilege walk outside the centre to first off demonstrate that not all participants experience the world the same way. This made some of the participants feel inquisitive and others somewhat uncomfortable. The privilege walk is designed to invoke emotional intelligence in participants and allow them to see things from another perspective. This session was built on the 'Understanding and defining sustainability' session as we then defined 'Climate justice'. Building on the different perspectives and lived experiences, the

participants were then introduced to the concept of 'Intersectionality'. They were then given a pre-prepared exercise, they were divided into 4 groups and given 4 very different sustainability issues to explore and understand. The aim of this session was to build a multidimensional understanding of how climate change manifests and how it affects different people/lands.

Exercise (4 groups with 4 different scenarios)

The scenarios designed were the following:

1. You live in South West Bangladesh, your area has been severely affected by the sea level rising. Most of and in 5-7 years you won't have a home anymore.
2. You live in London, Heathrow, a new and bigger airport has been built predicting significant increases in air travel, but soon after opening local communities start experiencing shortness of breath and other air pollution-related symptoms.
3. You live in South Dakota, the US/Canadian government has approved a pipeline that will be built across your land resulting in the destruction of historical cultural resources and land. A pipeline will also impact your community's access to clean water.
4. You live in Southern Cape town in South Africa and there has been a dry season three years in a row, which has led to a severe lack of access to fresh drinking water.

In this role/simulation activity, participants were required to reflect on and react to the following questions: What will be the impacts? Who is set to benefit? What is the causation? And What needs to be done?

The participants' exercise outputs

1. In the first scenario (South West Bangladesh), the corporations whose actions have resulted in the described situation benefit. This results in damaging erosion, wetland floods, pollution of salt agriculture lands, and bird habitat loss. Topography, urbanization, and deforestation are the root culprits. There are also human causes. Among the consequences is the need for many people to abandon their homes, forced migration to cities, and border crossings. Poverty and malnutrition, as well as a lack of livelihood. What can be done? constructing seawalls, re-thinking roadways, planting many voves to absorb water, constructing drainage, and reducing the amount of heat-trapping gases released into the atmosphere.
2. People who travel and have money will gain from the second scenario, the Heathrow airport expansion. People departing near the airport will not benefit. More jobs will be created as a result. In fact, this is one of the arguments used by those who profit to persuade others that it is a good thing.
3. In the third scenario, South Dakota, there will be an environmental impact in the air and water due to a large amount of farmland that would be affected. Aside from the effects on indigenous communities. In this instance, the cultural heritage aspect was addressed, as well as the reality that businesses will gain from it. There may be economic growth that benefits the surrounding areas, but it will have a negative long-term impact. What is there to be done? Transporting primary resources in a safer and more cost-effective manner. Benefits in the short term Protest and defend the land,

ensuring indigenous peoples' rights. Keep their history safe. In the long run, if you don't need oil, pipelines are unnecessary.

4. The last scenario in Southern Cape Town will result in a metropolis running out of water. This will have a significant influence on the economy, inflation, agriculture, public health, and migration. What could we possibly do? Various activities to raise awareness, including zero-emission, eco-transportation, and a circular waste economy.

→ Some of the issues mentioned throughout the conversation

Capitalism is an ideology. As a political ideology that is designed to enrich and maximize profit, which will never benefit anyone.

What are we willing to sacrifice? What are our priorities? Which is the human cost? These were just a few of the many questions raised by participants as they reflected on how we live and the influence it has on the land and environment.

All of the scenarios utilized to stimulate thinking and reflection from participants are not isolated cases. To advocate for legislative changes, and to be a part of a generation of young people who are in political spaces and advocating for regulations that protect people and the environment, it's useful to realize what you want to see in the future and have the tools to take a step toward it, whether it's a local, national, or global change. To achieve a more equitable distribution of power, participants agreed that we needed greater global solidarity as well as a shift in thinking.

- Participants reflect if we are capitalists or if we enable capitalism.
- Not going to the past, learning and evolving. If covid teaches us something is that from one day to the next, many things can change. Nowadays it is extremely hard to think of ourselves outside of the frame/societal structure we have. There are ways.
- Those who benefit from the system will do their best to remain in the power and maintain their benefits. To look at it critically. We can try but what needs to be done is a shift. They should be conscious of the damages.
- When people are trying to survive, sustainability is not a priority.
- What are the alternatives? Not possible to compete with the global economy. Need of changing the mindset. Not everyone challenges the system as it's been given.
- Ecology is to be seen as something that is not a 'sacrifice'.
- Sacrifice - what you sacrifice is the people who can not afford it, cannot raise their voices. Discussion around the sacrifice and use of resources.
- Consumer-consciousness.
- We should look more into what is around our countries that can be promoted more. So many things that we could take care of, use, etc. Local production.

In conclusion, no one can do it alone. No one can save the planet alone. Look for solutions, but remember that solidarity and cooperation are extremely vital. You must be able to recognize that there is a problem before you can take steps to correct it. We all have a responsibility to play in educating people so that everyone may participate in a discussion about what needs to be done.

This day full of reflections and enlightening moments was followed by a documentary night: David Attenborough: A Life on Our Planet.

Icebreakers used in the day

- Names game (by groups of 3, then two groups joining and like that till have all the group together)
- Chicken egg, then stone, paper and scissors, who wins become a chicken and then dinosaur and superhuman.

→ Day 3 - Imagining a better future and putting it into action

Every morning, one of the reflection groups presented an overview of the previous day's learning and discussions. Participants were encouraged to do so in a creative manner, and it was a terrific way to start the first session of the day. This day, the group tested their knowledge with a brief quiz.

Rethinking the future

We've spent the last few days talking and debating a lot about current issues, particularly those concerning sustainability. All of them are urgent, and they must all be addressed. However, not all of them were present decades ago, and something that happened decades ago may have contributed to the world we live in today. An activity that does not seek solutions to our issues, but rather allows us to reflect on the past and plan for the future. Throughout, we try to imagine the futures we wish to live in, bearing in mind that change might be beneficial or unpleasant, but it is unavoidable in any case.

But before we go into the future, we will first visit the past. Participants were asked to take a deep breath, slowly exhale and whenever they were feeling ready, close their eyes. They were invited to go back to the time when they were young.

After a guided reflection on the past, we asked the participants to imagine and construct an ideal area of the future. They were assigned into 4 groups, each assigned a different place to envision - a youth centre, an organisation, a university and a neighbourhood. They were given some materials and were only limited by their imagination (and the time). In 30 min, all the groups created meaningful collages, presented their ideal place to the whole group and discussed their thought process, explaining what was taken into consideration when planning it, how were the needs of all groups who would potentially use or engage in that space attended, what role sustainability played etc. Consequently, we were able to take some of the ideas as suggestions for the EYC.

Some of the outcomes and thoughts that were repeated throughout the participants' presentations were as follows:

- Venues for socializing and working together, as well as spaces for the exchange of cultural activities
- Gardening and other outdoor activities
- It is all about learning from and about space.

- Making use of historical structures
- A green space that is easily accessible, with a strong emphasis on cultural services

Using this process of reflection and practical group work, participants were able to get to know one another and learn about each other's thoughts, as well as challenge themselves to be more creative. All of the ideas were merged into the various groups, and everything flowed smoothly. Furthermore, when it came to rethinking the future, innovation and sustainability were two of the most important concepts.

Climate in Action

We had the pleasure of counting on Marie Farigoules, Executive Director of the European Youth Centre Strasbourg, to present the Council of Europe's work on Greening the Youth Sector.

A practical tip for what to advocate for:

- One big step is the installation of a renewable energy heating system in the EYCS building. And many little steps.
- Eco-friendly cleaning materials and rechargeable soaps disposals in the rooms.
- Automatic light switches in the toilets.
- Timers on taps in the toilets on the ground floor to reduce water waste.

Involving you! Bring your own bottle, use the bikes, reduce photocopies, not new towels every day, reduce food waste and recycle.

- Biodiversity, avoid using pesticides
- Birds and insect houses installed
- Fruit trees and other trees

Under reflection or under construction

- New ventilation system and temperature control
- Reduce waste, improve compost, and introduce more environmentally friendly meals
- Sustainable/no-waste options for promotional gadgets
- More ambitious and follow the recommendations of experts and be more vegan-vegetarian oriented
- More fair trade products
- Improve the biodiversity, create safe and attractive spaces for wildlife, birds, insects and other small animals
- Raise awareness and enthusiasm of our visitors and staff, encouraging them to contribute to our effort to have more environment-friendly space
- Repair bike stations, small cupboards, charges for the bikes, etc.
- Improve communication about the efforts of the CoE to make the Centre more sustainable.

The European Youth Centre Strasbourg was open to hearing suggestions from participants. Some of their contributions are listed below:

- Avoid plastic materials in the meals.
- Not plastic glasses in the rooms, but it highlighted the fact that the Centre is still using the ones left out which is better to use than throwing them without using).

- A sustainable transition empowers the collaborations with existing organisations working at the local level, like the community gardens.
- Increase the collaboration with associations working already in promoting the use of bikes, who are interested in working with bigger institutions to sensibilise and bring ideas.

Following the presentation about greening the Youth Centre, we had the joy of welcoming the Chair of the Programming Committee on Youth, Pegah Moulana, to our study session, who discussed with the participants the steps to green the youth sector.

How can the Youth Centre be made more environmentally friendly? What is the task force up to? What questions arose when the task force began its work?

- Aim to find out where we start as a youth department, from the beginning, or we have already started the efforts?
- Basically, self-reflect on where we are positioned? Internal adjustments? And then providing recommendations. Then, looking externally.
- Sufficient fundings? Are we providing enough content to know what young people can do to promote sustainability?
- A recommendation paper that a young resolution that will go to the committee of ministers, and then they will decide if adopted. What should be the content of that recommendation paper?
- Study sessions as this one really help to understand what should be the recommended points.

Many intriguing ideas were raised, and attendees appreciated the two guest speakers' contributions. Participants discussed the significance of linking youth policy to the climate problem, as well as the potential of new generation voices. To do so, we must analyze young people's rights, as well as the resources and venues available to them. The challenge is, how can we ensure that our youth have an opinion and produce tangible results for our politicians? In order to promote intergenerational discourse, we must connect young people with climate change. And, once again, there are many questions on the table: how can we be more youth-friendly while still being more environmentally friendly? What role do young people play in system mobilization? Where are the gaps, and what measures are in place to fill them? What will be our next destination?

All of these questions will remain in the thoughts of participants throughout the week, and some of them were explored outside of the program and during meals. We appreciate both speakers' contributions, which opened up a large window for reflection. They also discovered that the Programming Youth Committee has created a [sustainability checklist](#) that might assist youth organizations.

Campaigning 101

After hearing real examples from the Youth Centre and the Youth Sector, attendees learned from one of our facilitators, Zamzam Ibrahim, a specialist in campaign design (*'Teach the future: Our vision for broad climate education in UK'*), that actions without the frame of a campaign are isolated actions and don't get anywhere. Participants gain an understanding of the campaigning concept, the many sorts of campaigns, how to create clear visions, and how to establish a campaign strategy.

Using a call of action to achieve a goal, building power, using different platforms to engage stakeholders, are essential actions to build power over the course of the campaign. What is most important is to understand that campaigns need to have a collective and clear vision. How to create a Campaign?

Build a sturdy base! Identify the root of the problem your campaign wants to address: Who creates the problem? Who is affected by? How and why are these entities connected to one another? Who are the passive allies, the passive opposition, the active opposition (identify them first, because they might interfere in your campaign), the active allies and the neutral?

When it comes to establishing a clear vision, remember that you have a group of people that all have various perspectives, so establishing a shared vision is essential. What is the best way to accomplish this? By recognizing the problem, developing a solution, and implementing change. People, on the other hand, have a variety of difficulties, but they all share a common vision. A solution that involves everyone. Listening and understanding in order to hear what all of the stakeholders have to say so that they feel that this is also their campaign.

Different types of campaigns:

- Education/Awareness campaigns
- Tactical/Actions campaigns. Some good campaigns have multilayers. And often action campaigns are part of a bigger campaign, as the action campaigns usually have a concrete short-term goal.
- Resource generation
- Volunteer/Base building

Campaigns tactics: demonstrations, rallies, marches, sit-ins, strikes, boycotts, walkouts, locking key decision-makers, attracting media attention, electronic action alerts.

Develop a Campaign, step by step:

1. Research and analyze the issue to form a strong understanding.
2. Build a campaign base of people and groups and platforms that have an interest in the goal.
3. Collectively build a common vision that translates to all stakeholders.
4. Choose a suitable campaign style and actions to achieve it.

When inhabiting spaces, it is important that they are both meaningful and convenient. When there are interruptions, it is likely that issues that have not been handled will be brought to light. In the end, disturbance forces people to pay attention.

Group Work: Participants were asked to create a campaign by following the 'step by step' instructions on the topics given

Outputs from the session

This session supported participants with basic understanding of what a campaign is and how campaigns are designed. The participants were given some theory on campaigning than in groups of two they were given random statements to design a campaign for. The task was fun as the participants' statements were purposefully unserious. They had 30 mins to put together the skeleton framework of their campaigns, which had to meet the key requirements of a campaign and thus they were given feedback on strong points of their presentation as well as areas of development. The task taught the participants how to put theory into action, in the

simplest format. Allowing them to use the simple steps to build an effective campaign in their personal and projects and campaigns.

Icebreakers used in the day

- Just dance - choreography
- Motivational tasks
- JU, JA, JO

→ Day 4 - Tools for Action

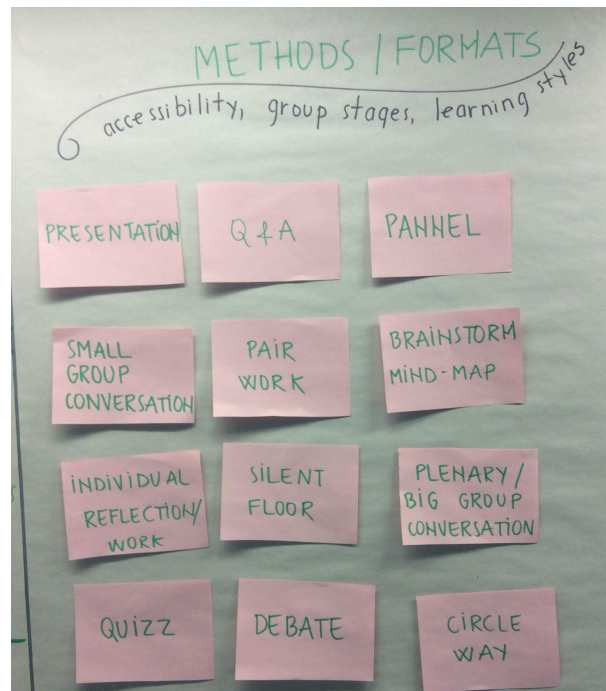
Tools for action: Facilitation and Activity Management

The participants who chose this parallel session were introduced to the basics of activity management. They were given some theoretical background and were guided through the steps needed to take when starting to design a project or an activity. Using pre-prepared examples of real problem statements on global matters, the participants were at the end able to formulate visions, missions, goals and objectives for their activities efficiently. The knowledge and the skills learnt also served for them to base their personal projects at the end of the study session on.

Different tools were used to help the participants with their personal projects, as for example:

- The Golden circle method
- The mountain model
- SWOT, Risk Matrix and Eisenhower Matrix

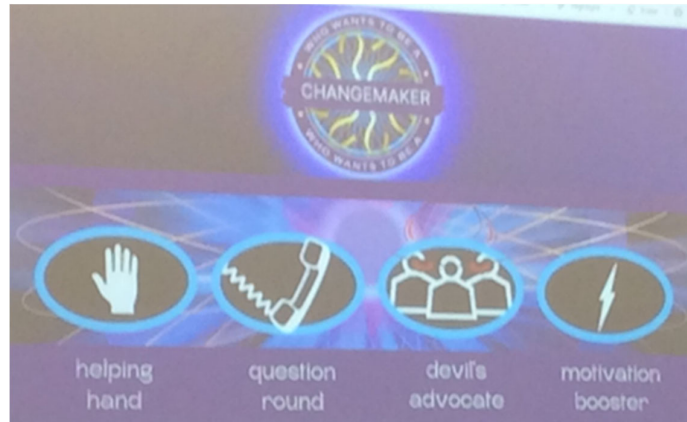
The other group was focusing on supporting participants to gain an understanding of the *process of facilitation*, as well as some *methods and tips and tricks* they can use when facilitating. We explored the *skills of a good facilitator* and practiced together listening with attention, to understand, without judgement, which is a key aspect of holding space for groups. We also included discussions about *Kolb's learning cycle* and the different *learning styles*.



→ Day 6 - Project Development

The final day was primarily dedicated to participants working on their project ideas. We gave participants space and time to apply the learning from the previous day and morning by delivering a project structure.

A creative support tool called 'How I Want to Be a Changemaker' was put in place to help participants in a fun way, with four options: helping hand, question round, devil's advocate, and incentive booster.



Ice-breaker of the day

- Do you like your neighbours? I like my neighbour but I prefer the ones with 'pants'/'masks'.

IV. Results and conclusions#

→ Recommendations or statements on issues that require particular attention and which could be addressed in the context of the European youth work

The participants unanimously agreed that greater awareness of social sustainability, as well as more opportunities for youth engagement in this area, are required at the local and community level in order to complement the work of the Youth Department of the Council of Europe and the EU's climate change policies, among other things. Participants also expressed gratitude for the Study Session's ability to provide them with knowledge and practice in areas such as social sustainability, youth involvement, European democratic procedures, lobbying, and campaigning that they had not before encountered or learned about. Based on this, we identified implications for our educational systems in terms of what should be considered essential learning, as competencies for youth to participate in the political process, and as a requirement for youth to raise their voices on the issues that most concern them, in this case, climate change and environmental sustainability.

Many of the participants have previously participated in a training or an international workshop; nonetheless, it has been noted that the topic of sustainability is still underrepresented in these types of events. From the perspective of the organizers, we recognize that we have a responsibility to continue working with and growing the capacity of the student and young representatives in order to assist them in their efforts to advocate sustainable actions within their communities or organizations.

Although it is difficult to address a vast and complex topic such as social sustainability in a short period of time, any effort to provide at the very least a basic understanding of the concepts and skills to interested and motivated participants is worthwhile.

Furthermore, despite the fact that the team members and participants all come from the youth sector and work in a variety of organizations, the work of the Youth Committee, namely its task force on sustainability issues, was not generally known prior to the study session. Consequently, we encourage the Youth Committee to make their advocacy efforts and the tools they have built even more visible, as they have the potential to be of significant use to all organizations working in the youth development field.

We urge that the European Youth Foundation increase funding for initiatives aimed at educating youth leaders with sustainability competencies so they may integrate them into their organizations, create good change in their communities, and advocate for a sustainable environment.

→ Main results for the organiser of the study session

We believe that this study session had significant implications for both environmental youth work and ESU's future work, as well as for the participants.

- As the organizers of the Study Session, the European Students' Union team had the chance to **improve our training skills and non-formal education approaches, as well as to learn from the Educational Advisor**, who has been extremely helpful to us. Additionally, it serves as a means of expanding the network and disseminating ESU's work to students who are not affiliated with or even aware of the student movement.
- The project team **gained a greater knowledge of the complexities associated with social sustainability**. It is not a matter to be taken lightly. Cultural differences result in a variety of perspectives on sustainability-related issues. In the future, when developing new projects, publications, and policies, we will pay special attention to the latter.
- Additionally, we are pleased with the outputs and thoughts shared by the motivated participants. By meeting and understanding the many realities that young people face, ESU can campaign for and advance the cause of student rights. Additionally, we **developed a strong peer-to-peer network as a result of implementing the study session**, where participants' diverse experiences could complement one another and help in developing sustainability competencies.
- Participants created their own safe place for conversation and trust within a week. For the team, **this 'safe space' was critical to a successful session, especially in light of the Covid-19's new circumstances**. This climate contributed to the conclusion that listening to others is a necessary requirement for a constructive and participating society.
- Working with the Council of Europe provided the project team with **valuable learning opportunities**. The team developed a better grasp of what a study session entails, how to organize similar initiatives in the future, and how they may add to an organization's work. We now have a **better understanding of, for example, the 'Toolkit 13 on Sustainability and youth work publication'**, which we will utilize in future events and suggest to student reps when hosting sustainability training or any other type of activity.

In conclusion, we gained knowledge from each participant, as well as from each member of the team, the facilitators, who taught us values, experiences, strategies and approaches, among others.



→ Main learning outcomes for participants

The participants' learning outcomes are one of the most important results of this session. Participants shared their learning outcomes through daily reflections, as well as a session at the end of the study session dedicated to the learning outcomes, as follows:

- Participants gained knowledge on climate justice, gained new facilitation skills, ideas for new projects and a better understanding of the conversation on sustainability currently happening on a European level.
- Participants developed diverse campaign ideas and enjoyed lots of good experiences.
- Participants acquired more knowledge on sustainability issues and developed new networks.
- Participants learnt how to start one campaign, how to use stakeholders mapping tools such as Matrix, how to help their organisations or how to find a foundation, etc.
- Participants now have more knowledge, inspiration, gained friendships, energy and competencies.
- Participants explored the greater environmental awareness and learnt how they can contribute every day to a sustainable and compatible world.
- Participants discovered partners for future projects. Learned new techniques of project management and time management.
- Participants understood the concept of sustainability and how different organisations approach it differently and tactics/tools of advocacy and facilitation.

#

→ Possible suggestions or recommendations for the Council of Europe (including for the work of the Youth Department)

The Council of Europe's work on supporting youth policy players in understanding and responding to the impact of the climate catastrophe and environmental degradation is fairly prominent and diverse. It is encouraging to see that the European Youth Foundation and the Youth Department support the implementation of sustainable initiatives into youth organizations' activities. And that the Youth Programming Committee is working so hard to advocate for more sustainable policies.

This study session revealed another interesting fact, namely that the work of young organizations nowadays cannot be limited to a single topic. Throughout the week, we realized that many more issues or subjects were surfacing when discussing social sustainability. As a result, it appears that it is critical to creating room for youth organizations to engage on more interconnected themes, to move beyond their primary emphasis and explore it from many perspectives.

During this study session, we tried to be as environmentally friendly as possible by reducing the use of paper, recycling flipcharts and post-its, not printing the program, not providing goodies, encouraging participants to travel by train or bus, providing cups with labels so that no plastic glasses were used, rationalizing the food quantity to avoid having a lot of waste food, and so on. But what if every study session, regardless of the subject of their activity, does the same thing?

What if we continue to support environmentally friendly modes of transportation, yet if a person travels by plane, they are compelled to pay for carbon offsetting? The environmental effect of dietary services can also be reduced, for example, what if the Centre introduces vegetarian days or even simply provides vegetarian/vegan food for the duration of the activity; what if we invite participants to drink tap water instead of supplying bottled water at meals?

What if all youth organizations started using the Youth Programming Committee's sustainability checklist to be greener and encouraged others to do the same?

→ Tips and tricks

Some tips for facilitators in non-formal education involved in preparing and delivering the programme of study sessions which we learnt through the process of the Level Up Study Session:

- Use visual support as much as possible, as the flipcharts, really important when debriefing with the group after an activity.
- Prepare in advance the music playlist you will use during your sessions.
- A great tool to assess the mood of the participants: a mental health charter!
- Prepare the method to be used for the reflection groups in advance, and even better, if you use a different method every day.
- Take notes of the group discussions during the sessions, this will help you for the reporting of the Study Session.

- Make use of the Parking lot whenever you are out of time and remember to go back at the end.
- Go back to the ground rules at some point throughout the week.
- Encourage the participants to do it every morning before starting a recap of the previous day. Use the reflection groups to allocate one day to each group. Let them know that they can be as creative as they want!
- Feel free to change any and tailor the activities to the interests and level of your group.
- Encourage participants to go outside and breathe without a mask if they need it.
- Let participants propose ice-breakers. It will be fun!



V. Follow-up activities

Several follow-up activities have been developed prior to and as a result of this study session:

- To raise awareness of the initiative, we published various articles on the Study Event on ESU's website both prior to and during the session (call for participants, preparatory meeting online, implementation of the activity).
- Additionally, we've established a Facebook page for the endeavour. The page's objective was to provide attendees with an opportunity to meet one another during the event and to supply them with pertinent information. Today, the page serves as a means of communicating with participants about follow-up events and sustainability-related topics.
- Throughout the study session, participants brainstormed many environmental/sustainable project ideas. We will assist participants in refining their project concepts. By doing so, we will boost the probability of their proposals being implemented successfully. The ESU team will support the participants when needed, not only giving them guidance but also giving their initiatives visibility.
- The study session served as a space for acquiring new knowledge and refining existing abilities. Additionally, the study session provided an excellent chance for participants to network and establish relationships with other organizations in preparation for future collaboration.
- This experience will be used to develop future projects/activities/study sessions centred on social sustainability and climate justice. There is an ongoing need to work on the subject, which will hopefully be addressed more in similar future initiatives.
- ESU will incorporate the logistical and content learnings into the forthcoming Annual Work Plan, the Cycle of Resilience, which will be implemented in 2022.
- ESU will work closely with the European Student Network and other partners that will carry out research on environmental sustainability and develop a toolkit that can be used across institutions and individuals (Plan of Work 2021 - 20220).



→ Final Conclusions and recommendations

This study session's theme caught the interest of many young people active in youth work.

The project team, participants, and ESU all found the work on this study session to be a highly successful and beneficial experience. It allowed us to learn more about the Council of Europe's efforts on sustainability and greening initiatives, notably the Youth Department. Participants were also introduced to ESU's work and the possibility of joining a network of similar environmental youth organizations such as Generation Climate Europe.

The study session's findings will be used by ESU in future projects, and we are already considering applying for a study session on sustainability in collaboration with GCE. After working on this study session, it is clear to us that we need to learn more about the work that many organizations are already doing to raise awareness about sustainability as an interconnected concept with social, environmental, and economic dimensions, as well as how youth organizations can provide more space for thinking, reflecting, and institutional strengthening.

We believe that we met the study session's goals and objectives, as well as provided an opportunity for the preparatory team and participants to broaden their understanding of environmental youth work, develop new abilities, and gain more confidence in exploring the topic further.



VI. Evaluation and analysis of the study session

According to the results of a final questionnaire, all of the participants rated their study session experience as favourable. The majority of them are satisfied and believe that the entire event exceeded their expectations. They considered the course as a challenging and incredible learning experience that was both participatory and formative.

We asked each participant to rate the achievement of the objectives on a scale of 1 (not achieved) to 5 (completed) (fully achieved).

All of the objectives were mostly met, according to the vast majority of participants.

Objective 1 - To develop and strengthen competencies on sustainability

Most participants assessed this objective as being fully achieved (8) or achieved (2) against 3 participants who considered this objective as not completely achieved. None of the participants has marked 1.

Objective 2 - To think critically and understand the complexity of sustainable development as an interconnected concept that includes social, environmental, and economical dimensions

For this second objective, participants expressed similar evaluations of the first one. Most participants assessed this objective as being fully achieved (7) or achieved (2) against 4 participants who considered this objective as not completely achieved. None of the participants has been marked.

In the comments and suggestions given, participants observed that the combination of theoretical and practical input was considered as well balanced. Most of the sessions were informative and helpful. It was designed well and the chain of interconnected topics was very on point.

Objective 3 - To learn how to advocate for effective sustainable policies

The majority of participants ranked this objective as fully achieved (7 of 13) or achieved (4). Whereas 1 participant assessed that this objective was not fully achieved, and only one participant was not completely satisfied and gave 1 as a mark.

Objective 4 - To develop new non-formal education skills in order to facilitate learning

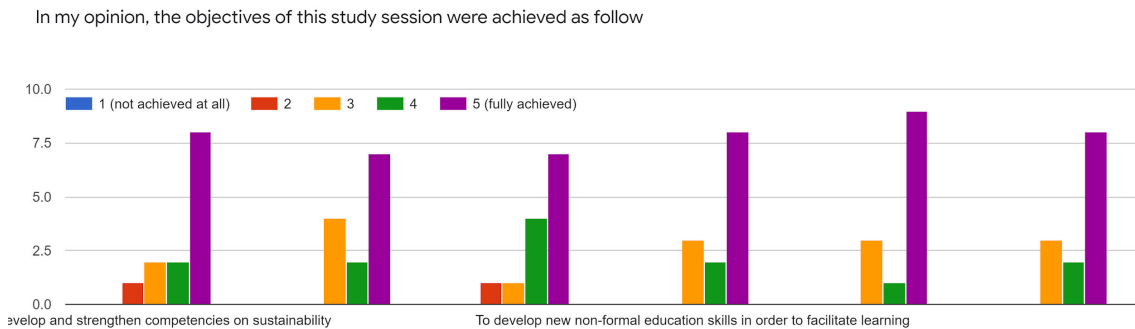
More than half of the participants (8) considered this objective as fully achieved. Whereas 2 of them gave 'achieved'.

Objective 5 - To get inspired by other grassroots projects and initiatives focusing on sustainability

The majority of participants (9) assessed it as fully achieved. While 1 of them ranked it as not completely achieved.

Objective 6 - To get inspired by other grassroots projects and initiatives focusing on sustainability

Most participants assessed this objective as being fully achieved (8) or achieved (2) against 3 participants who considered this objective as not completely achieved. None of the participants has marked 1.



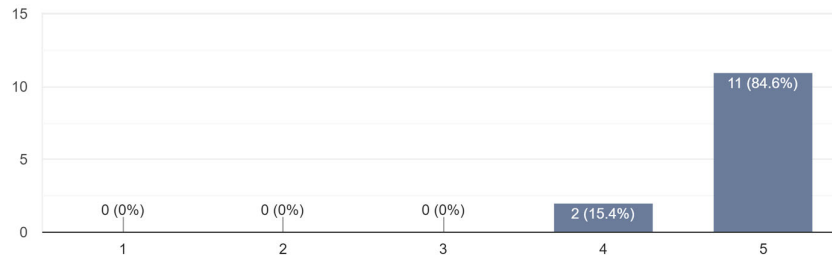
Overall, based on participant feedback, we can conclude that this study session was well-received for its emphasis on participation, sustainability, cross-cultural understanding, and the development of new ideas.

The majority of them had a superior grasp of the Council of Europe's function. Even though the subject matter is extensive, all participants have been satisfied with the amount of material offered. A few even stated that they would need more time to process the information they had just been given.

In addition, the inclusive learning environment has received great evaluations: everyone's perspectives were respected, the atmosphere was positive, and they all made each other feel safe. They felt a strong sense of unity and closeness among them. The group, despite the fact that some participants were timid, was able to keep everyone motivated and interested throughout the course of the event.

All participants have expressed satisfaction with the Youth Center's facilities and services. The meals, rooms, and common areas were all well-maintained and comfortable.

The facilities and the service of the European Youth Centre were appropriate...
13 responses

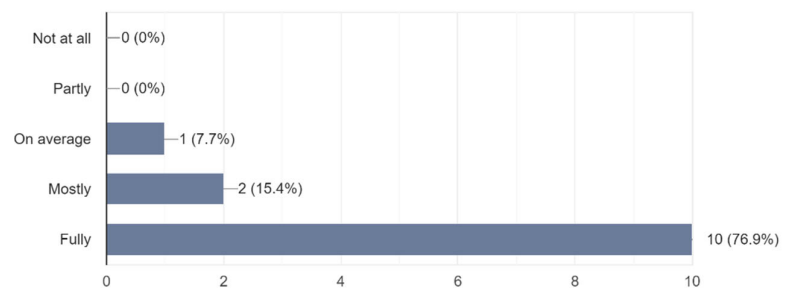


The study session's program has been intensive and enlightening. In a way, all of the attendees walked away with a renewed sense of hope. Opportunities and how youth work can make a difference have been eye-opening. Most participants found the intercultural setting to be inspiring, allowing them to open their minds, generate new ideas, and get new insights. People from many walks of life were able to work together and form new friendships as a result. After more than a year of living in virtual reality, the link to the real world was more important than ever.

Thanks to the hard work of facilitators, participants were able to work together and comprehend the goals of the course through interactive methods of learning and group activities and games.

Participants said that they wanted to repeat and experience something like this again in the future. They are more involved, aware, and inspired to utilize what they have learned and implemented ideas and projects in their own communities as a result of their participation in this program.

The programme and methods were appropriate to facilitate learning:
13 responses



Some of the Participants' Comments

- *I'll definitely have sustainability as a concept more consciously implemented in my life back home, in my personal life. Also, I'll try to be always mindful of the sustainability factor within any project I'll be a part of. I especially hope to further expand my knowledge on climate justice specifically and maybe even help facilitate some relevant projects.*
- *Thank you very much for holding this study session, it was very nice to meet all of the people and I go back full of good memories, knowledge and amazing people.*

- *I want to increase awareness and education around sustainability and climate justice, take part in the work and organisational work that is happening.*
- *The group dynamic, the positive energy, and the way the facilitators handled the whole session.*
- *I like that the facilitators were very friendly, very aware of what they do, and the methods as well. I also liked that the participants' selection was made very carefully, so as a result, it was very multicultural and amiable at the same time, full of interpersonal learning.*
- *I don't think I miss anything important. It is one of my first approaches to sustainability, I think it has been very productive.*

We would like to take this opportunity to thank all of the participants who contributed to making this study session a fantastic learning experience for everyone! We were all so relieved to be returning to face-to-face activities that we can only hope the next one will be physical as well. Many thanks to everyone!

VII. Appendices

- o Final Programme, as executed
- o List of participants names, organisations and countries (no personal contact details!)
- o List of references (books, websites, handouts, articles, pictures used)
- o List of links where information about the study session was posted online to ensure visibility.
 - EYC
 - ESU
- o Additional information and/or documents provided by participants and/or team (optional)

“Peer Education for Social Sustainability - Do your part! Study Session”

**Organised by the European Students' Union
in cooperation with the European Youth Centre Budapest**

Day by day programme

Sunday, 26th September 2021

Arrival of participants into the Centre
19:00 Dinner
20:00 Welcome evening

Monday, 27th September 2021

09:30 Intro & Getting to know each other
Welcome and Introductions to European Students' Union
Introduction to Council of Europe, exchange with Stefan Manevski, Educational Advisor
COVID Rules and procedures
11:30 Break
12:00 Setting the frame of the Study session
Programme of the week
Objectives of the activity
Expectations by the participants
Group agreement
13:00 Lunch
14:30 Setting the frame of the Study session (continued)
Peer to Peer learning
16:30 Break
17:00 Reflection groups
17:30 Free time
19:00 Dinner
20:00 Multi-Culti night

Tuesday, 28th September 2021

09:30 Understanding and defining sustainability
10:45 Break
11:15 Stakeholder Mapping for better Engagement
12:30 Lunch break

14:00 Exploring Climate Justice
16:30 Break
17:00 Reflection groups
17:30 Free time
19:00 Dinner

Wednesday, 29th September 2021

09:30 Rethinking future
11:30 Break
12:00 Change in practice
The work of Council of Europe on Greening the Youth Sector, input and exchange with Marie FARIGOULES, Executive Director of the European Youth Centre Strasbourg
Greening the Youth Sector: Sustainability Checklist, input and exchange with Pegah Moulana, Chair of Programming Committee on Youth
13:00 Lunch break
14:30 Campaigning 101
16:30 Break
17:00 Reflection groups
17:30 Free time
19:00 Dinner

Thursday, 30th September 2021

09:30 Tools for action: Facilitation and Activity Management (parallel workshops)
11:00 Break
11:30 Tools for action: Facilitation and Activity Management (parallel workshops)
13:00 Lunch
14:30 Free time and visiting Strasbourg
20:00 Dinner out in the city

Friday, 1st October 2021

09:30 Introduction to Generation Climate Europe, input and exchange with Agata MEYSNER, director of GCE
11:00 Break
11:30 EU Advocacy in the field of Sustainability, input and exchange with Agata MEYSNER, director of GCE
13:00 Lunch
15:30 Intro to European Youth Foundation, input and exchange with Natalia MILITELLO

16:00 Personal projects development (I)
16:50 Break
17:00 Reflection groups
17:30 Free time
19:00 Dinner

Saturday 2nd October 2021

10:00 Project development (II)
11:30 Break
11:50 Peer to Peer presentations
13:00 Lunch
14:30 Reflections & Evaluation of the activity
Closing of the study session
20:00 Farewell barbecue

Sunday 3rd October 2021

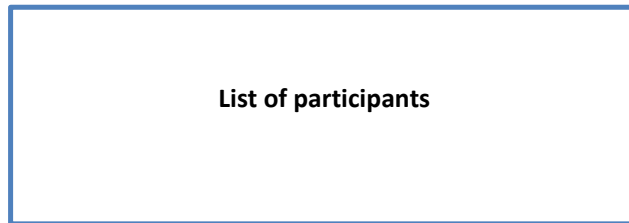
Departure of participants

Study Session “Peer Education for Social Sustainability - Do your part!”

Organised by the European Students’ Union (ESU) and the Youth Department of the Council of Europe

List of Participants

September 27 to October 2 of 2021, European Youth Centre Strasbourg



Participants

Albania

Altin Guberi, LDA BALKAN
Lira Spiro, Keshilli Rinor I Ballkanit - Balkans Youth Council
Kostandina Spiro, Agenda Institute
Erisjan Bregu, Rrjeti Asan

Armenia

Tigran Ghalumyan, United Nations Major Group for Children and Youth
Gagik Harutyunyan, Youth and Environment Europe (YEE)

France

Dounya Hallaq, UEE / Union des étudiants exilés
Yara Al Najjar, L'union des étudiants exilés (The Union of exiled students)

Germany

Isabella Mavellia, GreenerEU 2050
Victor Kemeh, European Students’ Union (ESU)

Greece

Despoina Theodoropoulou, Thessaloniki Youth Club for UNESCO, Όμιλος για την UNESCO Νέων Θεσσαλονίκης

Netherlands

Zahra Syed, King’s College London Students Union

Portugal

Rosa Areal, Voicify (Project/Initiative)
Ludcelma Ceita, Politécnico de Leiria (Polytechnic of Leiria)

Spain

Angel Canal, Coordinadora de Representantes de Estudiantes de las Universidades Públicas, coordinating body of student representatives of public universities
Enrique Manuel Montero Mora, Global Student Forum (GSF)

Ukraine

Mykola Babii, Students' Council of the law faculty at Ivan Franko National University of Lviv

United Kingdom

Muna Ali, Federation of Student Islamic Societies
Alizeh Abrar, University of Westminster Students' Union
Zaynab Sharif, Queen Mary Students' Union

Lecturers

Agata Meysner, Generation Climate Europe

Preparatory team

Gita Mihelcic, International Federation of Medical Students' Associations (IFMSA)
Ilonka Tsarenko,
Zamzam Ibrahim, European Students' Union (ESU)
Maria Sierra De Las Heras, European Students' Union (ESU)
Katrina Sproge, European Students' Union (ESU)
Dani Prisacariu, External Educational Advisor, Pool of trainers of the CoE Youth Department

Council of Europe

Pegah Moulana, Chair of the Programming Committee on Youth

Secretariat

Marie FARIGOULES, Executive Director of the European Youth Centre Strasbourg
Natalia Militello, European Youth Foundation
Stefan Manevski, Educational Advisor, Youth Department
Eva Hoff, Programme Assistant, Youth Department
Patrick Norlain, Programme Assistant, Youth Department

List of References

1. Greening the youth sector: [a sustainability checklist!](#) Published by the European Youth Department of the Council of Europe (Youth Programming Committee).
2. European Youth Foundation [Grants Opportunities for Youth NGOs.](#)
3. [ESU's Statement on Sustainability](#), published by the European Students' Union.
4. [Tool Kit 13 on Sustainability and Youth Work](#), published by the Council of Europe.
5. [Podcast](#), Pegah Moulana, chair of the Joint Council on Youth (CMJ) task force on greening the youth sector, and Neringa Tuménaitė, author of the Youth Partnership's Sustainability checklist, a partnership between the European Commission and the Council of Europe in the field of Youth
6. [Generation Climate Europe.](#)
7. The original goal of GreenPeace, [video.](#)
8. [Teach the Future Campaign.](#)
9. [Human Rights Education in Action](#) Practices of Human Rights Education with and by young people, published by the Council of Europe.

List of Links

1. Call for participants, [ESU's website.](#)
2. Call for participants II, [ESU's website.](#)
3. Call for trainers, [ESU's website.](#)
4. Last minute call for participants, [ESU's Facebook.](#)
5. Dissemination of the last call for participants by the Youth Department - Council of Europe Facebook.
6. Instagram Stories ESU, with participants re-shares [here.](#)

