GREENING YOUTH INFORMATION SERVICES

A GUIDE DEVELOPED BY ERYICA AND EURODESK

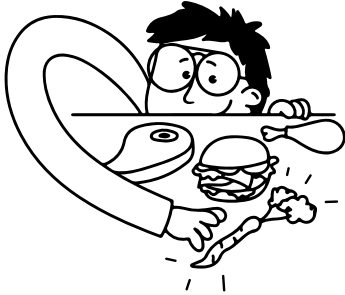# GREENING YOUTH INFORMATION SERVICES

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A MESSAGE TO THE READER

In a world distracted by fake news, backroom politics and the oblivious mainstream, knowledge is key. While the world is facing huge challenges, many people are only aware of a small part of what is happening. The same is true for climate change, which is mainly our doing, and only a few people know what it means or what the consequences are. Even fewer people know exactly what we need to do about it. 'Listen to the science', is our message. Because the truth lies in their hands.

But instead of it being a debate between scientists, it has become a debate between politicians. It is a very complicated matter that even our world leaders barely understand. Being able to separate hoaxes from facts and lies from truths is very important to be able to maintain a clear vision and not be absent while the future of humanity is being decided.

While young people all over the world are fighting for climate justice, equality, democracy and the right to have a future, it's important that they have access to information to empower themselves and to engage in these big issues. Climate activism is a responsibility. Fighting to protect the oceans, because they make sure you breathe. Fighting to protect biodiversity, because it gives you food and protects you. Fighting for our natural resources, because they keep you alive.

Investigating and looking for good sources and facts is a luxury not everybody can afford.

This is why initiatives like the Greening Youth Information Services publication are so important, because they can empower young people to take the future into their own hands and stand up for their rights.

The first thing that needs to happen before anyone does anything is to make sure they are informed. Because when people know what's going on, they care. And when they care, they act. And that's when things change. No matter how big or small your contribution is, it changes things.

And that's all we really need. Change.

ANUNA DE WEVER

Climate Activist

FOREWORDS

We, humans, are responsible for many actions that have caused damage to our planet and hence jeopardise our future. An unprecedented health crisis has arisen during the preparation of this publication; a crisis which will not only impact our healthcare systems, politics and economies, but also how we live in society, relate to each other, work and get informed. Beyond this, the COVID-19 pandemic represents the latest example of the human impact on biodiverse areas and habitats.

The state of our planet Earth will have an equal effect on my future, your future, and the future of generations to come. At the same time, the health of animals, ecosystems and humans are all interlinked, and when one is out of balance, others follow suit. If we wish to ensure our right as human beings to grow and live safely in an environment that supports our wellbeing, it is our duty to respect and protect animals and natural ecosystems.

It is crucial for youth work and youth information services to integrate sustainable development into all activities, work programmes and strategic planning. Long-term, jointly agreed practices ensure that actions are not short-lived. It is our duty as professionals in the youth work sector to help young people, especially those not yet concerned about the climate emergency, understand the meaning and importance of sustainability. We can show them by our example how to act and make an impact in our own communities.

Young people are in many ways more aware and open-minded than other generations to take action for environmental sustainability and to protect global wellbeing. But even if they are more aware, they still might not have first-hand access to facts and reliable information sources. Our role as information providers is to offer them accurate, accessible and reliable information on any topic that matters to them, as well as to support their own search for quality information. As the slogan of the European Youth Information Day campaign in 2020 states: "Climate changes, truth does not. Stay informed, check for yourself."

For sustainability actions to grow and become part of our daily lives, and of youth information services, we need to engage young people in active dialogue about sustainability policies. We also need to offer them quality information and forums to express their opinions and raise their concerns. The members of our networks can show a good example by letting them know that even small steps matter. Start locally. When working actively with young people, let them know that we support them. We care about their future! Our actions express our values.

Environmental sustainability is also a matter of our individual choices. Together we can ensure greener youth information services. However, to do this, a critical approach is needed. Good practices, shared knowledge and information are a starting point to develop green strategies. This publication gives us just that!

We should commit to taking actions that will create a path towards greener youth information services and strengthen our role as carbon neutral service providers and organisations. With this publication, ERYICA and Eurodesk express their motivation and common values, and encourage you, our members and stakeholders, to include environmental sustainability in your organisation's identity, strategy and activities.

Support young people to be informed and to take action. Be the example, be the good practice!

JAANA FEDOTOFF

ERYICA President

While our teams were working on this publication, Europe and the rest of the world faced an unprecedented crisis which created a new health crisis, hit the world economies and aggravated the climate and environmental crises. A holistic approach is more relevant than ever.

COVID-19 drives Europe to a certain crossroads: either we put ourselves back on a path of environmental breakdown by making planes take off and companies start working as fast as we can, or The European Green Deal rises in its place, to turn very complicated and complex challenges, which we did not even have in mind last December 2019, into solutions and opportunities.

Can the crises be prioritised? If so, what is our priority? One thing is for sure: when everything becomes priorities – nothing is the priority. Let's not make another crisis – a moral one – by doing the wrong things for the right reasons. On the 50th anniversary of Earth Day, the United Nations pointed out that previous economic crises have often been followed by "recovery", which is associated with much higher emission growth than it used to be. The European Green Deal was presented as a new growth strategy. However, the situation has changed much faster than we could have imagined and now it must be included and driven into the "recovery".

At Eurodesk we strongly believe that mobility is a way to grow as human beings, enhancing our learning possibilities, autonomy and active citizenship necessary to interact or stay at home for the sake of a multicultural society. Nevertheless, mobility is also a growth of economics. Due to this, it is important to re-think the promotion work we do – is it responsible to encourage young people to be mobile in a way which is possibly one of the threats causing the environmental crisis?

There is a saying that those who shout the loudest are usually wrong but Europe already admitted that "loud" and crowded "Fridays For Future" are driven by truth. "Avoid, shift and improve" is a standard approach to making mobility sustainable. The following guide on greening youth information services will help you find many examples on how to do this. Despite that, I invite you to "innovate" too. I believe that greening services is not possible without digital transition. Europe has the ambition to be a digital leader and we have to contribute to this idea: from strengthening media information literacy to encouraging young people to create their own start-ups or new services for our communities.

We are happy to have worked with the ERYICA network to create this publication not only as a practical guide, but also as the first determined steps for greening youth information services to make sustainable decisions for both youth service providers and users.

INGRIDA JOTKAITĖ

Eurodesk President

ABOUT THE AUTHORS

ABOUT EURODESK

As a support organisation to Erasmus+, Eurodesk makes information on learning mobility comprehensive and accessible to young people and those who work with them. With a network of national coordinators connected to local information providers in 36 European countries, Eurodesk raises awareness on learning mobility opportunities and encourages young people to become active citizens. Eurodesk is the main source of youth information on European policies, mobility information and opportunities.

As a service, the Eurodesk network answers enquiries and provides guidance for mobile young people across Europe in their own language and keeping in mind their needs and social background. Eurodesk updates and manages content on the European Youth Portal, on the eurodesk.eu and national websites and youth portals and on its social media channels.

Eurodesk federates over 1600 local youth information providers, so-called 'multipliers', that are regional or local organisations working with young people and delivering youth information to them (e.g. youth centres, youth information centres, associations, municipalities). Despite their variety, the core of their mission as Eurodesk multipliers is to provide information about mobility opportunities to young people. Through its networking and information tools, Eurodesk offers multipliers quality training and support, and access to youth information services and tools.

ABOUT ERYICA

The European Youth Information and Counselling Agency (ERYICA) is an independent European non-governmental, non-profit association, established in 1986 and based in Luxembourg. At the time of drafting this publication, the association is composed of 38 national and regional youth information coordination bodies and networks (non-governmental and governmental) from 26 countries.

ERYICA aims to uphold the right of young people to full and reliable information, which helps them make the choices they face in their lives, and which promotes their autonomy, ability to think critically, and active participation in society. ERYICA's role is to foster European and international cooperation in the field of generalist youth information work and services; to develop, support and promote quality youth information and counselling at all levels; and to ensure that the information needs of young people and the principles of the European Youth Information Charter are respected. ERYICA also advocates at national and European level for the inclusion of youth information and counselling in youth policies and other mainstream policy areas affecting young people. Since its creation, the Agency has cooperated extensively with the Council of Europe, the European Commission, and more recently with the UNESCO.

More information on ERYICA's activities and projects can be found at eryica.org.

INTRODUCTION

The right to information supports young **people's capacity to make informed choices,** to develop autonomy, to think critically, and to take an active role in society. In the realm of youth work, youth information work is key to supporting young people's transition to adulthood. Often faced with different dilemmas, young people turn to various sources of information, one of these being specialised or generalist youth information and counselling services.[1]

Despite different youth information policies in Europe, there is a common understanding that information is a prerequisite for **making participation and inclusion possible.[2]** Youth information services provide a quality label to information, which is particularly relevant in the current era, and specific guidance and support to young people, which helps them make choices constructively, develop critical-thinking skills and enhance their autonomous decision-making.[3]

This policy priority is reflected in the **EU Youth Strategy** (2019-2027) adopted by the Council of the European Union [4]in 2018. It stresses the importance of creating and further developing easily accessible youth contact points that can deliver a wide range of services and/or provide information, guidance, support and opportunities to young people. The **EU Youth Goals,** adopted by young people and annexed to the strategy, highlight information through Goal n°4 "Information and Constructive Dialogue".

The aim of youth information is not only to respond to the needs, interests and requests of young people[5] – certainly a key objective – but also to anticipate their needs and develop preventive measures accordingly. Some of these needs are closely related to accessing their rights and to key global objectives and challenges like those reflected in the **United Nations Sustainable Development Goals** (SDGs).

The concept of sustainability does not only refer to environmental issues. Indeed, the SDGs do not only address climate action or sustainable and responsible consumption, but many other aspects that also conform to the **DNA of youth information work,** such as removing inequalities,

ensuring the right to education, or guaranteeing access to healthcare and wellbeing.

This publication focuses on the **environmental dimension of sustainability** and on how youth information and counselling services can and should embrace environmental sustainability issues and greener practices. Indeed, one of the most pressing challenges for our societies is climate change, an issue recognised at high political level. A good example of this is the adoption by the European Parliament of a resolution declaring a climate and environmental emergency in Europe and globally in 2019.[6]

Today, information about environmental issues is often spread unequally across Europe. It is still a priority for many young people in Europe. In a recent survey, young people mentioned that protecting the environment and fighting climate change should be the priority for the European Union (Eurobarometer 478). Thousands of **young activists are protesting to call for action,** through different movements and globally organised protests.

Over time, the youth information sector has adjusted to **young people's demands and information needs.[7]** Indeed, youth information has always responded to local and global challenges, societal, cultural and technological transformations, and new information behaviours. All of them relate to the rising demand for guidance and support, as well as to the difficulties that young people come across as they try to find their place in society.

Today, the sector continues to evolve and adapt by listening to the voices of new generations of young people and bearing in mind not only the current challenges of our societies, but also those of the future.[8]

KEY STATS

67% of young people mentioned protecting the environment and fighting climate change as the top priority for the European Union in the years to come (Eurobarometer 478)

58% of adults aged 18-24 are more likely to have a favourable opinion of a company with sustainable promotional products (Ad Impression Study by ASI)

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1   ERYICA & Council of Europe (2015) Compendium on National Youth Information and Counselling Structures.
2   The United Nation alongside the Council of Europe and the European Union have all stressed and recognised access to quality information as a human right.
3   Youth information derived in 1960 as a service that would support and guide young people in making important decisions. It was unique in the way that it addressed young people, in a youth-friendly langWuage, through channels and settings that would speak to them and that would take into account their transitioning in life; ERYICA, EYCA and EURODESK joint position paper "Engage. Inform. Empower." 2016.
4   Resolution of the Council of the European Union and the Representatives of the Governments of the Member States meeting within the Council on a framework for European cooperation in the youth field:
The European Union Youth Strategy 2019-2027.
5   4.2 The information available covers all topics that matter to young people. (European Youth Information Charter, 2018)

6   The European Parliament declares climate emergency, press release, 29 November 2019.
7   4.1 Youth information services are based on the needs of young people. (European Youth Information Charter, 2018)
8   ERYICA (2018) Liaisons - A toolkit for preventing violent extremism through youth information.

OBJECTIVES AND STRUCTURE

The aim of th¡s guide on Greening Youth Information Services is to explore the role of youth information work in the context of the climate emergency, as well as to provide concrete tips and examples of good practices when it comes to designing and providing **greener youth information services.** The guide provides examples for youth information workers on how to inform, engage and empower young people on environmental sustainability. The aim is also to raise awareness about the importance of greener youth information strategies and youth programmes among service providers and policy makers.

Chapter 3 focuses on **policy recommendations** and stresses the importance of quality youth information for all, participative approaches in youth information work and Green Youth Programmes.

Chapter 4 provides a toolbox with **examples of non-formal education activities** that can be used to address environmental sustainability issues with young people. It also offers some tips and recommendations on how to make your training activities more eco-friendly.

A **Green Glossary** is provided at the end in order to further define and illustrate certain concepts addressed throughout the publication which may require further explanation.

> "Young Europeans made it clear on many occasions that protecting the environment and fighting climate change should be the top priority for the EU. Europe has the skills, brains and technology to deliver the Green Deal and it is our shared responsibility to do so. By greening the next generation of Erasmus+ and European Solidarity Corps, we can help channel funds in the right direction and provide more opportunities, targeted towards environmental education and innovation. Youth information services have a key role to play in reducing the carbon footprint, too; both in adapting how they work, and in spreading the message among young people."
>
> **Themis Christophidou, Director General of DG Education and Culture, European Commission**

Chapter 1 explores the mission, scope and **relation between youth information services and environmental sustainability.** Three different axes of action are analysed to define the focus of youth information activities: Enhancing media and information literacy on climate change narratives – Green MIL (1.1), Promoting active citizenship and engagement on environmental protection (1.2), and Promoting environmental sustainability and green practices (1.3). After each section, inspiring examples from the youth information sector, youth organisations, and other stakeholders are explored and showcase how youth information services can work on each axe.

Chapter 2 provides tips and insights on how to **drive a green strategy as a youth information service.** It offers key steps on how to design a comprehensive green strategy and highlights the importance of building participatory processes with different actors. The Chapter then goes deeper into how to deal with office supplies, energy consumption, events and meetings, publications or promotional products.

CHAPTER 1

YOUTH INFORMATION AND ENVIRONMENTAL SUSTAINABILITY

MISSION AND SCOPE OF YOUTH INFORMATION

The essential objective of youth information and counselling is to help guide young people in all aspects of their lives and in **making autonomous and informed decisions.** It builds on the fact that it is not possible to make any decision without knowing one's options. However, it does not stop there: being informed is only the first step, which has to be followed up by the capacity to evaluate those options, putting them into a broader perspective and relating them to one's own abilities, skills, wishes and beliefs.[9]

The ever-growing array of information that young people have access to today can become misleading and harmful for those who are not skilled enough to sift through the overload of information available, or do not have access to reliable sources of information in the first place. More and more, the importance of media and information literacy has been raised. Young people need to be equipped with key skills and competences to **differentiate between information and disinformation** on any matter concerning or affecting them, including the climate emergency.

YOUTH INFORMATION GOING GREEN

Despite the fact that scientists have been warning about the consequences of climate change for decades, and that these consequences are becoming more and more visible, there are still sceptical and critical voices that question or deny it through unfounded arguments and disinformation. At the same time, misinformation and hoaxes about the human impact on the climate and nature have spread all over social media and the Internet. Youth information services have a crucial role to play in supporting **young people's ability to decipher, fact-check, and challenge any baseless information** they may come across.

Youth information work also plays a very important role in helping young people understand the world surrounding them and in promoting values and active citizenship. In the context of the climate emergency, youth information services should therefore strive to **integrate sustainable development attitudes, knowledge and practices;** not only in their own work, but also in developing different methods and activities aimed to convey the relevant information and skills to young people themselves. Youth information services have a remarkable potential to raise awareness and educate on environmental sustainability, to promote eco-friendly practices, and to stimulate meaningful advocacy and activism.

This Chapter aims to analyse the relation between **youth information and environmental sustainability,** to define the focus of youth information activities, and to explore inspiring examples of green practices from youth information providers, the youth sector, and other stakeholders.

Today, there are 1.2 billion young people aged 15 to 24 years old, accounting for 16 per cent of the global population. The active engagement of youth in sustainable development efforts is central to achieving sustainable, inclusive and stable societies by 2030, and to averting the worst threats and challenges to sustainable development, including the impacts of climate change, unemployment, poverty, gender inequality, conflict, and migration. This Report argues that all of the Sustainable Development Goals are critical to youth development.[10]

"The climate emergency is here, and all socio-economic sectors will have to reflect on how they can transition to a more environmentally friendly society. Education is of course the unquestionable basis for this change. Without raising awareness among the very young, and without an adapted curriculum, we will not have the researchers, engineers, thinkers, builders and responsible citizens that our planet needs. In my report on the integration of European education and cultural programmes in the Green Pact, I emphasised the role of European mobility within the framework of Erasmus+ and the European Solidarity Corps, which helps to raise awareness, educate about sustainable development, share and disseminate good practices, and develop new skills. "

**Laurence Farreng
Member of European Parliament and
Rapporteur of Effective measures to 'green'
Erasmus+, Creative Europe and the European
Solidarity Corps**

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9   ERYICA & Council of Europe (2015) Compendium on National Youth Information and Counselling Structures.

10   United Nations (2018) Youth and the 2030 Agenda for Sustainable Development

1.1

ENHANCING MEDIA AND INFORMATION LITERACY ON CLIMATE CHANGE NARRATIVES — GREEN MIL

"Another wave of disinformation flooded the world following the COVID-19 pandemic. Long before that, disinformation about Climate Change has plagued our world. People are responding to several pandemics at the same time including what UNESCO calls the 'disinfodemic'. The pollution of the world's information ecosystem is real. When an ecosystem is polluted, we try depolluting it to save lives. Equally urgent is how we can prevent further pollution to break out of an unsustainable cycle. One defense against the disinfodemic is to ensure that all people acquire media and information literacy competencies (MIL). People who are media and information literate, critically evaluate information with which they engage; they think and verify before using or sharing information. Empowering youth with MIL is a potent way to tackle climate related disinformation for generations to come."*

Alton Grizzle
Programme Specialist, UNESCO

* Quote is written in context of the work as Programme Specialist in the Section for Media and Information Literacy and Media Development, UNESCO. However, the ideas and opinions expressed are not necessarily those of UNESCO and do not commit the Organisation.

Today, technology has given us unprecedented access to information and brings with it a previously unseen tendency to also want to create media content, often in a subjective and uncontrolled manner.[11] In order to be a conscious citizen, it is important that one looks at media content with a critical eye, **evaluating the quality, reliability, strategy and interest of those producing the information.[12]** Media and information providers are essential in shaping perceptions, beliefs and attitudes of citizens. [13]

As information professionals, youth information workers are fully equipped to advise young people on how to research, evaluate and appreciate the reliability of information and media content.[14] This key function of youth information and counselling services is gaining crucial relevance in the context of environmental sustainability and climate action. Although it is a fact that climate change linked to human activity has been affecting our ecosystems and the way we live for the past few decades, disinformation, hoaxes and conspiracy theories that question or deny it are widely spread. Youth information services are well positioned to encourage young people to **reflect critically about any information on the climate emergency** that reaches them through different media.

According to principle 5.2 of the European Youth Information Charter, youth information workers, as information providers, have the responsibility to **educate young people on media and information literacy.[15]** But what is Media and Information Literacy (MIL) and how does it relate to environmental sustainability?

Information Literacy and Media Literacy have traditionally been seen as separate and distinct fields. The UNESCO decided to bring together these two areas as a combined set of competencies (knowledge, skills and attitude) necessary for life and work today.[16] The concept of **Media and Information Literacy (MIL)** harmonises and groups the large number of related existing literacies that can be identified in the digital age, such as news literacy, television literacy, film literacy, picture literacy, computer literacy, Internet literacy and digital literacy, as well as other emerging concepts like social media literacy.[17]

MIL recognises the primary role of information and media in our everyday lives and empowers citizens to understand the functions of media and other information providers, to critically evaluate their content, and to make informed decisions as users and producers of information and media content.[18]

11   ERYICA (2018) Liaisons - A toolkit for preventing violent extremism through youth information.

12   Landy N. & Letellier A. S. (2016) L'éducation aux médias à l'ère numérique : entre fondations et renouvellement. Les Presses de l'Université de Montréal.

13   UNESCO (2011) Media and Information Literacy Curriculum for Teachers

14   8.2 Youth information workers have media and information literacy skills. (European Youth Information Charter, 2018)

15   5.2 Youth information services provide young people with media and information literacy skills to act in a safe and responsible way (European Youth Information Charter, 2018)

16   UNESCO (2017) Media and Information Literacy as a Composite Concept

17   UNESCO (2013) Media and information literacy: policy and strategy guidelines

18   UNESCO (2017) Media and Information Literacy as a Composite Concept

INFORMATION LITERACY

Define and articulate information needs	Locate and access information	Assess information	Organise information	Make ethical use of information	Communicate information	Use ICT skills for information processing

MEDIA LITERACY

Understand the role and functions of media in democratic societies	Understand the conditions under which media can fulfil their functions	Critically evaluate media content in the light of media functions	Engage with media for self-expression and democratic participation	Review skills (including ICTs)needed to produce user-generated content

Source: UNESCO (2011) Media and Information Literacy Curriculum for Teachers

Media and information literacy has a very important role to play when it comes to supporting environmental sustainability and green approaches. **Green Media and Information Literacy (Green MIL)** refers to the key set of skills already included in the definition of MIL, but precisely aimed at supporting citizens' capacity to deal with the existing information overload on environmental issues.

As such, Green MIL enhances the critical thinking skills necessary to identify, select, use and multiply the most reliable, up-to-date and relevant information on environmental issues, therefore **helping young people make well-informed decisions and formulate opinions regarding climate action.** For instance, basing opinions on the latest scientific research rather than on blogs expressing personal views, or scrutinising information sources supporting or questioning climate change before posting them on social media.

In addition, Green MIL also has the potential to help develop **more efficient information search and communication strategies,** which can contribute to reducing carbon footprints (e.g. obtaining better search results in a shorter time, or reducing the amount of time computers are used to find or communicate information).[19]

Without appropriate MIL skills and competences, young people can be **easily misled and negatively influenced** in their life choices, forming of opinions, and the ability to exercise their active citizenship and rights.

WHAT SHOULD YOU FOCUS ON?

- Provide quality, reliable and youth-friendly information about environmental matters to young people;

- Raise awareness among young people on the importance of checking facts and paying attention to information sources on environmental matters;

- Encourage young people to get informed on the latest news, facts and research about the climate emergency;

- Make use of methods and activities that transmit critical thinking and green media and information literacy skills to young people (see examples proposed in Chapter 4);

- Provide young people with the ability, tools and resources needed to learn how to check sources of information, spot disinformation, and challenge rumours, hoaxes and greenwashing;

- Enhance young people's awareness on the importance of producing and spreading information and media in an accurate and responsible manner;

- Empower young people to take an active role in contesting disinformation on the climate crisis and challenging hoaxes through arguments founded on facts and reliable sources;

- Further integrate critical thinking and green media and information literacy skills in your own set of skills; and

- Identify reliable sources of information on the climate emergency and environmental issues, and make sure that young people are aware of them.

19   Kurbanoglu, S. & Boustany, J. (2014) From Green Libraries to Green Information Literacy. Springer International Publishing

WHAT TYPE OF ACTIVITIES?

- Co-organise or join information or awareness-raising campaigns on climate change fact-checking and combatting/denouncing conspiracy theories and hoaxes;

- Organise workshops, info sessions and other events to help young people develop green media and information and literacy skills (see examples proposed in Chapter 4);

- Co-design information material and resources with young people to raise awareness about the importance of green media and information literacy skills (e.g. videos, podcasts, articles);

- Involve young activists and key stakeholders from the field of climate change, environmental sustainability and media and information (e.g. scientists, journalists, fact-checkers, civil society organisations) in your activities;

- Partner with other educational institutions and specialised organisations to inform young people about the Earth's environmental situation and provide spaces to share opinions and ideas (e.g. school or youth club workshops, open days).

GOOD PRACTICES AND INITIATIVES

LEARNING ABOUT THE SDGS WHILE TACKLING DISINFORMATION

Red Municipal de Información Juvenil, Region of Madrid - Spain

The agency provides an example of innovative ways to provide reliable information in order to raise awareness about our current environmental crisis.

"Through the Social Networks of the Department of Youth, **an information campaign** was carried out **on the sustainable development goals** (SDGs). Every day an image was published with a SDG goal and an outstanding fact about that

goal. 17 images were designed and published. The activity was carried out on Twitter and Instagram. In addition, **news and fake news** were published on the climate emergency, as well as information campaigns that are being carried out on this subject."

WITH FACTS AGAINST FAKE NEWS: CLIMATE CHANGE

Bundesnetzwerk Österreichische Jugendinfos, Austria

In Autumn 2020, the Austrian Youth Information Centres are launching a campaign on fake news and climate change. As part of the campaign, a youth-friendly "argumentation guide" will be published, where common parols against climate change are debunked, and general argumentation techniques are offered to help young people in their efforts to engage with the topic. As a second focus point, the Austrian Youth Information Centres are issuing an open educational resource (OER) on the subject, targeted towards teachers and educational workers. This OER links information literacy with the topic of climate change; the exercises included are fit to be used in classrooms and workshops. The visual identity of the campaign will be created in a youth-participation process. The call for illustrations will be issued at the end of April on Instagram; the winners will be featured in the argumentation guideline and awarded a subscription to skillshare, a platform that offers creative online courses.
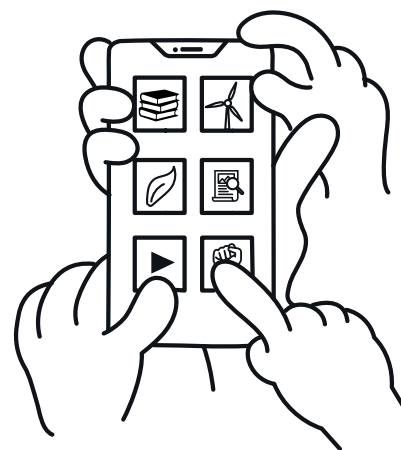
CLIMATE CHANGES, TRUTH DOES NOT

European Youth Information Day 2020, ERYICA

Every year on 17 April, the European Youth Information and Counselling Agency (ERYICA), together with its members and stakeholders, celebrates the European Youth Information Day (EYID) across Europe. The slogan of the Day in 2020 is the following:

"Climate changes, truth does not. Stay informed, check for yourself."

The campaign invites young people to encourage **youth advocacy and critical thinking** on one of the hottest topics of the new decade: the climate emergency.

The aim of the EYID 2020 campaign is to:
- Raise awareness about media and information literacy, the importance of checking the facts and paying attention to information sources.

- Empower young people to check for themselves that this problem is real, and that they can observe it in any place near them, in their own country, city or village.

- Encourage young people to get informed on the latest news, facts and research about the climate emergency and what can be done.

- Support young people in finding ways of reducing their ecological impact and encourage them to take action and spread the word.

This campaign is a joint effort between ERYICA, youth information services across Europe and young people.

Several participatory **social media actions and non-formal education activities** with young people have been organised during the campaign.

FACT-CHECKING AGAINST CLIMATE CHANGE HOAXES

Institut Valencià de la Joventut, Region of Valencia - Spain

Institut Valencià de la Joventut (IVAJ) has established a collaboration with the fact-checkers maldita.es to run activities with young people and facilitate **sessions for youth information workers on fact-checking.**

Maldita.es is a non-profit independent journalist website aimed to give citizens **tools to learn how to spot disinformation and hoaxes.** One editorial line of maldita.es is to monitor the political speech and disinformation appearing on social media, and to analyse the messages using data journalism techniques to verify them.

Maldita Ciencia plays an important role in identifying disinformation and hoaxes related to **scientific facts, the climate emergency and environmental issues.** Using research and scientific evidence, the website makes a special effort to explain with proven facts the most viral hoaxes going around on social media.

Thanks to this cooperation, IVAJ is preparing a **campaign for young ambassadors** to address hoaxes and disinformation on health, science and social issues using maldita.es articles and fact-checking methods to illustrate them. Moreover, maldita.es experts are going to facilitate some **sessions on media and information literacy** for youth information workers across the region.
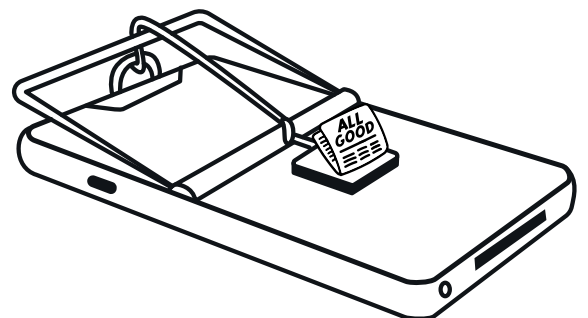
1.2

PROMOTING ACTIVE CITIZENSHIP AND ENGAGEMENT ON ENVIRONMENTAL SUSTAINABILITY

"The climate crisis is of major concern to young people, after all, a healthy environment is a precondition for the preservation of life on our planet and, therefore, for the very enjoyment of our human rights under the European Convention on Human Rights. Youth information is key to supporting and equipping youth with the knowledge, skills, attitudes and values to access and to exercise their human and social rights, and their duties as active citizens to engage in promoting those rights and democracy. Democratic institutions rely on young people's commitment and participation to shape sustainable policies for the present and future."

**Antje Rothemund
Head of the Youth Department,
Council of Europe**

In the context of the climate emergency, youth information workers have the responsibility to listen to young people, to understand new forms of engagement, and to **encourage active citizenship and informed advocacy.** This aspect is well reflected in the European Youth Information Charter, which recognises in principle 5.3 that youth information services should promote active citizenship and participation.[20]

The climate crisis has definitely turned into a crucial source of **action, discontent and protest among young citizens globally.** Through initiatives such as Fridays for Future and Youth For Climate, young people have taken ownership of this fight and led protests against the lack of action on climate change mitigation and environmental protection. Youth information services shall address young people's engagement trends, concerns and interests and support various expressions of active citizenship. They shall encourage young people to find their own ways of taking meaningful action and making their voice heard.

Two tendencies can be identified and need to be balanced out when it comes to youth participation processes, and youth information has a clear role to play in both. On the one hand, **young people's motivation to join participatory processes** and activism only arises when they feel concerned about an issue, when they feel that they are taken seriously and when their communication habits, patterns and channels are catered for.[21] On the other hand, as mentioned in section 1.1, without having the right information and skills, young people can be vulnerable to diverse risks related to different media usage, such as disclosure of personal information, disinformation or manipulation.[22]

In order to ensure meaningful active citizenship and engagement of young people, first, they must have easy **access to information on how to get involved,** what is at stake, what the available opportunities are and where they are. Knowing what is going on is the first step in gaining interest and making informed decisions about getting involved.[23] Sometimes young people may not get engaged, not because they have no interest, but simply because they do not have information about existing opportunities to participate.[24] Before joining a youth movement for example, it is important for them to understand the underpinning values it represents and to feel connected to them.

The key role of youth information services in this context is **providing support and information, as well as offering spaces** for young people to discuss, debate and think about how to get involved and what they can do at which level. There is a wide variety of inspiring activities and initiatives aiming to promote green active citizenship and to support environmental protection engagement. Indeed, actions can be developed at different levels and involve different dimensions, such as political initiatives, legislative reforms, or cross-sectoral collaborations.

20   5.3 Youth information services promote active citizenship and participation. (European Youth Information Charter, 2018)

21   Schols, M. (2015). Young, online and connected. The impact of everyday Internet use of Dutch adolescents on social cohesion. Rotterdam: Erasmus Research Centre of Media, Communication and Culture.

22   Livingstone, S., Mascheroni, G., Ólafsson, K. & Haddon, L. with the networks of EU Kids Online and Net Children Go Mobile (2014) Children's online risks and opportunities: Comparative findings from EU Kids Online and Net Children Go Mobile.

23   ERYICA, SEGA, and UMKI (2017) Youth Information Workers fit for Youth.

24   Council of Europe (2015) Have your say! Manual on the revised European Charter on the Participation of Young People in Local and Regional Life.

COMPLEMENTARY LEVELS OF INVOLVEMENT

Levels	Implications	Examples
Micro-level	Changing personal habits and incorporating greener individual everyday-practices and mindsets; and raising awareness among peers and relatives. This level will also be explored in 1.3.	Encouraging the adoption of a zero-waste policy at home, eating less meat, buying local organic products, taking public transport, or having shorter showers.
Mezzo-level	Joining local environmental interest groups, advocating for greener practices vis-a-vis local decision-makers, getting media attention on a particular local issue, or taking action on questions affecting the immediate environment.	Reducing air pollution in a city by using public transport or biking, volunteering with a local NGO to collect plastic from the river, planting trees with a group of neighbours, or cleaning the nearby beach.
Macro-level	Taking action at global, European or national level. Engagement at other levels connects with the global issues at any particular level.	Joining interest groups, acting on a wider scale, online movements, or joining a global protest.

WHAT SHOULD YOU FOCUS ON?

- Be informed about new forms of youth engagement, youth-led movements and campaigns on climate action at the local and global level;

- Inform young people about ways of getting involved in movements or organisations active on climate change mitigation, environmental sustainability and green advocacy;

- Endorse youth-led campaigns and actions on environmental sustainability and climate action advocacy;

- Promote and provide information on youth engagement and volunteering opportunities on environmental protection actions at different levels;

- Empower and support young people to plan and lead climate action and environmental sustainability projects and activities;

- Inform and support young people in channelling their voices to decision-makers (e.g. youth climate councils) as well as to youth information organisations;

- Cooperate with relevant public authorities, schools, and key stakeholders in the field of environmental protection;[25]

- Keep track of policies and latest developments related to environmental protection to better understand the context;[26] and

- Predict future youth needs and trends in view of the societal and financial changes linked to the climate emergency in order to anticipate timely answers.

WHAT TYPE OF ACTIVITIES?

- Provide quality youth information through your communication channels, including concrete opportunities for young people to act, get involved and run projects;

- Plan and co-organise workshops, debates, discussions, info days, site visits, pop-up campaigns and other activities with young people with a focus on environmental sustainability engagement (see examples of activities proposed in Chapter 4);

- Provide spaces and opportunities for young people to debate and discuss environmental issues, also involving experts, civil society organisations, activists and decision-makers; and

- Include outdoor activities in your daily youth work practice as an opportunity to create a first-hand experience and promote spending time in nature, which can become a strong inner drive to tackle environmental issues.

CLIMATE CHANGE YOUTH GUIDE TO ACTION

TakingITGlobal developed Climate Change Youth Guide to Action, which is intended to inspire, inform and involve young people in taking action on climate change. While each section of the guide highlights important steps in taking action, you may find certain parts particularly useful (based on your knowledge and needs). The guide addresses six different dimensions and provides additional information resources to support each section in the appendices.

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25   8.3 Youth Information Services cooperate with relevant stakeholders in order to identify needs, look for synergies, share expertise, and make youth information visible 8.4 Youth Information Services cooperate at local, regional, national, European and international level and share best practices and knowledge. (European Youth Information Charter, 2018)

26   9.2 Youth information workers are aware of new developments, relevant laws and keep themselves informed about trends among young people. (European Youth Information Charter, 2018)
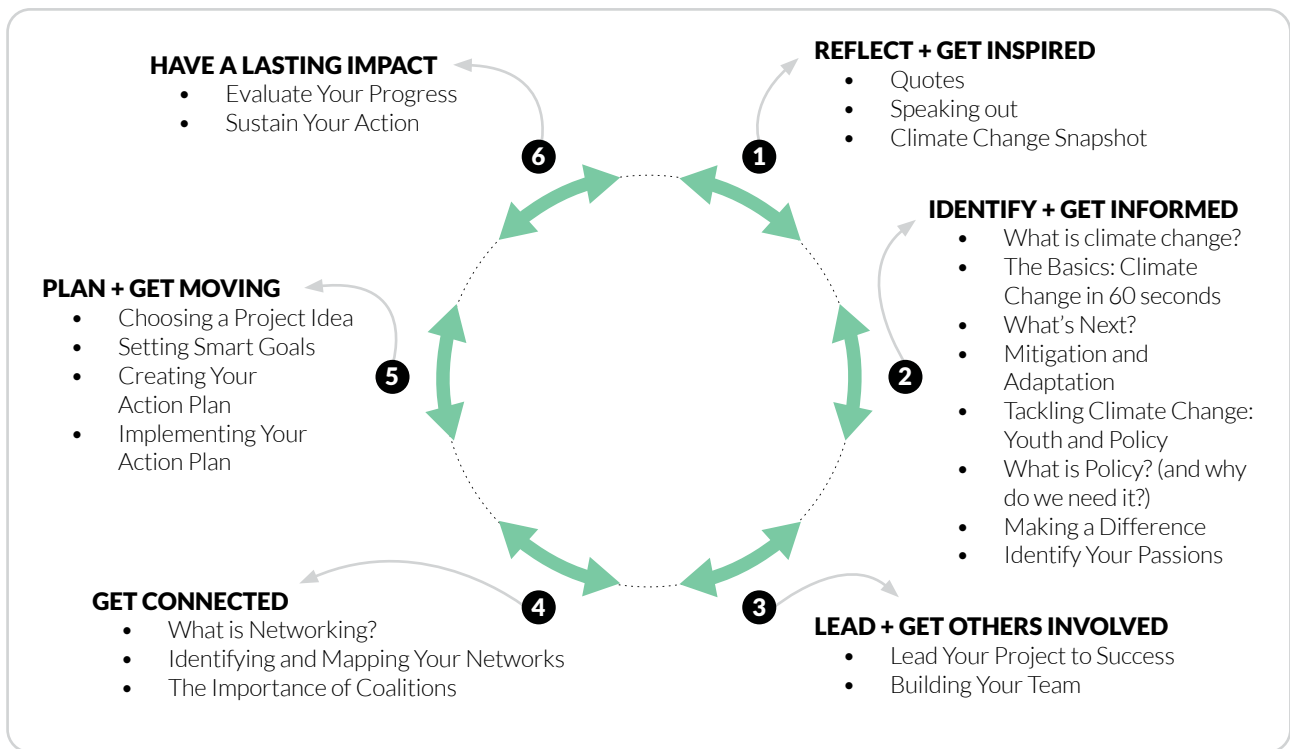
HAVE A LASTING IMPACT
- Evaluate Your Progress
- Sustain Your Action

6

REFLECT + GET INSPIRED
- Quotes
- Speaking out
- Climate Change Snapshot

1

PLAN + GET MOVING
- Choosing a Project Idea
- Setting Smart Goals
- Creating Your Action Plan
- Implementing Your Action Plan

5

IDENTIFY + GET INFORMED
- What is climate change?
- The Basics: Climate Change in 60 seconds
- What's Next?
- Mitigation and Adaptation
- Tackling Climate Change: Youth and Policy
- What is Policy? (and why do we need it?)
- Making a Difference
- Identify Your Passions

2

GET CONNECTED
- What is Networking?
- Identifying and Mapping Your Networks
- The Importance of Coalitions

4

3

LEAD + GET OTHERS INVOLVED
- Lead Your Project to Success
- Building Your Team

Source: TakingITGlobal (2011) Climate change Youth Guide to Action

GOOD PRACTICES AND INITIATIVES

YOUTH DISCUSSING CLIMATE CHANGE, HEALTH AND FOOD AT THE ALIMENTERRE FESTIVAL

PIJ Pleyben Châteaulin Porzay, France

The youth information centre of Châteaulin (PIJ) organises activities with young people around the Festival Alimenterre, in partnership with the RITIMO network. This Belgian Festival aims at raising public awareness of the challenges of healthy, sustainable and accessible food for all.

Young people, aged between 18 to 25, choose a documentary film from the annual selection of the Festival that they wish to present during a free screening-debate. Young people are accompanied to prepare a debate, and to find speakers who will exchange views with the public and learn animation techniques.

In 2019, four young people took part in the Festival and were accompanied every step of the way by a youth information counsellor. Audrey, 21, is working and her parents are farmers. Bastien, 27, is working too in the family business. Gwendoline, 18, is studying at high school. And finally, Mélina, is a volunteer at a concert hall. The youth information counsellor's purpose is to allow them to talk about an issue they are really interested in (climate change, health, food) and to help them lead a project from A to Z - not doing it for them, but giving them the tools to be the real leaders of the Festival. They all prepared the screening and debate and found an organic farmer who agreed to speak about his own experience. Most participants came from the surrounding area: about 35 people, a dozen of which were teenagers with their parents. At the end of the debate, the crew of the concert hall invited the young organisers to share a dinner in a very good atmosphere.

GREEN AGENT: YOUTH-LED ACTIVITIES ON SUSTAINABLE DEVELOPMENT

Eurodesk Provincia Verbano Cusio Ossola Vedogiovane, Italy

The 'Green Agent' project is aimed at empowering young people from the mountain areas of the Piedmont region with key skills for active participation and entrepreneurship, focused on environmental protection and sustainable development. The participants covered the topics of environmental education and communication, conscious consumption, recycling, art in nature, social innovation and green economy.

The project has been carried out through several youth exchanges, international trainings/seminars on environmental topics and has created volunteering opportunities. 18 different events have been designed and managed by the young people who participated in the exchanges and the organisers received over 100 video and article entries for competitions. The Green Agent project won the Eurodesk Award in 2017 for its innovation of involving environmental education through youth information and active citizenship practices.

PROMOTING VOLUNTEERING AND YOUTH-LED PROJECTS ON ENVIRONMENTAL SUSTAINABILITY

Eurodesk UK

Responding to the demand from a generation eager to play their part in environmental protection, Eurodesk UK has been empowering young volunteers to share their experience via Youth Stories, their dedicated web page with testimonials from young people. Stories are collected through Eurodesk UK multipliers and partners, as well as through young people who turn to Eurodesk UK. Young people are supported throughout the writing process and once the youth story is online, it is shared across all social media channels along with available opportunities to volunteer in environmental projects at national and international level. Young peoples' life-changing experiences inspire others to gain new skills and encourage them to follow a similar route.

ERASMUS FOREST

ESN Aveiro, Portugal

Vouzela is a small Portuguese town, located in the district of Viseu. In 2017, most of its natural territory was devastated by fires. Every semester since then, Vouzela's city hall, ESN Aveiro and the international students at the University of Aveiro have worked together in an attempt to repair the damage and restore Vouzela's natural beauty.

It is an enriching learning experience for the international students, the volunteers, as well as the local community. In the activity, the participants discuss fire prevention and the role that different tree species play in it; they also have the opportunity to visit a rural area of Portugal. The international students leave this activity feeling that they have contributed. ESN Aveiro believes it is crucial for their mobility experience to volunteer alongside the local community, especially helping out with the environment, given the complicated times we are living through, as a way of contributing and learning in a different setting.

EUROPEAN/INTERNATIONAL OPPORTUNITIES TO RUN YOUTH ENVIRONMENTAL PROJECTS

The European Union and other international bodies such as the Council of Europe or the UN offer grants and/or opportunities to young people and youth organisations to run projects and initiatives, and to participate in sustainable learning mobility experiences abroad. Read more in Chapter 3, Greener Youth Programmes - Financial Criteria (page 57).

EUROPEAN UNION

The EU offers different funding opportunities to young people and youth organisations. Although most programmes are broader than just climate change, it is possible to run projects under this theme[27]:

- European Solidarity Corps: a volunteer-based initiative that allows young people to make a hands-on contribution in various areas including environmental protection. The scheme is open to young people between 17-30 years of age.

- Erasmus+ youth exchanges: allow groups of young people between 13-30 years of age from different countries to meet, live together and work on shared projects for short periods (5-21 days).

- Erasmus for young entrepreneurs: a cross-border exchange programme which gives new or aspiring entrepreneurs the chance to learn from experienced entrepreneurs running small businesses in another participating country.

- LIFE Programme: LIFE funds projects under its environment and climate action sub-programmes to help implement the European Green Deal. Most LIFE projects are so-called traditional projects that can be coordinated by any legal entity registered in the EU, public institutions and youth NGOs. A lot of traditional projects show best-practices, run pilots, raise public awareness or demonstrate breakthroughs in environmental practices.

The EU institutions have dialogue mechanisms with young people, such as citizens' dialogues, consultative groups and meetings with youth movements. Here are some examples:

- EU Youth Dialogue: a dialogue mechanism between young people and decision makers taking place in the framework of the EU Youth Strategy. To join the process, you can contact the national working group of your country or the European Youth Forum if your country is not listed.

- Debating Europe: the platform where EU citizens can debate the issues they care about with European politicians and experts.

COUNCIL OF EUROPE

The European Youth Foundation (EYF) is a fund established in 1972 by the Council of Europe to provide financial and educational support for European youth activities. Youth NGOs from Council of Europe member states and the signatories of the European Cultural Convention can apply to the Foundation.

The aim of the EYF is to make the voice of youth heard at a top decision-making level, to support European non-governmental youth organisations and networks and to promote peace, understanding and respect.

The Foundation has an annual budget of approximately 3.7 million euros. Since 1972, more than 300,000 young people aged between 15 and 30 have benefited directly from EYF supported activities.

UNITED NATIONS

The youth agenda of the United Nations (UN) is guided by the World Programme of Action for Youth (WPAY). It provides a policy framework and practical guidelines for national action and international support to improve the situation of young people around the world.

Since 1999, this programme has been promoted further in the framework of the International Youth Day, which is held on 12 August each year.

The UN also manages the UN Youth Delegate Programme, which promotes participation in decision-making among young people. Youth delegates can participate in several intergovernmental meetings at the United Nations.

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27   Source: European Youth Portal

UNESCO

As the Educational, Scientific and Cultural Organisation of the UN, UNESCO works with young people and is committed to accompanying them to work together to drive social innovation and change, participate fully in the development of their societies, eradicate poverty and inequality, and foster a culture of peace.

Among others, they: manage the Youth Spaces Initiative to foster youth engagement in their communities, coordinate the UNESCO Youth Forum to provide an innovative opportunity for youth to dialogue among themselves and with UNESCO, and, evidently, they are the engine that drives the International Youth Day. You can join the online community to keep updated on the upcoming Forums.

Another initiative, Youth UNESCO Climate Action Network (YoU-CAN) was launched in 2019, at the COP25 in Madrid, under the motto 'Changing Minds, Not the Climate' to

reinforce youth-led climate action by supporting youth and existing youth networks and by creating bridges among them. YoU-CAN's vision is a world where young people are conscious of their common future and interaction with our planet, and take an active part in building thriving, fair and sustainable societies by contributing towards the aim of the UNFCCC Paris Agreement to significantly reduce the risks and impacts of climate change. The network will contribute to UNESCO's programmes and benefit from its competencies in education, the sciences, culture, and communication and information where possible.

UNICEF

UNICEF Voices of Youth is the online place for young people to learn more about issues that affect their world. On this platform, young people from around the world can express their views, explore, discuss and take action on global problems.

1.3

PROMOTING ENVIRONMENTAL SUSTAINABILITY AND GREEN PRACTICES

> "We really have to listen to young people and be critical of our own role as youth information providers concerning goodies, how we plan events, how we run our offices, how we get to work. I think it really is not about planning new events, it's about approaching young people as equals and respecting their concerns, dreams and wishes. We can learn a lot from them and they can learn from us. I really like the concept of "future labs", where young people can think about and "design" a future they want to live in - as utopian as they want it to be."
>
> **Alena Brunner**
> **Youth information worker and Eurodesk National Coordinator, National Network of Youth Information Centres, BÖJI, Austria**

Promoting **greener practices, spaces, tools, activities and services,** while encouraging young people's active citizenship and critical thinking regarding environmental sustainability and climate action, should be at the core of youth information and counselling provision.

In the process of making choices regarding their education or career path, young people also **choose the personal lifestyle that will define their lives.** Indeed, our individual choices and lifestyle mark the way we relate to the world surrounding us and have a significant impact not only on our community, but also on the environment and on society at large. Thus these autonomous first-time decisions need to be based on comprehensive, unbiased, complete and verified information.[28]

By facilitating young people's access to **information on environmental sustainability engagement and green practices,** they are given the tools to act autonomously and are better equipped to make conscious decisions on how they

want to live and what ecological footprint they wish to have. A very basic principle of youth information is that one can only make the right decision once informed of the options and alternatives that exist. This also applies to greener lifestyles and consumption choices.

In addition, youth information services can play an important role in supporting young people's understanding of **key climate emergency and environmental sustainability principles,** issues and concepts. However, when it comes to talking about green issues and ecology with young people, and especially with younger groups of young people, it is important to bear in mind that they usually have a stronger environmental sensitivity. It is therefore essential to talk to them about this problem without being too alarmist.

Eco-anxiety and climate anxiety have become a common reality, so it is crucial to communicate concerns in a constructive and sensitive way to make sure that environmentally-friendly practices and actions are perceived as something positive, transmit hope, and inspire to make a difference.

The concepts of environment, environmental sustainability, ecology and climate change may be difficult to grasp for certain age groups. The role of a youth information worker is therefore to simplify them as much as possible, by **explaining things in a concrete way so that concepts are understood and retained.** You can prepare educational, recreational activities outdoors that provide young people with an embodied experience of the natural world, thereby sensitising them about nature protection.

Using **non-formal education methods** to promote green practices is a very concrete and useful way to raise awareness about environmental sustainability matters among young people, who may not be so familiar with them (see examples of activities in Chapter 4). Making use of the world that surrounds them to help them gain interest in the main environmental issues, adopt new personal habits, and feel empowered to speak up against unsustainable practices is probably the most effective way to approach the subject.

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28 1.1 The information offered is comprehensive, provides an overview of different options available and is based on pluralist and verified sources. (European Youth Information Charter, 2018)

The focus should also be on **experiencing first-hand the natural beauty of our planet** through outdoor activities, and thus raising sensitivity among young people about the need to protect nature. It is important to provide them with frequent outdoor activities and to help them reflect on their experience and connection with nature. Their experience should be related to their immediate environment: the less abstract the experience is, the more connected they will feel. Once this bond is created, we can shift the learning to a cognitive level, linking it to a wider focus, explaining what to pay attention to on their scale, why it is important, and how they can act.

Finally, being in daily contact with young people, **youth information workers should act as role models.** The way we produce our promotional items, manage our offices or run our events is sending a message to young people too. This dimension is covered in Chapter 2.

> "To create a world that is more just, peaceful and sustainable, all individuals and societies must be equipped and empowered by knowledge, skills and values as well as be instilled with a heightened awareness to drive such change. This is where education has a critical role to play."
>
> **UNESCO Roadmap for Implementing the Global Action Programme on Education for Sustainable Development, UNESCO, 2014**

Remember: you are not alone! There are many youth-led or citizen-led initiatives and organisations fighting for our planet. If you want to tackle a specific area, just see who is active in the field, talk to them, and link initiatives.

WHAT SHOULD YOU FOCUS ON?

- Propose fun and creative ways to minimise young people's ecological impact, for example by visiting recycling facilities and repair cafés, or learning to sort waste through games as part of your non-formal education activities and projects;

- Motivate young people to take green action and spread the word (e.g. green youth ambassadors or campaigners);

- Promote first-hand experience with the natural world, spending time outdoors, organising visits or activities in natural spaces, encourage offline leisure activities;

- Empower young people to check the human impact on the natural environment for themselves and to observe it in their closer reality without being too alarmist, and explore solutions, especially when you talk to younger users of your services;

- Introduce green practices and eco-friendly policies as part of your everyday activities and involve young people in the process. Youth information services and centres should constitute an example for inspiring their young users and reducing their own ecological impact (see Chapter 2); and

- Encourage young people to get informed about what they can do at different levels to support environmental protection and how to speak up against unsustainable practices.

WHAT ACTIVITIES SHOULD YOU ORGANISE?

- Encourage healthy eating and planet-friendly diets and explain why this policy is effective (e.g. using green catering services at your events or organising a vegetarian info-picnic).

- Support short video-making projects on good examples of being environmentally friendly, it can also be a competition;

- Organise team-building and trainings based on active and outdoor activities, such as hiking or cycling, encourage new sustainable habits and learning by doing;

- Run fun upcycling craft workshops and activities with young people and relevant experts and activists (e.g. exchange days, repair cafés).

- Organise thematic workshops on greener consumer habits, green cooking, green fashion, greenwashing, etc. where they can discover ways of being greener while having fun (see some examples in Chapter 4).

- Run activities about measuring your carbon footprint, climate change impact or consumption habits using gamification. Some ready-made games, websites and apps already exist and can be used. Some educational resources are provided hereafter.

EDUCATIONAL RESOURCES ON CLIMATE CHANGE

There are many open educational resources available for educators to use with young people. Alongside national resources, here are some developed by international organisations:

- Our Planet, Our Future: an educational tool developed by the European Commission. It is based on the information contained in the publication "Our Planet, Our Future: fighting climate change together".

- NASA Kids Club: a platform that contains information, games and other resources on climate change. ➔

- [WMO for Youth:](#) platform developed by the World Meteorological Organisation for young people containing games, resources, stories and much more.

- [NASA Global Climate Change - Vital signs of the planet:](#) this platform provides different resources to observe evidence of climate change, such as comparative images, a climate time machine, global ice views, real time data visualisation, educational videos, interactive quizzes, and other resources.

GOOD PRACTICES AND INITIATIVES

SAVES2 & STUDENT SWITCH OFF CAMPAIGN

National Union of Students, United Kingdom

Across Europe, Students Achieving Valuable Energy Savings (SAVES 2) supports students in minimising their carbon footprint in their university and private accommodation, raising awareness about **energy efficiency and smart metering,** and installing good sustainability habits which last beyond their time in education. SAVES 2 is funded by Horizon 2020 and builds on the success of the EU Intelligent Energy Europe-funded SAVES project (2014-2017), that expanded the [Student Switch Off (SSO)](#) campaign to Cyprus, Sweden, Lithuania and Greece.

Through the current grant the partners are continuing to expand the UK's Student Switch Off campaign to Cyprus,

Greece, Lithuania, Ireland, Romania, and Bulgaria. The main aim is to **reduce students' energy usage** as well as their exposure to fuel poverty, benefitting both the planet and their pockets.

https://saves.nus.org.uk/

MY PLANET MY PLEDGE

Youth Work Ireland, Ireland

During Youth Work Ireland's Consensus Process 2019, young people told us that the environment and climate change were key issues they wanted to learn more about and campaign for change on. Currently it is young people who are leading the way in highlighting the need to combat climate change, and acting to ensure the environment is protected for all generations.
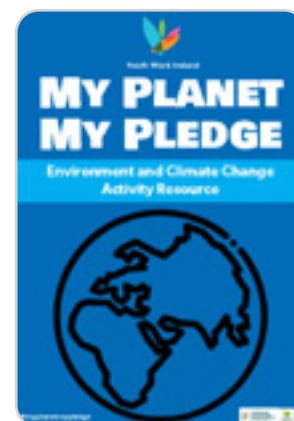
The My Planet My Pledge activity pack was originally developed as a resource to be done in a group work setting, however with the COVID-19 outbreak and youth groups meeting online, it has been adapted to be delivered as an online resource. The activities can be done without too much preparation or materials and can be delivered by both youth workers and volunteers. Each worksheet is available in a downloadable format and there is an index of additional key terms and background information that workers should consult prior to starting the activities.

https://www.youthworkireland.ie/what-we-do/my-planet-my-pledge

CLOTHES SWAPPING EVENTS

LOGO jugendmanagement, Austria

Sustainability – especially **sustainable clothing** – has been very important for young people for quite some time in Styria. As the Styrian youth information service, LOGO wanted to combine spreading information about this topic

with arranging young and innovative events. For this reason, LOGO started in 2015 to organise clothes swapping events twice a year in the youth information centre. Around 100 people took part at each of the events, which received quite some publicity from the local and regional press.

The idea of a **clothes swapping event** is quite simple: young people can bring up to 10 pieces of clothing which they are not using any longer and are in good condition and exchange a piece of clothing for another one at the event. A professional junior designer helps young people to redesign and pimp up their new clothes.

Since the beginning of 2020, this project now takes a new dimension thanks to the support of Erasmus+ with the project **"Wear(e)able"** on sustainable clothing coordinated by "bit Schulungscenter".

SEARCH FOR EUROPE IN THE JUNGLE

Jekabpils NVO resursu centrs Latvia

Together we are a force that can make the world a better place! Jekabpils NVO, a member of Eurodesk Latvia, wants to show young people that we can if we want to!

"Through the project "Search for Europe in the jungle" we inform young people about Latvian and European opportunities while hiking. With the hiking dimension, we wanted to make young people aware of the environmental richness around us. During the hike, European volunteers and participants from youth exchanges shared their stories about their experience and what it means for them to be a participant in a European programme. Each story was designed to be accompanied by a sporting activity to make these young people realise that they can do more than they think."

FEWER & ONLY SUSTAINABLE PROMOTIONAL ITEMS

Eurodesk UK

In November 2018 Eurodesk UK surveyed its network about their existing merchandise and what other items they would like to see in the future. The vast majority expressed the need to produce only sustainable promotional items for two reasons: to be as environmentally friendly as possible and to

send a message to young people on the importance of using recycled and recyclable materials. They took their advice and did extensive research on different suppliers and ideas, taking into account the packaging and carbon footprint of the delivery service.

Eurodesk UK also decided to produce less items, but a higher quantity of each, to be able to cope with the demand from their multipliers. This contributed to a decrease in the cost per item, so in the end, in 2019 and 2020, they invested a similar amount and their multipliers had enough materials for their events. The multipliers' feedback was and is still very positive, "ensuring our investment is worth it" says Eva de Luis, the National Coordinator for the Eurodesk UK network.

THE UNESCO GREEN CITIZENS PROJECT

Education for Sustainable Development (ESD) aims to empower everyone with the knowledge, skills, attitudes and values necessary to shape a sustainable future.

This platform provides an informative space highlighting ESD stories from around the globe, with the aim of inspiring others to contribute to the fight against climate change by encouraging its readers to share their own experiences. These stories incorporate examples of new practices to guarantee a sustainable future. This platform continues the momentum of the UNESCO GREEN CITIZENS: Pathfinders for Change travelling exhibition that paid tribute, through nine emblematic educational projects, to women and men who run ESD initiatives worldwide.

https://en.unesco.org/greencitizens/green-citizens

T-KIT ON SUSTAINABILITY AND YOUTH WORK

The Partnership between the European Commission and the Council of Europe in the field of youth developed a training kit on Sustainability and Youth Work (2018). The publication is primarily designed **for youth workers and educators willing to explore the topic of sustainability** with young people through non-formal education methods.

Among other aspects, the different chapters:

- Introduce different theoretical aspects and concepts;

- Explore the idea of education for sustainability and its most common methods;

- Propose a set of non-formal education activities to be conducted with young people;

- Illustrate with ideas on how to encourage young people to make a difference; and

- Provide a checklist and ideas for practical implementation of environmental protection measures.

3. Encourage young people to get informed on the latest news, facts and research about the climate emergency and what can be done at different levels.

EMPOWER YOUNG PEOPLE AS GREEN CITIZENS

1. Empower young people to observe the consequences of climate change in their immediate environment and to understand the importance of environmental sustainability.

2. Support young people in finding ways of reducing their ecological impact and encourage them to take action and spread the word.

3. Organise and co-organise training activities, awareness-raising events, and information sessions with young people to promote environmental sustainability.

4. Support youth information workers' lifelong learning

5. Stay informed about new forms of youth engagement, youth-led movements and campaigns on climate action at different levels.

6. Keep track of policies and latest developments related to environmental sustainability and protection to better understand the context.

7. Anticipate future youth needs in view of the societal and financial changes linked to the climate emergency in order to anticipate timely answers.

DEVELOP AN ORGANISATIONAL GREEN STRATEGY

1. Measure your organisational carbon footprint and develop concrete actions to reduce it as part of a green strategy.

2. Introduce green practices and eco-friendly policies in everyday activities and office management, and therefore act as a role model inspiring young users by reducing your own ecological impact.

3. Cooperate with relevant public authorities, schools, civil society organisations, and other key stakeholders in the field of environmental sustainability.

GOLDEN PRINCIPLES OF GREEN YOUTH INFORMATION SERVICES

ENHANCE GREEN MEDIA AND INFORMATION LITERACY (GREEN MIL)

1. Raise awareness of the importance of checking facts related to environmental sustainability and paying attention to information sources.

2. Provide young people with the tools and resources needed to learn how to check sources of information, spot disinformation and spread information on the climate emergency in a responsible way.

CHAPTER 2

DRIVING YOUR GREEN STRATEGY: KEY STEPS FOR BUILDING A PARTICIPATORY PROCESS
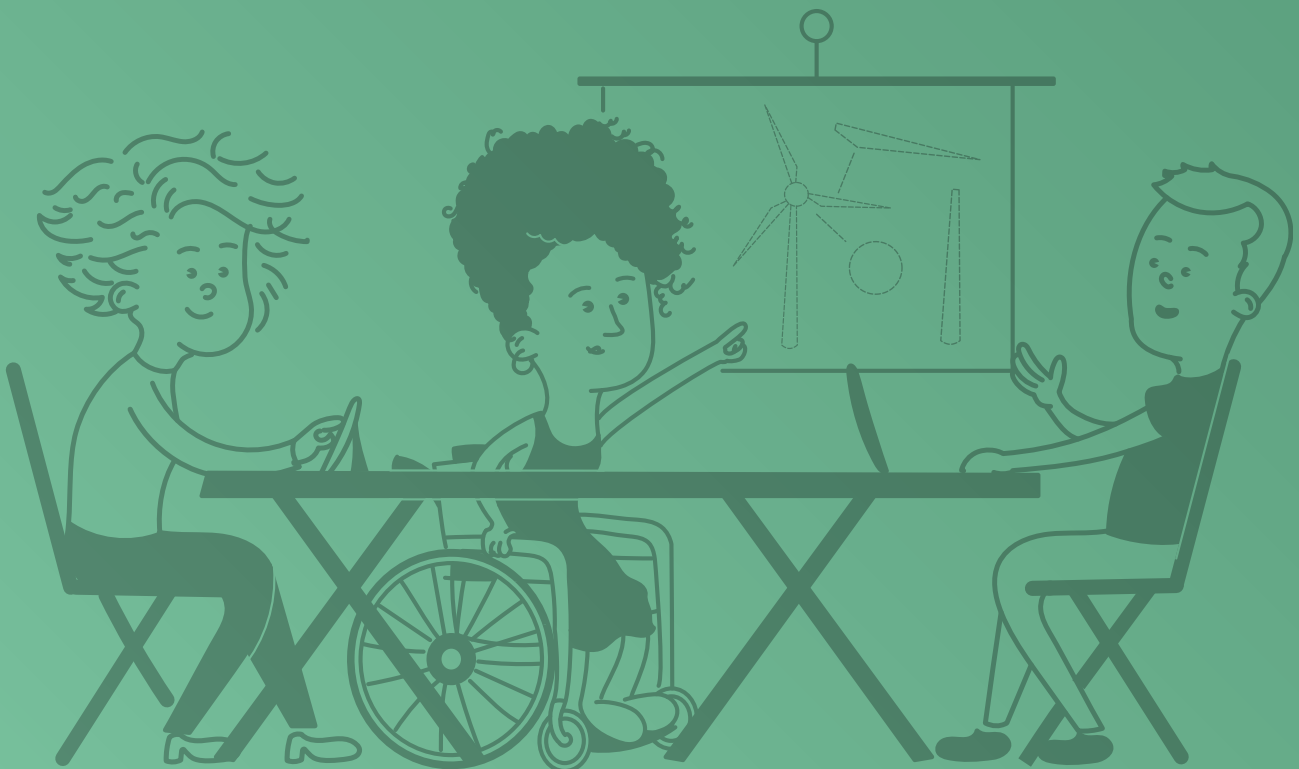
2.1
GET EVERYONE ON BOARD!

In this section, we will provide you with tips to build your organisational green strategy. What can you, as an organisation, be it a youth information centre, non-governmental organisation, municipality or educational institution, do to become greener?
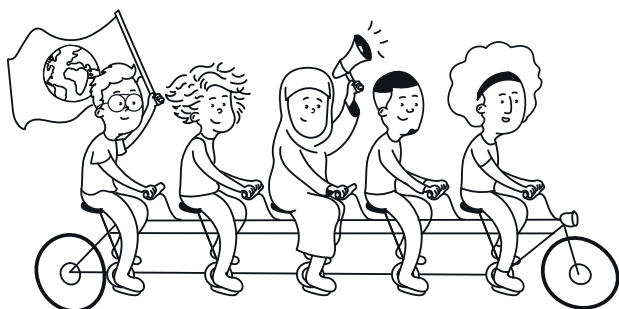
STEP 1: PLAN YOUR GREEN TRANSITION BASED ON A PARTICIPATORY APPROACH

Achieving goals requires that the whole staff understands how the organisation has committed to change and what the environmental effects of their contributions will be in this context, and beyond, in their everyday life.

For that, you will need to define clear steps towards building a shared strategy for your office. In order for your green strategy to be successful, you need to **get the whole team on board from the very first steps!**

Although youth information centres may not be as resourced as big companies, they can nonetheless count on the fact that most youth workers are also change makers. Some of your colleagues are certainly already eco-aware and can support you in finding solutions and creating the commitment you need for everyone to change their habits. Capitalise on this dimension and empower your teams!

*This section covers a small part of what is called **"Green human resources management".** Note that it is mainly focused on green offices but you can use the same processes to discuss the other dimensions covered in the guidelines, such as planning greener events and producing greener promotional products.*

STEP 2: BRAINSTORM

A good solution is to introduce the idea of a series of **brainstorming meetings** to your team, in order to discuss the strategy and the measures to be put in place. Many companies have set up online spaces to encourage staff members to share ideas such as forums on their websites or blogs. Of course, as you will read in the section on "Reducing your Digital Footprint", we encourage you to favour face-to-face sessions.

Together you can agree on some concrete measures to **improve the environmental sustainability of your internal operations,** addressing issues such as transport, energy and water use, recycling and plastic waste . Depending on the resources available, you can either decide to run this exercise yourself, or use the services of external experts who will run an audit and the whole process, including a learning and/or team building dimension.

MEASURING YOUR CARBON FOOTPRINT

A carbon footprint measures the greenhouse gas emissions from all the activities across an organisation (organisation footprint) or for a specific product or service. This enables you to identify and quantify your key sources of emissions. Based on this, you will be able to define solutions, set targets to reduce carbon emissions and monitor your success. There are various international standards that can be used when calculating an organisation's carbon footprint, such as the ISO 14064-1, GHG Protocol Corporate Standard and the GHG Protocol Value Chain Standard. For that, you will need an expert to support you.

You also have free tools available online to measure your individual carbon footprint. The Eco Footprint, Carbon Footprint and Water Footprint calculators help individuals determine how they are impacting the environment. Note that these tools relate to our everyday life and not to your work environment. They can be used to raise awareness amongst your team members individually before you start the brainstorming. See also Activity 9 in Chapter 4.
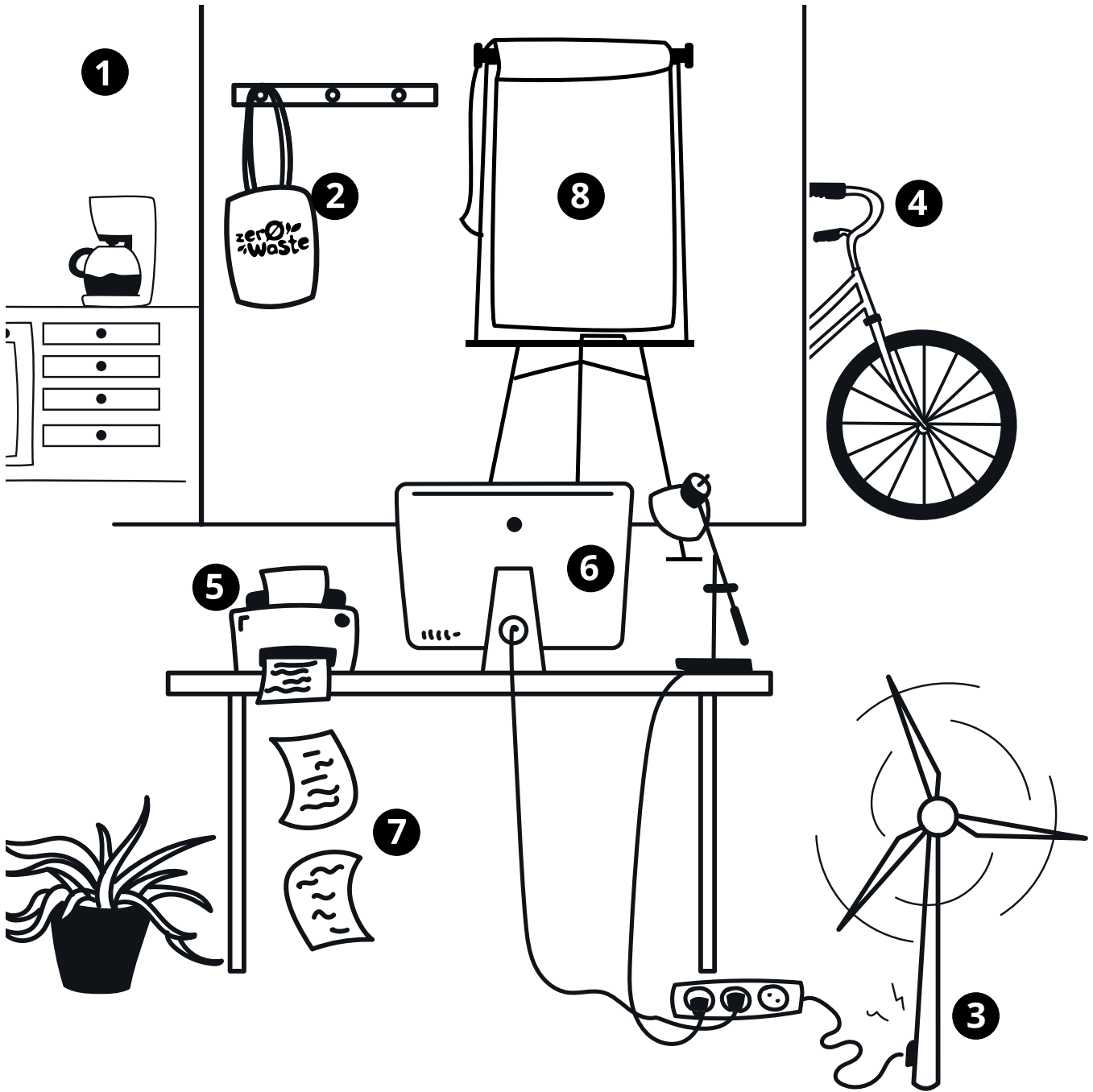
You can organise the discussions around various components that are usually covered when doing such an exercise

1. Kitchen / shared areas
2. Waste reduction
3. Energy efficiency
4. Transportation

5. Paper/Printing
6. Digital use & IT equipment
7. Procurement policies
8. Human resources and training

HERE ARE SOME EXAMPLES OF MEASURES YOU COULD DISCUSS

- Everyone switches off the computer and other electronic equipment and unplugs their cell phone chargers before leaving the office.

- Pick one day a week when everyone eats vegetarian food - see Meatless Monday for ideas. You can try to investigate and source your food from local organic sources (e.g. farmers market, etc.)

- Clarify the recycling rules and organise the space: place a recycling area in a prominent location in your office, including a box to recycle used recyclable batteries and small electronics, and waste paper recycling boxes by the printers and in the staff rooms.

- Encourage staff to use "real" mugs, glasses, dishes and cutlery rather than disposables, as well as cloth towels or hand dryers instead of paper towels.

- Make an individual and group commitment to eliminate bottled water; distribute 0.5l glass or reusable bottles to staff to refill with water from the water fountain/sink (see this educational video on the Story of Bottled Water).

- Use coffee filters that are made of recycled paper or, even better, get a coffee maker that doesn't require paper filters or capsules. Compost coffee grounds if possible.

- Turn the lights off in rooms (including toilets) when they're not in use and overnight; consider the use of energy-saving sensors.

- Encourage everyone to use the stairs instead of the lift when possible and to be aware of the use of heating and air-conditioning.

- Reduce your digital pollution by unsubscribing to newsletters and unwanted emails and by avoiding sending unnecessary emails (did you know that 2% of worldwide CO_2 emissions comes from our internet consumption?)

- Instead of sending an email to your colleague sitting in the office next to yours, take the opportunity to move a bit and talk with the person.

OTHER TIPS A MANAGER CAN CONSIDER

- Plant a small veggie patch or herb garden on-site if the space is available; you have different options, from a simple food garden to aquaponics (a system that combines conventional aquaculture with hydroponics, cultivating plants in water). It can be a great team building activity.

- Make sure your office has at least one large real plant in it. They don't just add to the design of your office; they are great for recycling the air.

- Ensure that using green products that are not damaging to the environment is a requirement when selecting a cleaning company and when buying cleaning products.

- Replace standard incandescent bulbs with compact fluorescent lamps or LED bulbs wherever possible (you will save 75% energy use compared to traditional bulbs for the same light output).

- Identify alternative commuting and transportation programmes and offer incentives to the staff, for example for using bikes.

- When it comes to business trips, when possible, encourage travelling by train instead of by plane. If flying cannot be avoided, your organisation could subscribe to a CO_2 emission compensation programme.

- If your office has any green area such as a courtyard, use this space! Furnish it with benches or sofas, make it cosy so that your team will enjoy spending time there, connecting with one another and breathing fresh air in the breaks. Organise regular meetings in this green area. If enough people are interested, organise short stretching sessions there.

Once you have agreed on a set of measures, can you identify targets to reach? This will help you measure progress and remind the team about the commitments made.

Last but not least, remember that these measures are also good for your team's well-being! The Harvard's Center for Health and the Global Environment has published research findings on the impact of green buildings on cognitive function. It shows that green buildings positively affect health and cognitive function!

© Ciel mon radis Facebook

STEP 3: SHARED COMMITMENT AND VISUALS

Once you have agreed on these goals, you can turn them into a **Green Plan.** Show that you have taken on board the proposals you have collected! It is important to make this as concrete as possible, using the targets set by the team.

Once this is done, a good everyday reminder is to **create communication visuals** related to the targets. You can either use existing posters or create your own (see posters created by Eurodesk and ERYICA annexed to this publication, page 94).

UNDP AND UNEP VISUALS

The UNDP and UNEP have created a set of posters and stickers that you can freely use (in Frech and English). Source: http://www.greeningtheblue.org/sustainability-tutorial


STEP 4: MONITOR, REMIND AND REWARD

Finally, it is important to monitor the implementation of the commitments and targets set by the team and the organisation. If you have concrete targets (e.g. reduce the use of plastic by half) make sure to **communicate the results and encourage everyone to continue!**

Some employers also offer rewards for **"green employees";** it can be a complex system (e.g. the person who has the best green scores can win a dinner for two at an organic restaurant) or something easier to handle such as a monthly challenge (e.g. the person who manages to avoid plastic use for the whole month can win a small prize). Some organisations use apps for that type of challenge. This can work as a great incentive in some offices, but test the idea at the brainstorming step before investing in advanced solutions.

Keep it fun of course! Team members should not see these actions as another chore on their to-do-list; it is important to make your Green Plan enjoyable.
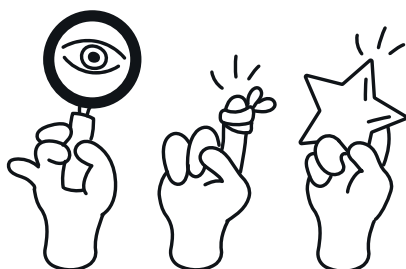
GOOD PRACTICES AND INITIATIVES

GREEN PLAN TO REDUCE ECOLOGICAL IMPACT

Agenzija Zghazagh, Malta

The Agency has put in place a green plan in order to reduce its ecological impact.

Here are some measures taken:

- In order to reduce the consumption of paper and other materials, we disseminate information online, and contacts with our service providers and young people are mainly done via emails, phone calls and face-to-face.

- We, as service providers, make use of public or collective transport whenever we are travelling to events or meetings which are not held within our building.

- We make sure that the designed promotional material is eco-friendly and has a valuable function. By using eco-friendly promotional products, we are creating environmental consciousness, and we are acting responsibly towards our environment, whilst appealing to the majority of our target audience that champion green living - for example aluminium straws (while also encouraging young people to make use of reusable bottles and consume water available on site rather than purchasing bottled water from stores).

- Our building is equipped with different recycle bins so that waste is separated and recycled.

- When purchasing material to be used to distribute food during events, we avoid any plastic packaging. Moreover we use biodegradable, organic products instead of plastic.

ZERO WASTE AND EFFICIENT ENERGY USE POLICY

BDK Bodrum Youth Culture & Art Centre, Turkey

To support zero waste, Sustainable Development Goals and efficient energy use, we came up with a set of ground rules to implement in our centre. Here are some measures taken:

- We use vinegar and natural supplements for cleaning.

- We don't use personal trash bins for each work desk but a main one at the exit door.

- We recycle plastic, paper and organic waste and carry them to the municipal disposal units weekly.

- We do not use plastic products in the office.

- We mostly use online documents and e-signature in order not to waste paper.

- One day a week we eat vegan to reduce meat consumption.

- We highlight a young person each month as "the most green member" of the month.

- We design our light systems based on LED technology and we also use solar panels.

REDUCING PAPER MAILING AND PRINTING

CRIJ Auvergne-Rhône-Alpes, France

The Regional Youth Information Centre (CRIJ) Auvergne-Rhône-Alpes is implementing a progressive strategy to reduce and eliminate paper waste.

"As a resource structure, we produce information material for young people and youth actors who accompany young people in individual or group interviews. These materials are sent to all the youth information structures in our region in paper format. In the first instance, we aim to reduce the number of paper copies sent. Our final objective is to eliminate paper mailing by 2021 and dematerialise all of these information supports."

CULTURAL ADAPTATIONS - SOME INSPIRATION FROM THE CULTURAL SECTOR

Cultural Adaptations focuses on culture's role in society's adaptation to climate change, and the adaptation issues that cultural organisations need to think about. Cultural Adaptations is an international cooperation project funded by the European Union's Creative Europe programme, running from October 2018 to March 2021, and led by Creative Carbon Scotland. Four cultural organisations are exploring collaboratively how this approach can work in countries with similar climate challenges, but differing socio-political frameworks.

This project from the cultural sector can be of inspiration for youth information services to assess their own role in supporting society's adaptation to climate change in their specific context. Collaborating and discussing these aspects with peer organisations in other countries showcases how European cooperation can lead to inspiring exchanges and perspectives on environmental sustainability. As cultural organisations, youth information providers also have an ecological impact and must reflect on the adaptations they should make to mitigate it. A similar European project could encourage the youth information sector to support the overall adaptation of society and to find their own strategies and measures.
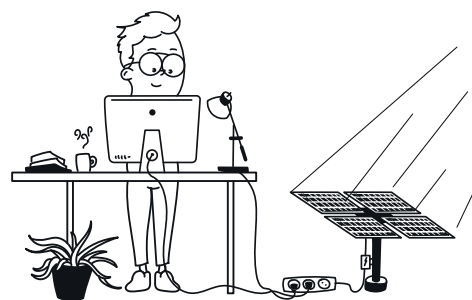
www.creativecarbonscotland.com/project/cultural-adaptations/

2.2 GOING DEEPER

GREEN OFFICE SUPPLIES AND EQUIPMENT

TIPS FOR GREENER OFFICE SUPPLIES AND EQUIPMENT

More and more organisations are deciding to take **ecological aspects** into account **when choosing goods and services.** Going green is about buying products from ecologically/socially responsible producers, as well as reducing the amount of goods we use or using items for as long as possible. Whether you use public procurements or not, here are a few tips for more sustainable office supplies.

At first glance, buying eco-products or services may seem more expensive. However, if done in a smart way (see previous section), the potential extra costs will be compensated for by the savings made by your team (e.g. less printing, energy savings). The cost benefit ratio is therefore positive in the long run, not to mention your reputation, staff motivation and the planet!

TIPS FOR GREENER PAPER

- Save paper by not printing whenever possible! Put a prominent sign up in the office and under the signature of your email to remind users and receivers to print only when necessary.

- Keep track of the number of copies printed by your team members to remind everyone of commitments and targets (see section 2.1).

- Share basic printing rules and adapt your templates: reduce margins of documents, reduce the size of the font (do you really need 12pt?), proofread before printing (use a PDF), just print the text and not the images if it is just to proofread, favour draft mode printing.

- Reuse spare paper that has only been used on one side.

- Purchase 100% post-consumer recycled copy paper processed without added chlorine for brightener (see labels).

- Look for paper with a brightness at 85 as anything higher could have been made with unnecessary processes.

- Instead of using flipchart paper and post-its, use whiteboards and simply wipe them afterwards (if you use post-its, cut them in smaller parts depending on your needs).

TIPS FOR GREENER WRITING PRODUCTS

- Buy pens, pencils and markers made of recycled or renewable materials and of wood from sustainable forestry.

- Favour pens that can be refilled.

TIPS FOR GREENER PRINTERS

- Purchase and use a multifunction printer rather than separate printers to copy, scan and/or fax as well as print. Be sure the printer you purchase has the ability to print on both sides and has an eco mode.

- Save paper by printing on both sides of a sheet of paper and print two pages per sheet whenever possible: make sure to set up all softwares to double-sided printing by default.

- Use your printer's eco mode if it has one. Ink/toner-saving modes are fine for drafts and other printed material that doesn't require high-quality output.

- Refill used ink and toner cartridges when possible, otherwise recycle them.

- Use reconditioned toner ink without mercury, lead, cadmium or chrome (see labels).

TIPS FOR GREENER COMPUTERS

- Turn off your computer when not in use.

- Check computer settings for standby mode, and set them with a short timer.

- Keep computer equipment updated; new computers and monitors are usually more energy efficient than older ones. Make sure to take the durability of the products into account when buying equipment, not just the short-term savings.

- When replacing computer equipment, donate the old equipment to a charity or non-profit if possible. If not, take it to an electronics recycling facility.

**TIPS FOR GREENER OFFICE SUPPLIES
AND DESK ACCESSORIES**

- Look for and purchase products that are made of post-consumer content (materials that have been collected back from previous products and remade into new ones) such as paper and plastic products.

- Cut down or eliminate your use of products that have no green alternatives, such as rubber bands.

ENVIRONMENTAL LABELS

Many environmental labels exist which aim to help purchasers identify sustainable products and services. Multi-criteria labels are the most common type of label. Different sets of criteria are established for each product/service group covered. Examples of this type of label include the EU Ecolabel, the Nordic Swan and the German Blaue Engel.

For paper products, you can find different labels (non-exhaustive list); the main differences are in the % of recycled fibre (from 50 to 100%) and the production processes used.

BLUE ANGEL

Recycled paper that has been awarded the Blue Angel environmental label is guaranteed to be made from 100% recovered paper. The use of chlorine, optical brighteners and halogenated bleaching agents is prohibited during the production process.

https://www.blauer-engel.de/en

FSC 100%

The Forest Stewardship Council FSC 100% label signifies that a product is exclusively made from FSC-certified forest material.

www.fsc.org

EUROPEAN ECOLABEL

The EU Ecolabel guarantees that the raw material has been acquired in a responsible manner, and the chemicals used in the paper production process, energy consumption, production emissions and waste treatment fulfil the strictest environmental requirements. The uncertified material (50% max.) must

be covered by a verification system which ensures that it is legally sourced and meets any other requirement of the certification scheme applying to uncertified material.

https://ec.europa.eu/environment/ecolabel/

NORDIC SWAN

The Nordic Swan Ecolabel guarantees that the paper has minimum environmental impact with regard to production, use and waste. This is achieved by using certified raw materials, by limiting the use of environmentally harmful chemicals, by producing low emissions to air and water and by reducing energy consumption.

https://www.svanen.se/en/

PEFC CERTIFIED LABEL

You can use this label on products when at least 70% of the forest-based material is PEFC-certified or recycled. Any remaining material must be from PEFC controlled sources.

www.pefc.org

FSC MIXED LABEL

The Forest Stewardship Council FSC Mix label lets people know that certified wood has been supplemented with non-certified materials that still have to adhere to certain standards.

www.fsc.org

PUR 100%

The French Association of Recycled Paper Producers and Users awards a label to products containing at least 50% recycled cellulose fibers. The % of recycled fiber used is indicated in the label.

www.apur-papiersrecycles.com

List of eco-labels: https://ec.europa.eu/environment/gpp/pdf/ecolabels.pdf

For **high-tech products,** you can find different labels. Some are official, such as the NF Certification and the EU Ecolabel, others are independent labels managed by private corporations and green interest groups (as there are so many of them, make sure to check the labels you find on the products you are considering buying).

Here are some labels (non-exhaustive list):

EUROPEAN ECOLABEL

The EU Ecolabel on notebook computers informs you about the following criteria: high energy efficiency, designed to have a longer lifetime, restriction of hazardous substances, designed to be easy to repair, upgrade and recycle and audited factory working conditions.

https://ec.europa.eu/environment/ecolabel/

EUROPEAN COMMUNITY ENERGY LABEL

By law, the European Community Energy Label must be placed on all new household products displayed for sale, hire or hire-purchase. The energy efficiency of the appliance is rated in terms of a set of energy efficiency classes from A to G on the label, A being the most energy efficient, G the least efficient.

https://ec.europa.eu/info/energy-climate-change-environment/standards-tools-and-labels/products-labelling-rules-and-requirements/energy-label-and-ecodesign/about_en

BLUE ANGEL

Blue Angel eco-labelled computers and keyboards meet stringent requirements for recyclable design and material selection, thus creating favourable framework conditions for an efficient recovery of the materials used, while helping to conserve natural resources.

https://www.blauer-engel.de/en

TCO CERTIFIED

TCO Certified covers 11 product categories including computers, mobile devices, display products and data center products, compliance is independently verified, both pre and post certification. TCO Certified is an ISO 14024 certification, which means that the criteria are based on scientific principles and that an independent party verifies that the product and its manufacturing comply with all criteria.

https://tcocertified.com/

80 PLUS

80 Plus is a voluntary certification programme intended to promote efficient energy use in computer power supply units. The 80 PLUS performance specification requires power supplies in computers and servers to be 80% or greater energy efficient.

https://www.plugloadsolutions.com/80PlusPowerSupplies.aspx

ENERGY STAR

Energy Star is a U.S. Environmental Protection Agency voluntary programme that helps businesses and individuals save money and protect our climate through superior energy efficiency. Energy Star products are independently certified to save energy without sacrificing features or functionality.

https://www.energystar.gov/
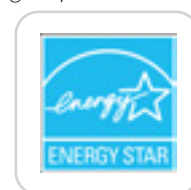
Finally, do not hesitate to contact specialised agencies and non-for-profit organisations offering support to organisations willing to implement greener office spaces. For example the WWF in Finland offers support for you to manage your workplace in an environmentally responsible way. In the Green Office, you build an environmental system based on a ready-made model which helps you reduce your workplace's carbon footprint and use natural resources wisely.

GREEN PUBLIC PROCUREMENTS

Green Public Procurement (GPP) is an important tool to achieve environmental policy goals relating to climate change, resource use and sustainable consumption and production. Examples of green contracts are energy efficient computers, recycled paper, electricity from renewable energy sources, etc. The European Commission has published a handbook and established a Helpdesk to disseminate information about GPP. To learn more check this case study from Flanders (BE).

2.3 GOING DEEPER

REDUCING YOUR DIGITAL FOOTPRINT

TIPS FOR REDUCING YOUR DIGITAL FOOTPRINT

Going digital often seems like the great solution to limit waste and therefore our carbon footprint. However, **new technologies are a great source of pollution too.** The information and communications technology industry produces about 2% of global CO_2 emissions, the same percentage as global air travel! And this is without talking about the waste generated by old computers, servers and smartphones.

Emissions come from manufacturing and shipping hardware (e.g. computers, servers, smartphones), as well as powering and cooling them. Most is due to information stored in huge data centres that consume a lot of energy. Every time you use a search engine, look at a video, send an email, you are producing carbon. How can we be greener in front of our screens?[29]

The INTERNET'S ENERGY AND CARBON FOOTPRINTS are estimated to exceed those of air travel.

Source: https://www.custommade.com/blog/carbon-footprint-of-internet/

TIPS FOR YOUR HARDWARE

Millions of electronic devices are manufactured each year, which generates a lot of pressure on the Earth's resources. The example of smartphones is telling. Despite the use of rare metals, the transportation and the work conditions involved in bringing the different elements together, we throw out our smartphones on average after just two years to buy a new one (although their useful life is approximately four years).

Only between 12% and 15% of mobile phones are estimated to be properly recycled in Europe.[30] According to the European Commission, **IT wastes in the EU are expected to grow to more than 12 million tonnes per year.[31]** As the world is increasingly dependent on digital tools, we need to seriously rethink our use of these technologies and promote "digital sobriety".

Here are some recommendations to lower hardware-related pollution:

- Opt for quality products that will last as long as possible.

- Choose an eco-responsible manufacturer, for example Fairphone and Shiftphone claim to ensure decent working conditions and offer durable and/or repairable products free from conflict minerals.

- Check products with eco-labels that ensure that less pollution is emitted during the manufacturing process and use phase. Check examples on page 40.

- Extend the lives of your computers or mobile phones as long as possible (e.g. upgrade some elements in specialised shops instead of replacing the whole computer).

- Borrow or rent digital material that you will not use frequently, for example the professional 360° camera to record videos for a specific project.

- Recycle electronics that have come to the end of their life properly, check proper recycling or pick-up services.

TIPS FOR STORAGE

First you have to understand that the files you store are not in the "cloud", they are actually stored in data centres. Some contain thousands of online computers and operate non-stop. Data centres are constantly storing and sending emails, videos and documents. They require huge amounts of power as well as adequate cooling systems.

Here are some recommendations to lower storage-related pollution:

- Select a cloud provider that is eco-friendly (check the directory of the Green Web Foundation).

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29   Custom Made (2015) The Carbon Footprint of the Internet

30   EESC, Study (2019), Identifying the impact of the circular economy on the Fast-Moving Consumer Goods Industry: opportunities and challenges for businesses, workers and consumers.
31   European Commission (2020), Waste Electrical & Electronic Equipment (WEEE)

- When you have to send a large file, select a file hosting service that uses a download link on a website such as WeTransfer, Google Drive or OneDrive. This prevents the file from being stored on multiple servers. If you use a link it will only be stored on the server that hosts it.

- Use a USB stick if you need to transfer a file to a coworker.

- Limit the number of files stored in the cloud. You can for example store older files on a hard drive instead of having thousands of files stored in data centres and filter what needs to be saved.

- Avoid having the same file stored on different systems by clearing up your messages regularly (the same holiday picture shared on Instagram, WhatsApp, Facebook, Twitter or Messenger is stored there, on your phone and on the cloud!).

- Delete your old MySpace account or YouTube videos posted years ago. They are still stored on servers and generate pollution for nothing.

TIPS FOR EMAILING

Almost 4.54 billion people were active Internet users as of January 2020, encompassing 59% of the global population.[32] Globally, a bit less than 300 billion emails are sent each day, which means an average of 66 emails per day per person. To put this into perspective, the carbon footprint related to sending 66 emails is similar to that of driving an average-sized car a kilometre![33]

Indeed, **the basic action of sending an email requires a lot of energy:** your message passes through an Internet service provider, reaches its data centre and is then redirected to the recipient's data centre. Sending a short email is estimated to add about 4g of CO_2 equivalent to the atmosphere; it's up to 50g of CO_2 with a large attachment.[34] In addition, an email stored in an email account for one year emits 19g of CO_2.

Here are some **recommendations to lower email-related pollution:**

- Opt for eco-friendly email providers such as Posteo, Mailbox.org, Tutanota or Runbox.

- Unsubscribe from newsletters that you never read. You can use Cleanfox to sort out your mailbox, it automatically detects all the newsletters and helps you filter what to keep or not.

- Limit the number of receivers copied in your emails: for every receiver added, an additional 6g of CO_2 is emitted.

- Avoid sending useless messages; use your phone or just go to the next office to talk with your co-worker.

- Use an internal messaging tool, such as Slack, Trello or GSuite Chat. It consumes less energy than emails.

- Check your emails carefully before sending them to avoid having to send a follow-up email because you forgot a question, an attachment or something else.

- Use an anti-spam tool and regularly empty your bin and spam folders.

- Assign a couple of time slots a day to read and reply to emails. Not only will you be doing something for the planet, but you will also become more efficient as your work will have fewer interruptions.

- Optimise the files you send by email by compressing them or reducing the resolution of the documents.

- If you spend time on a digital document, it is more ecological to print it than to open it several times.

TIPS WHEN USING YOUR BROWSER

Every time you do an Internet search, your request covers thousands of miles of cables. Having several tabs open at once also consumes energy because each webpage that remains open is continuously connected to its server.

Every day Google processes 3.5 billion search queries. When we know that **a simple digital enquiry emits approximately 7g of CO_2,** we are talking about 24.5 billion grams of CO_2 per day![35]

It is possible to limit your pollution by **using browsers smartly:**

- Use eco-responsible search engines, such as Lilo or Ecosia. These search engines compensate for your CO_2 emissions by financing environmental projects.

- Use bookmarks to avoid repeating identical searches.

- Stop unnecessary queries, for example instead of typing "weather forecast" or "European Parliament" in your search engine to access pages that you consult regularly, save them in your favourites to access them directly (or use bookmarks).

- Be precise when you search by using accurate keywords; your search will be more efficient.

- Write directly in the address bar of the browser (instead of the search engine) when you want to visit a page that you have visited before.

- Do not forget to close the tabs you're not using as the pages are always connected to the server.

- Video and music streaming emits a lot of carbon. Downloading the movies, shows and playlists that you will be watching again and again is less polluting than streaming them each time.

- Finally, disconnect whenever you can. You do not have to spend all day connected to social networks.

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32   Statista.com (2020) Internet Usage Worldwide Statistics & Facts
33   Statista.com (2020) Number of sent and received e-mails per day worldwide from 2017 to 2023
34   Berners Lee, M. (2010) "How Bad are Bananas?: The Carbon Footprint of Everything".

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35   Custom Made (2015) The Carbon Footprint of the Internet

2.4 GOING DEEPER
MEETINGS AND EVENTS

TIPS FOR GREENER MEETINGS AND EVENTS

Meetings, conferences and other events are standard business practice within European organisations and projects because they are often the most time-efficient and effective way of exchanging ideas and know-how, identifying solutions and reaching agreement, while creating 'face-to-face' communication. However, they may not be the only option.

Events and meetings can leave a significant environmental footprint by consuming energy, water and other natural resources, generating waste, causing air pollution, indirectly contributing to soil and water pollution, and to climate change through greenhouse gas emissions. Explore ways to limit and compensate for the carbon footprint of face-to-face activities.

DO YOU REALLY NEED TO ORGANISE A PHYSICAL MEETING?

- Hold meetings online. By limiting the number of face-to-face meetings, you will cut down on unnecessary travel.

- Mix online and face-to-face participants at the same time, for instance involving those who travel from more distant areas and cannot travel by train online.

SELECT YOUR LOCATION WITH CARE

- Minimise travel distance for attendees by organising the event close to your workplace and/or central to the majority of the participants.

- Choose the venue of the event to be easy to reach by low-carbon public transport.

- Check your starting and finishing times to be suitable for participants travelling by public transport.

- Provide coaches to help cut down on car travel (to venues in the outskirts of the town, or from airports and railway stations).

- Select venues managed by social enterprises or companies that apply green measures, such as energy saving. If this is not possible, make sure there is enough natural light in order to avoid using artificial light all day (which is also bad for the well-being of participants).

ENCOURAGE GREEN TRANSPORTATION

- Encourage the use of transport that uses low-emission technologies, and if you travel by plane, compensate by using a compensation scheme of the airway you are flying with, or by partaking in a carbon emissions offset programme such as Climatecare and Carbon Footprint.

- Actively inform and encourage participants to walk or use alternative transport, such as car sharing and public transport. For smaller groups, consider renting bicycles.

- Provide information about how participants can use public transport by showcasing maps, bus and subway routes for participants. Offering them a free ticket for local transport is a great incentive too!

- Provide equal opportunities for people with disabilities on public transport; make sure to include information related to accessibility.

- If you have a big group travelling from the airport with early/late arrivals: organising a shuttle bus or collective taxis is better than having people using individual taxis. What is more, this moment can be part of the experience, by including an event briefing or a city walk tour guide.

GO PAPER FREE

- Online registration is better than requesting people to sign up on paper and send back their registration forms.

- Try to go "paperless" by only printing documents if necessary. Nowadays cool apps can be used to share

agendas and other documentation for meetings. Make sure to suppress data stored in the cloud once they are not necessary as it is energy consuming.

- Use mobile devices or overhead projectors to display meeting agendas rather than printing and distributing them.

- Recycle handouts and badges, and signages; make sure to collect them at the end of your event to reuse them, particularly lanyards and badges.

MANAGE WASTE

- Remember that the best waste is one that is not produced.

- When purchasing materials for your event, select recyclable and permanent materials that are easily reusable and recycled.

- Check with the venue if they have a recycling policy and request recycle bins.

- Minimise paper use and maximise the reuse of any informational material handouts (e.g. cut post-its in two or three if you want them to write one word).

- If you really need to print, determine the exact number of participants prior to printing documents, so as to avoid the surplus (e.g. you can also print 2 copies per page, or ask participants to read together).

- Bring your leftover brochures home to reuse at other events!

- Use glass jars and washable and reusable cups to serve water or coffee to participants. Use paper tape for people to write their names on the cups, they can be used again. Avoid plastic cups and bottles!

CHECK HOTELS' ENVIRONMENTAL POLICIES

- Select a hotel that has an energy and water conservation programme, such as a recycling and waste minimisation programme.

- If you cannot find such a hotel, request them to implement energy saving measures for your delegates (e.g. not changing towels everyday, throwing soap bars away after one day). Indeed, many have the water saving stickers in the bathrooms but continue with old practices.

OPT FOR GREEN CATERING SERVICES

- Use caterers and venues that source local, organic, and fair trade products. Ensure that products are sustainably sourced and make it visible: use this opportunity to gain visibility as an environmentally responsible organisation!

- Use the right amount of food and drink for participants. Order less than the number of participants: at bigger events, up to 20% of those who register do not show up.

- Make sure to remind participants of their eco-responsibility when it comes to informing you about not joining a reception or dinner.

- Make vegetarian the default offer and optionally ask whether someone wants meat, which has a much larger carbon footprint (especially beef).

- If you offer a menu with different options, show vegetarian options first; it helps to increase the amount of meat-free choices.

- Ask your participants about their food requirements as part of your registration process to avoid unnecessary waste and ensure that dietary requirements are catered for.

- Ask your caterer what happens to leftover food (is it donated or composted).

- Minimise the use of individually packaged food and drink items (e.g. avoid individual dose milk and opt for carton) and use reusable crockery, glassware and cutlery (refuse plastic!).

- Skip bottled water and provide jugs of water that you can garnish with a slice of lemon and/or mint. Tap water is perfectly drinkable in most places in Europe!

- Ensure recycling as well as litter containers are available.

COMMUNICATION AND PROMOTIONAL MATERIALS

- Opt for eco-friendly, durable, recycled and recyclable promotional items that participants will actually enjoy (e.g. customised fair trade chocolate bars).

- Consider DIY promo items as a get together activity and allow your participants to create souvenirs on the spot from eco-friendly materials.

- Reduce single-use materials. Think of what will happen with all the materials after the event: will you reuse them? If not, consider alternatives.

- Reuse conference materials from past events for different purposes (e.g. old banners turned into bags).

- Use apps and online tools instead of physical handouts (do not forget to delete them from the cloud once they are no longer useful).

- At the end of your event, plan how you will collect event materials and inform your participants about it (e.g. a visible box is there to collect and recycle badges and lanyards when you exit the room).

To conclude, make sure to inform your attendees before, during and after the event about your eco-choices. Don't be afraid to "look cheap" because you ask participants to reuse their cups: make sure to create a good story around all of those choices. By explaining them positively, you will show your commitment as a responsible organisation. Ensure that your participants can be part of the story by empowering them and encouraging them to contribute (e.g. bring your water bottles, it's a plastic-free event! Green box or competition to collect ideas for making the next events even greener)!

EUROPEAN COMMISSION'S SUSTAINABLE AT WORK GUIDELINES
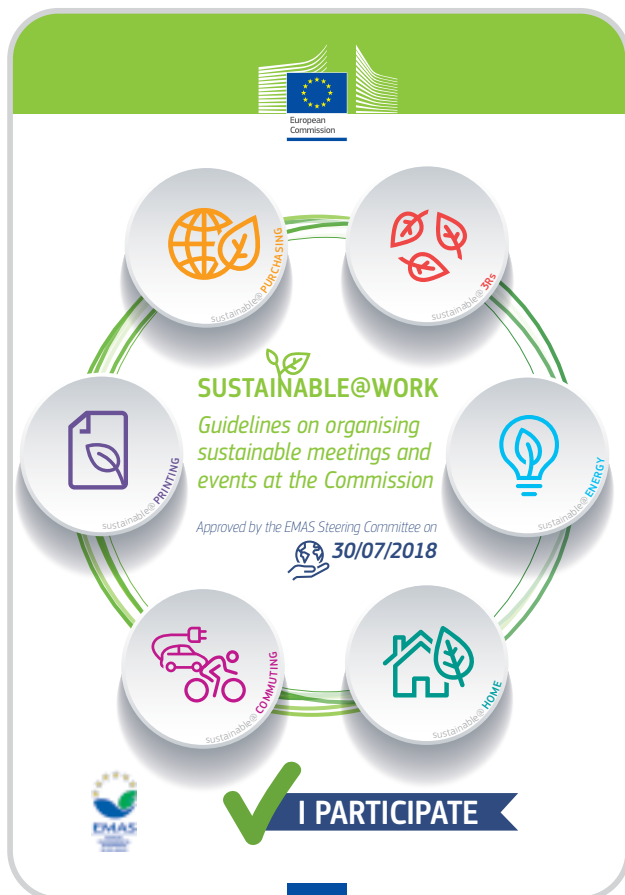
The European Commission is responsible for policies and regulations designed to ensure that Member States develop more sustainable economies thereby reducing their environmental impact, and with this publication, they have reflected on how their institutions can be more green. The guideline focuses on setting a standard for the organisation

of meetings at the Commission, but includes a great deal of tips that can be used in any office or event environment. The publication includes a check-list and outlines directions for how to be more conscious in everything from organising logistics, booking catering to considering social aspects and spreading environmental awareness during the event.

ACCREDITATIONS FOR GREEN EVENTS

Accreditations such as ISO 20121 certify that your organisation meets management system standards for sustainable events. In simple terms, ISO 20121 describes the building blocks of a management system that will help any organisation organising events to:

- Continue to be financially successful

- Become more socially responsible

- Reduce its environmental footprint

Once you get accredited, you can make it part of your brand when organising events: it is great for the environment, and your sustainability standards certificate is an excellent promotion for your organisation. However this type of accreditation is more adapted to large-scale events. For smaller organisations, some companies provide coaching services to improve their green planning activities.

GOOD PRACTICES AND INITIATIVES

GREENER EVENTS

One World Association - Service Civil International, Poland

They are implementing a set of principles to green their events:

- We mainly opt for vegetarian meals;

- We always encourage participants to choose environmentally friendly means of transport (e.g. on-land transport instead of a plane);

- We discuss the topics of climate change and environment during our activities (e.g. volunteering projects, workshops).

- We use recycled paper for printing at our office;

- We save paper and other materials;

- We save energy (turn off office equipment when it's not being used);

- We recycle;

- We purchase local and fair-trade products wherever possible.

2.5 GOING DEEPER

PUBLICATIONS AND PROMOTIONAL PRODUCTS

TIPS FOR GREEN PUBLICATIONS AND PROMOTIONAL PRODUCTS

Many organisations, such as youth information services, produce promotional items to get the attention of their audiences and to build their brand recognition and visibility. It can be t-shirts, banners, notebooks, pens or bags with their logo on it, to give away as gifts. More often than not, these items are produced under bad working conditions on the other side of the globe and with harmful materials.

The purpose of these products is to remind young people of the organisation whose name or logo they bear. But do they actually use these items? Maybe not. **On average, we get rid of most promotional products within a couple of weeks,** even the ones that we found interesting at first. When you consider the social and environmental costs associated with manufacturing and disposal, this is quite a short life.

In spite of these challenges, promotional products remain a key brand marketing tool for youth information services. What can we do about it? Well, first we need to have a clear strategy about it and make both sustainable and ethical choices. Here are different dimensions to consider...

WHY YOU NEED TO SHIFT TO GREEN PROMOTIONAL PRODUCTS

The promotional products we distribute communicate a message. By producing sustainable and ethical products, we **position ourselves as being a responsible organisation.** This is even more important when targeting Millennials, also called the "green generation". The demand for eco-friendly alternatives is growing. Choosing products that are deemed sustainable allows us to promote this and generate positive public relations with our organisations and networks.

Can we really afford it? **Producing sustainable products** can appear more expensive but the return on investment is higher; just imagine that your product (with your logo on it!) will be used over a longer period of time and therefore your brand visibility will be way higher.

Make sure to **highlight the green properties of the product you are giving away** by telling the story behind its production (e.g. locally manufactured, made of recycled plastic) as a way to give the product value beyond just its functional use.

A promotional product is considered sustainable if it has one or several of the following characteristics:

- Made from recycled materials
- Created from renewable resources (e.g. bamboo or cotton)
- Plastic free
- Designed for reuse and for avoiding single-use
- Energy efficient (do not order products coming from the other side of the planet!)
- Biodegradable
- Compostable/ Recyclable
- Carbon offset
- Smaller items

KEY STATS

According to a study by the Advertising Specialty Institute (ASI), 58% of adults aged 18-24 are more likely to have a favourable opinion of a company with sustainable promotional products. And this demographic is closely followed by the 25-34 year old age group which has 57% favourability.

MAKE SURE YOUR PRODUCTS WILL BE LOVED BY YOUR TARGET AUDIENCE

If you want to give away promotional products, make sure they look great and people love to be seen with them! If you create something that people love, chances are they will use it more often and for longer. Lots of logos or advertising messages are never going to have a long life span.

Invest in the design of the products. A popular example is the tote bag; it can last for years and you have potentially an army of brand ambassadors on the streets. But for that, your target audience has to love its design. A t-shirt with a creative design rather than a logo and the event date is more likely to be appreciated and, therefore, worn more often. Why don't you test a few designs by going on the street and asking young people whether they would feel excited to wear your tote bag or t-shirt? Adapt your design based on their feedback and go for the hit tote bag!
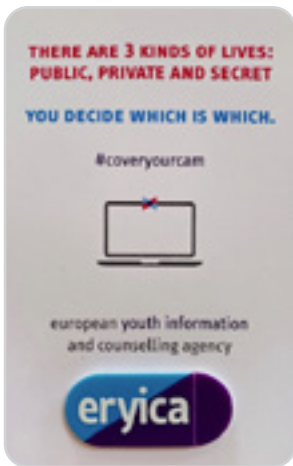
There are a lot of options. To narrow them down, look for a meaningful connection between the type of product and your organisation. In the case of Eurodesk, promotional items are usually connected to travelling, such as travel tags or other items that are really useful for young people. ERYICA has reduced the quantity and the size of its promotional items, as they require less material to be produced, and linked them to its objectives (e.g. webcam covers to promote youth online privacy).

EURODESK TIME TO MOVE CAMPAIGN

Every year, within the framework of the Time to Move campaign, young people are invited to design an element of the campaign. The winning designs will then be used on promotional materials of the Eurodesk Network for the coming year. With young people at the centre, Eurodesk ensures that the creative process is done by young people and for young people. Over 300 designs are created each year, followed by a public voting online. 3 winners are picked every year and their designs are featured on event posters, online communication, t-shirts and gadgets used to promote learning mobility to young people.

SELECT REUSABLE, RECYCLABLE OR COMPOSTABLE PRODUCTS

These products are **intended to be reused over and over again** and are designed to have a long useful life. This includes trendy items such as shopping tote bags, water bottles and reusable metal straws.

Reusable water bottles are a great example of reusable and high-visibility products. They can be made of BPA free stainless steel which can easily last over 10 years and then be recycled at the end of their useful life. Not only does this reduce the amount of plastic used, it also offers an unbeatable return on investment when compared to other advertising items. Indeed, your bottle (and your logo on it!), if quality made, will be seen in sports clubs, educational facilities, at home, etc.

Look for **products made out of recycled and biodegradable materials,** such as Bamboo pens. A pen made from recycled cardboard or bamboo is not just better for the environment, it is much more noticeable than the traditional plastic pen people already have at home. Notebooks are always popular giveaways; more and more products are made from organic material (e.g. Eurodesk UK made a frisbee of recycled fibre or European Youth Week promotional items were also made from organic materials).

A promotional product does not need to be a physical item, you can also select **virtual or experiential gifts.** In fact, such gifts can be more desirable for several reasons: they are memorable and they have a smaller footprint. It can be a ticket for a music festival, a train ticket or a training course. Chase Belgium for example, offers its annual contest winners a training at YouTube (they target young influencers). What are your users interested in?

DO YOU KNOW THE 3RS CONCEPT: REDUCE, REUSE, RECYCLE?

This concept applies to waste management and helps you adapt your consumption habits. Here are the three elements:

1. Reduce the amount of waste you have (especially plastic!)

2. Reuse what you can and give it a second life (and buy second-hand products). ➜

3. Recycle any items that you can't reuse. With plastic, it's more complicated as usually it can only be recycled once or twice, and never really goes away, it just degrades into smaller and smaller pieces

It means we need to rethink our use of plastic and other items. Some prefer the 6Rs concept as more complete: rethink, refuse, reduce, reuse, recycle, replace. This new way of thinking can help each of us to curb our ecological impact.

Video: https://www.youtube.com/watch?v=i4a7aeA8F60

Blog post: https://curbyourimpact.com/reduce-reuse-recycle/

OPT FOR GREEN AND LOCAL SUPPLIERS

Opt for products that carry a **green message.** Some products carry messages for sustainability, such as those made from local producers and those that invite the user to do a green action (e.g. planting a seed). You can even laser your logo on fruits, a memorable giveaway and a fully compostable one! Make sure to communicate this characteristic on the promotional item to make it visible.

Try to **favour local and eco-friendly suppliers.** Indeed, one dimension to consider is transport. Are the promotional items produced on the other side of the planet? Some suppliers offer compensation measures, for example planting a tree for a certain amount of products ordered, to counterbalance the ecological impact of the production.

Last but not least, **be coherent in your choices.** It is difficult to promote youth rights and then produce a promotional t-shirt that has been sewn together by children working for less than a dollar a day on the other side of the planet! One way to improve the social balance sheet of a t-shirt is to use fair trade certified organic cotton. Keep in mind that six of the seven largest cotton producers have been accused of using child labour.[36] Think about it when comparing offers. Finally, make sure that your target group knows about your sustainable choices!

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36   Equiterre (2008), Guide du vêtement responsable.

FAIR TRADE LABELS

Sustainability certifications, labels and checklists can facilitate decision-making. Switch to using fair trade, eco-cotton t-shirts. Here is a (non-exhaustive) list of such labels:

MAX HAVELAAR

The Max Havelaar Fairtrade label appears on many types of products (foods, textiles, cosmetics, etc.). It certifies that brands carrying the label have committed to abiding by the specifications established by FLO - Fairtrade Labelling Organisations International.

The label guarantees a minimum purchase price that is stable over time and requires compliance with the standards of the International Labour Organisation (ILO) in matters of working conditions. It also includes ecological criteria, for example that no GMOs are used and forbids the use of over 118 chemical pesticides.

https://www.fairtrade.net/

GUARANTEED FAIR TRADE WFTO

This means that the products you are getting are made in compliance with the 10 Principles of Fair Trade, which covers human and labour rights, as well as the buying and management processes that enable this.

WFTO members adhere to the highest ethical requirements. They are fully verified as fair trade plus social enterprise. They have been peer reviewed and independently audited, along with their fair trade suppliers.

https://wfto.com/

BETTER COTTON INITIATIVE

The Better Cotton Initiative (BCI) is a not-for-profit organisation that aims to make global cotton production better for the people who produce it, better for the environment it grows in and better for the sector's future.

When you see the BCI logo on packaging, it does not mean the product is made of physically traceable Better Cotton. It means that you're buying a majority cotton product, from a retailer or brand that is committed to sourcing Better Cotton and investing in BCI Farmers.

https://bettercotton.org/

ECOCERT FAIR FOR LIFE

The labelling by an independent certification body like Ecocert enables to display the logo Fair For Life on the products when 80% of its raw materials come from fair trade.

www.fairforlife.org

ECO-LABELS

OEKO-TEX

OEKO-TEX® enables consumers and companies to make responsible decisions which protect our planet for future generations. The testing and certification process guarantees maximum consumer safety.

STANDARD 100 by OEKO-TEX® is one of the world's best-known labels for textiles tested for harmful substances. It stands for customer confidence and high product safety.

https://www.oeko-tex.com/

GLOBAL ORGANIC TEXTILE STANDARD (GOTS)

The Global Organic Textile Standard is the worldwide leading textile processing standard for organic fibres, including ecological and social criteria, backed up by independent certification of the entire textile supply chain.

The standard covers the processing, manufacturing, packaging, labelling, trading and distribution of all textiles made from at least 70% certified organic natural fibres.

www.global-standard.org

CHAPTER 3

POLICY RECOMMENDATIONS

The work on creating a sustainable future is something we can all contribute to. However, it is essential to ensure that we have sufficient support from policy-makers and stakeholders in creating a supportive environment for the green transition. We have outlined three areas of recommendations for those who create policies and those who work with and for young people.

3.1
QUALITY YOUTH INFORMATION FOR ALL

1. PROFESSIONAL DEVELOPMENT OF YOUTH INFORMATION WORKERS

Youth information and counselling are mentioned and considered in many policy documents produced at international, European and national level.[37] Although many European countries provide formal education for youth workers, only a few include notions of youth information work. Both ERYICA and Eurodesk develop and run training courses to fill this gap,[38] which are crucial for the professionalisation of youth information work, especially at local and national level. Given the importance of providing reliable information to young people and of supporting their capacity to search, produce and share quality information, we call on decision makers to:

- **Provide continuous professional development opportunities for youth information workers** to acquire new methodologies, skills and knowledge that can support the adaptation of their services to the current needs of young people.

- **Ensure that environment-related topics are part of the continuous professional development** of youth information workers. Include environmental sustainability and how to support young people in accessing quality information on it in youth (information) workers' training curricula. Youth (information) workers shall be familiar with environmental sustainability issues, have advanced media and information literacy skills, and promote eco-responsible thinking and engagement among young people.

2. INVEST IN YOUTH INFORMATION SERVICES

All around Europe, thousands of young people receive, each day, professional support and guidance in order to have more opportunities to make informed choices for a better life. These choices need to be based on unbiased, complete and comprehensive information. Needless to say, the environmental sustainability of these decisions cannot be introduced soon enough. We believe it is essential to:

- **Invest in quality youth information** as a means to reach the green goals set by the UN and the European Union. It is also key that decision-makers at all levels invest in quality youth information. This includes not only the maintenance and broadening of these services but, particularly, investing in these structures and recognising youth information work as a profession.

- **Contribute to the media and information literacy skills of young people** in our digital age. Young people have to be aware of the necessity to challenge the information they find and of all the possible methods available to evaluate and identify quality criteria. Youth information strives to integrate these techniques by developing different ways of transmitting the relevant key skills for modern life to young people themselves.

- **Mainstream the environmental sustainability issues** among the offers and practices of youth information services. For instance, setting up a green corner in a youth information centre with information on the subject, having a specific green section on the service website, finding green places in town (e.g. environmentally conscious cafés and shopping opportunities, recycling workshops, repair cafés etc.) or connecting young people with nature in the framework of their activities.

- **Support the adoption of green standards.** It is not only important that youth information services inform young people about environmental sustainability, but they should also adopt green standards as part of their everyday work and organisational strategy. Therefore, encouraging and supporting organisations in the process of applying green standards and receiving certifications, such as the ISO 14064-1, is key.

37   European Commission (2018), Engaging, Connecting and Empowering young people: a new EU Youth Strategy. Conclusions of the Council and of the Representatives of the Governments of the Member States meeting within the Council on education and training of youth workers (2019). UNESCO Road Map - Education for Sustainable Development (2014).
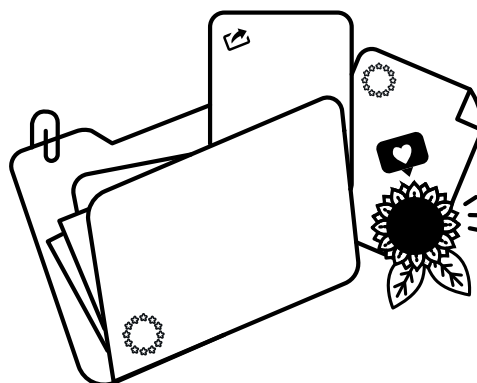38   ERYICA Training System and Eurodesk Competence Framework (2018).

3.2
PARTICIPATIVE APPROACHES: GIVE A VOICE TO YOUNG PEOPLE

The Eurobarometer on climate change found that young people, to a wider extent, identify climate change to be one of the most serious global problems in comparison to older age groups.[39] The youth activist movements around the world confirm that young people are committed to being part of creating a sustainable future. They are, most of the time, more eco-aware than older generations and they have ideas to share: make sure to involve them.

- **Ensure youth voices across sectors.** Young people's involvement in policy-making should not be limited to youth policies, but should be incorporated across sectors. We encourage policy-makers and stakeholders at all levels to understand new forms of participation and to invest in youth engagement in order to create ownership and impactful policies.

- **Co-create and evaluate actions together with young people.** In order to design successful outreach activities that speak to young people, they must be an important component in setting strategies, creating and evaluating actions for environmental sustainability. We encourage those working with and for young people to consult them and to co-create designs for attractive services and impactful outreach.

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39   European Commission (2019), Eurobarometer on Climate Change.

3.3
GREENER YOUTH PROGRAMMES

Youth information services and youth organisations receive funding and/or grants at local, national, European and international level through various schemes. Are these administrative and financial rules favouring environmental choices? Not always! As the situation differs from one country to another, we are focusing here on the EU and Council of Europe funding schemes; however, most recommendations apply at all levels.

1. GREEN PRINCIPLES

It is important to reflect the priority given to having greener programmes when defining the basic principles underlying the financial and administrative rules and evaluation criteria applying to projects.

- **Raising awareness on and acting for environmental sustainability** shall be one thematic priority of funding programmes such as the European Solidarity Corps, Erasmus+ and DiscoverEU. Specific funding schemes should be made available for young entrepreneurs starting an eco-business (micro-funding schemes). A comprehensive information resource should be made available to explain the different funding opportunities offered by the EU to young people willing to act for the Planet.

- **Financial rules shall support green choices and favour quality over quantity.** When it comes to young people's mobility - for example when doing an internship or semester abroad - it is important to reflect on the level of the grant provided to support their everyday expenses. Is a monthly lump sum of

170 to 520 EUR for Erasmus students sufficient to make green consumer choices in the host country? The same applies with the level of the grant allocated to transport. A balance between quality (e.g. level of the grant, conditions) and quantity (e.g. number of young people travelling) shall be found.

- **Insert green incentives** in the evaluation criteria. In order to include a green dimension in projects, applicants could be encouraged to explain if they intend to take on board green measures in their projects. This could give them extra points. Of course, information and support shall be provided to them to help them prepare (see point 5). External evaluators shall have the capacity to evaluate such measures.

2. FINANCIAL CRITERIA

Today, the most frequent financial rule is to "favour the most economic mode of transport" - which is not always the most ecological (e.g. train versus plane).

Change this rule to the **"most economic and environmental mode of transport"** and/or provide an incentive for selecting an eco mode of transport. When travelling by plane cannot be avoided, grants could consider the cost of a carbon offset programme as eligible. In the Erasmus+ and European Solidarity Corps programme, "exceptional costs for expensive travel" are now allowed. It allows beneficiaries to claim financial support for expensive travel costs of participants as "exceptional costs" (up to 80% max. of total eligible costs), including cases where the participants opt for cleaner, lower carbon emission means of transport (e.g. train), which result in expensive travel costs. This option should be complemented by the possibility to **count extra travel days** when selecting an eco mode of transport. In the case of Erasmus+ for example, participants can only count one day before and one day after the learning activity as travel days.

- **Make eco modes of transport the default mode of transport** for long-term mobility periods (short-term being usually considered as less than 2 weeks), unless a justification or compensation measure can be provided.

- **Online meetings and training activities should be recognised for funding purposes and encouraged.** In the case of projects and operating grants (e.g. KA3 of Erasmus+) or youth workers training projects (e.g. KA1 and KA2 of Erasmus+), the grant is calculated based on the number of mobilities (applicants have to provide signature lists and, if requested, the travel tickets). Virtual meetings or eLearning training activities are not always recognised and are ineligible for funding, although eLearning activities also have their costs.

3. MONITORING THE FOOTPRINT AND COMPENSATION MEASURES

A key element for an environmentally sustainable strategy is to monitor the impact of the financial schemes: what is the carbon footprint of the actions proposed?

- **Plan compensation mechanisms:** if the funding body measures the impact of the schemes, it would be possible to plan compensation mechanisms. For example, in the case of Erasmus+, if 10,000 students travel by plane a certain distance, why not implement a compensation scheme, for example to plant trees? Each country could have an "Erasmus+ forest" (proposal made during a workshop at the Stakeholders' Forum organised by DG EAC on the future of Erasmus+ and the European Solidarity Corps).

- **Paper-free and user-friendly application softwares:** shall be privileged to reduce the administrative footprint of the programmes. When organisations apply for grants and report on their actions, in many cases, they have to print documents and send them by post. If you organise an event with 50 participants under a Key Action 1 of the Erasmus+ programme, individual participants can fill in their report using the eTool instead of sending back and forth a paper document (this is still the case for grants managed by the Council of Europe European Youth Foundation). This significantly reduces the number of documents printed and transported and the time that users need to spend filling in online applications, contracts and reports (e.g. grant agreements).

4. RAISING THE AWARENESS OF APPLICANTS

Funding bodies should inform and encourage applicants to apply green standards in their projects. Tips should include ways to compensate for the project's carbon footprint (e.g. if you have 10 participants travelling by plane from A to B, then maybe you could reduce your footprint by providing meat-free lunches, choosing a green hotel). Other schemes such as providing incentives like free public transport (already existing in Scotland, Luxembourg and Tallinn) could also be investigated.

- **Share toolkits** with potential applicants/beneficiaries on the different dimensions covered by the projects, such as greener ways to travel, to organise meetings/events, etc.

- **Give visibility to green good practices** and use them to inspire other organisations and sectors. It is important to communicate the good results/projects funded through the various schemes and share them as good practices.

CHAPTER 4
TOOLBOX OF GREEN NON-FORMAL EDUCATION ACTIVITIES

As mentioned in Chapter 1, in order to promote environmental sustainability, as a youth information worker, you can plan and co-organise workshops, debates, discussions, info-days, site visits, pop-up campaigns and other **non-formal education activities** with young people. This Chapter aims to provide you with some tips and recommendations on how to **make your training activities more eco-friendly** and on how to make use of non-formal education methods to discuss and address environmental issues.

The activities provided are just a **selection of relevant examples.** They aim to inspire you on how to make use of your non-formal education experience to support young people's eco-awareness, green media and information literacy, green campaigning and advocacy skills, or their green attitudes and practices.

4.1

TIPS TO MAKE YOUR TRAINING ACTIVITIES GREENER

When you carry out non-formal education activities with the aim to support young people's eco-awareness, it is important that you do not only carry out activities on the topic but also make sure that your choices are coherent with your message, e.g. the material and logistics we use support this message. There are several ways to **rethink your logistics to support a green agenda,** some of which have been mentioned in Chapter 2, for example on how to lower your carbon footprint in the office, and can be applied to these settings. Here are a couple of suggestions to support you in your planning:

- **Think about the location** of your training activity, are there settings that might strengthen your message (e.g. educational activities organised outside, on a camping site or during a hike)?

- **Think about the material you use.** Is the material eco-friendly? Are there alternative ways that you can lower the amount of post-its, flipcharts and markers? Perhaps investing in whiteboards, or reusable flipchart and post-its, or finding creative ways to use nature's resources for educational purposes.

- **Consider sharing information online beforehand.** Reflect on what information is really necessary to print for your participants, you can always project information on a screen, write it out on one central point instead of several, or send the information beforehand.

- **Reinvent name signs.** Look for companies that print on seed paper, create your own reusable name signs that can be used from one event to another, or include a series of name games; we have gone through most of our lives without name signs and still managed to learn quite a few.

4.2

EXAMPLES OF NON-FORMAL EDUCATION ACTIVITIES

This selection of activities aims to illustrate how existing material can be used or adapted to address environmental sustainability issues. Each activity stands alone and can be conducted independently of the others. The practical information for each activity, such as group size, duration etc., is not a hard and fast rule and indicated as a suggestion only. Many variables will influence how the activity will be conducted and each should be adapted to the specific needs of its audience and the resources available.

Unless otherwise indicated, the activities presented do not require any specialist knowledge. It would be advisable to familiarise yourself with the material and the topic beforehand so it can be best adapted to the audience.

The following activities seek to encourage participants to think critically and take action on a number of green topics. They are opportunities for young people to experience, reflect, analyse and criticise; but especially to express themselves, on different areas related to the different axes identified in Chapter 1:

1

GREEN MEDIA AND INFORMATION LITERACY

1. Headline
2. Analysing the media in 6 parts
3. Info or hoax?
4. Fake off!
5. Greenwashing

2

ACTIVE CITIZENSHIP AND ENGAGEMENT ON ENVIRONMENTAL SUSTAINABILITY

6. Social Media - A new way of lobbying
7. Building an awareness-raising campaign

3

PROMOTION OF ENVIRONMENTAL SUSTAINABILITY AND GREEN PRACTICES

8. My green environment
9. What's my carbon footprint?
10. You are what you wear

4.2
1. HEADLINES

OBJECTIVES
- Identify the different types of media.
- Understand how different media can have different views/opinions/ according to their background.
- Understand the difference between information and interpretation.
- Experience that facts can be interpreted in different ways.

TARGET AUDIENCE
From 12 years old

GROUP SIZE
Minimum 10 participants

MATERIALS
- Facts (activity support 1) – one copy per pair.
- Media types (activity support 2) – one media type (card) per pair (multiple pairs can have the same if it is a big group).
- Paper and pens.

TIME
60 minutes

SKILLS/KNOWLEDGE REQUIRED OF THE FACILITATOR
Basic knowledge about media and information literacy.

PREPARATION

- Using activity support 2, prepare cards with the different media types written on each one (one media type per card).
- Spread out the cards with the media types, so that the print is not visible.
- Split the participants into pairs.

ACTIVITY

- Each pair picks a random media card and is given the fact sheet, a brief and objective information sheet about a violent event that has happened.
- One of the participants reads these facts out loud.
- Each pair takes a pen and a sheet of paper and is given some time to think of and write down a title that could be used for an article about the facts, that will be circulated via the medium on their card.
- The different titles of each pair are presented to the whole group.
- Ask participants what title is closest to (then furthest away from) what they would personally report about the facts.

EVALUATION

Ask the participants the following questions:

- The titles you thought of are different: would the articles also be different? What would be different? What facts would be highlighted and what interpretations would be made?
- Can a medium, a title, and a way of reporting influence your opinion about a theme?
- Are all media neutral when they report on topics? Should all media be neutral? Do you have examples of real events that are treated differently by different media and sources? (For example: often, after a demonstration, the police report less participants than the organisers).
- How can we be resilient towards information and the influence of different media in our own lives?

TIPS!

It's good to know that the way of presenting information can influence people to take the information as given. When there is a goal behind information (like convincing people), it's likely that other information will be withheld or, worse,

information will be changed. Often, when something is presented and seems 'too good to be true', a critical approach is advised. Advertisements, media articles, etc. can be approached with some healthy critical sense.

VARIATIONS

- Use another theme that appeals to the participants, and give them other facts.

- Participants think about/try to find an image they can match with their titles. When working with images, also link the influence of images in the review.

- Each couple picks two media cards, and thinks of two alternative titles for their media type (for example, different political positions).

- It would be interesting to link the exercise to extremist propaganda, where information is used to influence others. Often, the choice of the image presented, the titles, and the way the explanations are given, can be very convincing, but certainly not right.

- Invest in small whiteboards to use as signs instead of paper to lower the amount of paper used in the activity.

SOURCE

Extracted from Liaisons- A toolkit for preventing violent extremism (2018) - The European Youth Information and Counselling Agency; pp. 190-193.

The activity supports were adapted for the EYID 2020 to fit the thematic of environmental sustainability.

ACTIVITY SUPPORT 1: FACTS

Brazil Amazon Fires 2019:

- Emissions of greenhouse gases as a result of deforestation in the Amazon rainforest.

- Forest fires do happen in the Amazon during the dry season between July and October.

- They can be caused by naturally occurring events, like lightning strikes, but this year most are thought to have been started by farmers and loggers clearing land for crops or grazing.

- The current government refuses to take aid from the international arena.

- As the world population continues to grow, the demand for meat products rises, speeding deforestation practices to produce more products.

ACTIVITY SUPPORT 2: MEDIA TYPES

An objective quality newspaper: Brings facts not interpretation
National tabloid magazine: Brings defense on Brazilian Sovereignty
An educative magazine for effects on deforestation: Contributes to the science behind the impact of agriculture
A Facebook page: Battles against global warming's impact on scales of fires
A local newspaper: Interviews local farmers whom rely on the income
A blog of a vegan influencer: Wants to present the effect of meat on the planet

4.2
2. ANALYSING THE MEDIA IN 6 PARTS

PREPARATION

- To introduce the activity, present the media document and its context.

- Give each participant a copy of the activity support: 'The six dimensions of media literacy'.

- Ask participants to break into small groups (particularly when working with a large group). Give them paper and a pen.

ACTIVITY

- In small groups, ask participants to scan through the document by using the activity support as an aid. Have them write down their analysis.

- Bring the groups together. Ask each subgroup to designate a spokesperson to share the analysis of the group, other members of the group can contribute if needed.

- On a flipchart, draw a summary of thoughts from the group using the activity support as a framework. The individual themes only make sense when connected to several others; we cannot study an audience, for example, if we do not understand which technologies are used to reach them.

EVALUATION

- How did the participants find the activity?

- What did they learn through this process?

- Do they think this is something useful for them?

TIPS!

This activity can be adapted to different age groups by changing the choice of media, keeping it interesting and relevant to the target audience.

SOURCE

Extracted from Liaisons- A toolkit for preventing violent extremism (2018) - The European Youth Information and Counselling Agency; pp. 194-195.

OBJECTIVES
- Provide a structure through which to analyse any media document.

- Teach participants how to ask questions about the motivations, issues and choices involved in media production.

- Encourage participants to develop and employ critical thinking skills.

TARGET AUDIENCE
From 15 years old

GROUP SIZE
Any

MATERIALS
- 1 media document (a video excerpt, television programme, magazine, advertising campaign, online platform etc.) or more if you would like to compare multiple documents, looking at similarities and differences.

- Activity support 1: 'The six dimensions of media literacy', as many copies as number of participants.

- Paper and pens.

- A flipchart with large sheets of paper and markers.

TIME
60 minutes

SKILLS/KNOWLEDGE REQUIRED OF THE FACILITATOR
Basic knowledge about media and information literacy.

ACTIVITY SUPPORT 1: THE SIX DIMENSIONS OF MEDIA EDUCATION

To conduct a critical analysis of the media, you can look at six interconnected aspects:

- **The producers:** It is important to understand the world of media production, including all forms of audio-visual production, even the most traditional formats. Who created this piece of media? Are they totally independent or are they part of a larger group? If so, what do you know about the group? Do the people who created this piece of information have a particular philosophical or political bias? How are they able to maintain media production and distribution, on a financial and technical level?

- **The language:** Any message that is composed of text, sound or image is complex. These messages consist of multiple elements arranged to produce a specific meaning (framing, visuals, sound, layout, language used…). It is important to analyse and understand the language used to be able to decode the information and perceive the subtleties and non-verbal ideas communicated.

- **The technology:** Technology refers to the visual and sound equipment used to communicate a message. This includes the everyday equipment used to consume media and the discovery of new and more advanced technologies.

- **Representation:** This theme refers to both the manner in which a media document treats the issue it is presenting (an event, person, object, situation) and the effect this has on how the audience perceives the subject. It is about understanding the influence that the media can exert on how something is represented.

- **Audience:** By looking at the audience, we must consider the approach by which a reader, gamer, listener, spectator or (web) surfer perceives a media document. This depends on their own education, cultural experience, interest and age, among other factors.

- **Category of document:** To understand a media document, it is important to be able to categorise it according to its content (politics, sport, news…) and its genre (documentary, fiction, cartoon…) These categories are certainly not homogeneous and each category will itself contain a myriad of different approaches. The aim is to encourage people to be able to classify the documents that they engage with and the associations that accompany it. For example, is this information on Wikipedia scientific, is it for the purpose of advertising or is it a dramatisation of an event? This information appears repeatedly on television, is it a news item with a number of new developments or is it a series? Is it a report or is it fiction?

4.2
3. INFO OR HOAX?

PREPARATION

- Beforehand, ask the group if they have ever experienced, or heard of, rumours or hoaxes on climate change, either via email or on the Internet in general. If not, give examples of some well-known climate change hoaxes that have been reported by the media.

ACTIVITY

- Ask participants to split into small groups of 2-4 participants.

- Give all participants a copy of a hoax received via email. Ask them to gather as much information as they can about this hoax (especially through search engines).

- Their research should focus on a number of different points:

  × Where the email/rumour supposedly came from.

  × Dissemination (how the rumour was spread, either through the Internet but also traditional media that might relay and amplify false information).

  × Causes and effects of the rumour.

  × How the information was disproved.

EVALUATION

- To finish, participants come back together to share their discoveries. While discussing, the group should classify the different rumours into categories. They can use the categories proposed by the site http://hoax-slayer.net/. *

- Ask the group to refine their definition of a rumour, as it appears on the Internet.

- Finally, discuss with participants how they might be involved in propagating or denouncing rumours. For example, by informing whistleblowing sites or warning other potential recipients of a message.

Hoax Slayer allows Internet users to check the veracity of information published on the Internet, and to detect hoaxes. It presents arguments either validating the information or disproving it. It classifies information into different categories, for example: fake news, malware, misleading, hoaxes, humour, politics, scams, bogus warnings, etc.

Warning: *the site Hoax Slayer is not fool proof and can also be wrong. It is important to be alert and critical in all circumstances.*

OBJECTIVES
Young people who regularly use the Internet, email and social networks are likely to receive various types of hoax or rumours (false petitions, viruses, links…). They may have responded, lacking perhaps the tools to exercise critical thinking. This activity aims to:

- Help participants identify false information on the Internet.

- Build up the necessary skills/reflex to question information circulating on the Internet.

TARGET AUDIENCE
From 15 years old

GROUP SIZE
2 - 4 participants, depending on the number of computers/mobile devices available

MATERIALS
- Computers, with a good Internet connection or mobile devices.

- Different emails or messages containing fake information on climate change to send to participants. Examples can be taken from sites that expose false information, such as http://www.hoax-slayer.net/ or any other similar website existing in your country.

- Flipchart and markers.

TIME
60 minutes

TIPS!

For the activity to run smoothly, try to choose rumours that have been widely discussed so that there is plenty of material online.

SOURCE

Extracted from Liaisons- A toolkit for preventing violent extremism (2018) - The European Youth Information and Counselling Agency; pp. 197-199.

The activity was adapted for the EYID 2020 to fit the theme of environmental sustainability.

4.2
4. FAKE OFF!

ACTIVITY

The following is a compilation of 6 altered photoshopped images, in addition to their real non-altered version. The purpose of this interactive exercise is to show the audience a series of examples of how fake images are subtly produced through editing tools such as photoshop.

- Gather the participants around a screen/ projector.

- Project the first pictures (fake ones) and ask them to count how many of the images they think are real.

- After they see the altered pictures, show them one by one the original ones, contrasting the fake ones.

EVALUATION

- Count together the number of hits.

- How often do the participants see these kind of pictures on social media?

- How can we check their veracity?

- Discuss the importance of critical thinking and of verifying sources of information.

TIPS!

Try to look at any current examples of the altered pictures in your country and add them.

VARIATIONS

Encourage young people to search for pictures that caught their attention and work together with them to verify if they are real or if they were manipulated.

SOURCE

Pictures extracted from Bored Panda - 30 Fake Viral Photos People Believed Were Real

The activity was created for the EYID 2020 to promote critical thinking and media and information literacy.

OBJECTIVES
- Encourage participants to critically think about the information and media that they regularly use, and to question their authenticity.

- Showcase how easily photos can be edited and manipulated, which has an impact on how different news and information are perceived.

- Provide examples of how not everything we see online or on a magazine stand may be real.

- Help build up the participants' ability to spot fake media and disinformation.

TARGET AUDIENCE
From 12 years old

GROUP SIZE
2 - 20 participants

MATERIALS
- Pictures from activity support 1.

- Computer.

- Projector, screen or similar.

TIME
45- 60 minutes

ACTIVITY SUPPORT 1: FAKE PICTURES

ACTIVITY SUPPORT 1: FAKE PICTURES

1. #10YEARSCHALLENGE AGAINST DEFORESTATION

Recently the hashtag #10yearchallenge went viral with people from all around the world sharing their changes throughout the years. Some people decided to use the hashtag to warn people about the terrible impact we are having on this earth. One of the biggest environmental problems in the 21st century is deforestation, and that's exactly what people tried to warn us about. Unfortunately, the image that was used to spread the message was fake - the before and after photos of a rainforest cut down completely was actually the same photo.

2. FROZEN VENICE

Venice is definitely one of the most beautiful places to visit around the world so there is no need to photoshop a photo of frozen Lake Baikal in Russia to make the place look even more stunning.

3. PHOTO OF THE SPACE SHUTTLE

A magnificent photo of a space shuttle once again fooled many people and it quickly became a popular image to share online. What bothered many people is the need to even photoshop the image since the original one is already really cool as it is.

4. AN ISLAND THAT LOOKS LIKE A STAR

Photos like this will definitely spark a great desire to travel. Imagine yourself sipping on a delicious cocktail while chilling on an island in the middle of the ocean that is a shape of a star. Well, unfortunately, such an island doesn't exist, but what you can do is visit the moon-shaped island Molokini, located between the islands of Maui and Kahoolawein Hawaii.

5. MOON PERFECTLY FITTING ON A SKYSCRAPER

There is a weird obsession with moons in viral photos, it seems that if you really want to have a popular photo, just add a moon in the most unrealistic place and there you have it. That's exactly what happened with this photo taken by Mo Aoun.

6. PERFECT LENTICULAR CLOUDS

Lenticular clouds are already pretty cool as they are, and there is no need for excessive photoshop to make them look better. Unfortunately, the author of the photoshopped version didn't really think that way. Well, we guess the whole internet didn't think that way, since the fake photo became a desktop of choice for many people.

4.2

5. GREENWASHING

OBJECTIVES
In this activity participants analyse advertisements to identify the false messaging at the heart of greenwashing. They use creative skills to develop their own awareness-raising advertisements against environmental threats. They will also learn about key concepts such as: greenwashing, consumerism, environmental threats, sustainability, or public relations. Overall this activity will help participants:

- Identify environmental threats caused by different industries.

- Understand the role of public relations (PR) and how it can be used to "greenwash" environmental threats.

- Develop critical thinking skills.

TARGET AUDIENCE
From 15 years old

GROUP SIZE
4-30 participants

MATERIALS
- Some examples of greenwashing from www. greenwashingindex.com – or elsewhere. You can also use advertisements from newspapers or magazines: look for ones which boast about the good done to the environment.

- Copies of the list of questions.

- Paper and pens.pair (multiple pairs can have the same if it is a big group).

- Paper and pens.

PREPARATION

Either print out a few examples from the website above, or arrange to project them onto a screen.

ACTIVITY

- Ask participants to brainstorm about the most serious threats to the environment. Make a list of their suggestions down one side of a flip chart.

- Now ask them to think of products or companies which contribute to these threats. Write these down the other side of the paper, and try to link the threat to the company.

- You will probably find that many of the companies link to more than one of the threats.
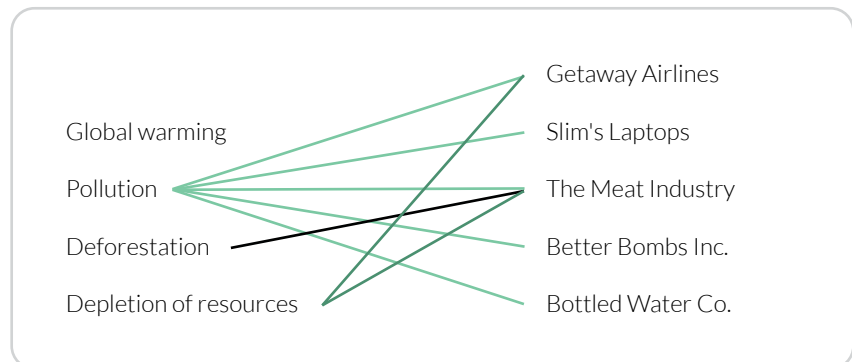
- After about 10 minutes, or when you have filled a flip chart, ask participants how they know about the damage these companies do to the environment. Do they tell us?

- Divide participants into groups of 4-5 people and give each group 2 examples of greenwashing advertisements and copies of the questions on the appendix. Ask them to analyse the advertisements using the guiding questions. Give them about 10 minutes for this task.

- When groups have finished answering the questions, ask for a quick show of hands to question 4 about whether the message in the advertisement was "true" about the product. Briefly ask groups about their answers to some of the other questions.

- Explain the idea of greenwashing (see the definitions in the Activity Support 1). You could also explain the idea of subvertising.

- Hand out pieces of flipchart paper to the groups. Tell them to choose one of your products and create your own advertisement to "correct" the message put out by the producer. You want consumers to know what they are really buying with this product! Your advertisement could be a poster or short video for TV or radio (not more than 1 minute). Give them 20-30 minutes for this work.

- Bring the group back together, and ask each small group to present its new advertisement.

EVALUATION

Begin with brief feedback on the advertisements.

- What did you like about the advertisements created by one of the other groups?

- Do you think their message was more accurate than the company's own?

- Why is greenwashing a problem?

- Had you ever noticed examples of greenwashing before? Can you give any examples?

- What can be done about greenwashing? Who needs to do something about it? What could you do?

TIPS!

The brainstorming in point 2 could also be done in small groups, and the suggestions could then be shared with other groups. This will take more time.

After the groups have worked on the questions, do not spend too much time discussing the answers. The purpose of these questions is for participants to begin analysing the advertisements, so they can create their own later.

You could check whether any organisations have engaged in subvertising company brands in your country– or whether there are international brands which have been subvertised and which ones participants will recognise. The sites www.adbusters.org and thesietch.org/mysietch/keith/subvertising-gallery offer some examples.

SUGGESTIONS FOR FOLLOW-UP

The activity "A finite planet" looks at some of the hidden assumptions which guide mainstream thinking about consumerism and the need for growth. You could use this activity to inspect and then question some of the assumptions behind advertising slogans. You could also use "Waste manifesto", which looks at some of the effects of mass consumerism.

Find out whether there is a body regulating advertisements in your country, and whether complaints relating to greenwashing – e.g. for misleading the public – can be submitted. Use the list you drew up in point 2, or build on it, to identify the worst offenders. Support participants to submit complaints – either to the regulating body or to the companies themselves.

Participants could also use their "subvertised" images to campaign against the companies. They could make them into placards or banners, or use them as memes on social media. This will raise awareness of the problem the company wished to hide through its greenwashing!

SOURCE

T-KIT 13, Sustainability and youth work - Youth Partnership European Union and Council of Europe (2018); pp.48-51

TIME
90-120 minutes

SKILLS/KNOWLEDGE REQUIRED OF THE FACILITATOR
Get familiar with the concept of greenwashing beforehand.

ACTIVITY SUPPORT 1: GREENWASHING AND SUBVERTISING DEFINITIONS

It is **greenwashing** when a company or organisation spends more time and money claiming to be "green" through advertising and marketing than actually implementing business practices that minimise ecological impact. It is whitewashing, but with a green brush.

Student Guide to Greenwashing, *https://www.westga.edu/~bquest/2011/greenwashing11.pdf*

Greenwash: the phenomenon of socially and environmentally destructive corporations attempting to preserve and expand their markets by posing as friends of the environment and leaders in the struggle to eradicate poverty.

CorpWatch (2001), Greenwash fact sheet, *www.corpwatch.org/article.php?id=242*

Greenwashing: when a company, government or other group promotes green-based environmental initiatives or images but actually operates in a way that is damaging to the environment or in an opposite manner to the goal of the announced initiatives. This can also include misleading customers about the environmental benefits of a product through misleading advertising and unsubstantiated claims.

Investopedia, Greenwashing *www.investopedia.com/terms/g/greenwashing.asp*

Subvertising: is a portmanteau of subvert and advertise, and refers to the practice of making spoofs or parodies of corporate and political advertisements (Wikipedia). Subvertising is an attempt to turn the iconography of the advertisers into a noose around their neck. If images can create a brand, they can also destroy one. A subvert is a satirical version or the defacing of an existing advert, a detournement, an inversion designed to make us forget consumerism and consider instead social or political issues.

Barley A. (2001), Battle of the image, New Statesman, *www.newstatesman.com/node/153475*

ACTIVITY SUPPORT 2: ASSESSING PRODUCTS TEMPLATE

	PRODUCT 1	PRODUCT 2
1. What is the product being sold in this advert?		
2. What is it for and why do people buy it?		
3. What message is the company trying to put through to the consumers in this ad?		
4. Is the message really true about the product? Explain.		
5. Why do you think the company is trying to promote this message?		
6. Make a list of the most important effects on the environment of producing and selling this product		

4.2
6. SOCIAL MEDIA – A NEW WAY OF LOBBYING

OBJECTIVES
- Learn how to lobby via social media platforms.
- Get to know the relevant institutional climate change stakeholders at local and national level.
- Learn how to write short but impactful texts to support a cause.

TARGET AUDIENCE
From 15 years old

GROUP SIZE
1-10 participants. In case there are more, they can get into groups.

MATERIALS
- Computer / smartphone with Internet access.
- Some examples of lobbying (eg. from Greta Thunberg social media profiles).
- Paper and pens.

TIME
90 minutes

SKILLS/KNOWLEDGE REQUIRED OF THE FACILITATOR
The facilitator must know the relevant social media profiles of politicians and institutions of his/her municipality, country or at European or international level.

ACTIVITY

- Ask the participants to choose a topic related to the climate emergency that they want to talk about. Encourage them to choose something that directly affects them and their lifestyle. Having some pictures that they've taken is a plus.

- The participants should do some research work, focusing on hard facts, figures and data. They should find at least 2 or 3 news/ research/ studies that endorse their idea.

- Now, they should map their lobbying environment, identifying their possible allies and opponents. The participants should search who could support their idea and who could be against it on social media. Politicians, influencers, scientists, artists and also friends could be good allies!

- After, they should draw up their lobbying plan. This means identifying the best course(s) of action to take in order to present their case. Should they engage in inside lobbying (directed at political parties and government) or outside lobbying (targeted at the general public and media)? Should they address both profiles or just one?

- Once the lobbying plan is done, it's time to choose the best allies and encourage them to join the cause. The broader their coalition is, the greater the chance they have of attracting the attention of policy-makers. They should be open-minded; it isn't just non-profit organisations that can be brought on board, companies can participate too.

- The next step is to plan the communication strategy. Which platform are they going to use? What should be the tone of the text? How long? The best way to practice how to communicate your message is trying to fit the text in 280 characters (like Twitter).

- Have them think about what visuals they want to use? Services such as Canva provide ready-made templates, Unsplash.com provides free stock photos. Have them design their posts and think of when and how often they will be communicating.

- Once the communication strategy is done, it's time to post it!

- In the evaluation process, it's key to check the performance of the publications: how many people reacted, shared and interacted with the posts? Have their allies shared it? Did the target person/ institution answer? How much impact did it have?

EVALUATION

- How did the participants find the activity?
- What did they learn through this process?
- Do they think this is something useful for them?

TIPS!

When creating social media publications, it's important to remember to tag any relevant profile to the cause, but just address one or two directly (the main target of the post).

Look for tips on communication strategy structures, to provide the participants with some background. Eurodesk's Social Media Guidebook provides tips and tricks for effective social media communication.

SOURCE

Inspired by Lobbying for Change: Find your voice to create a better society - Alberto Alemanno (The Good Lobby, 2017). The activity was created for the EYID 2020 to build capacity on social media advocacy and lobbying.

4.2

7. BUILDING AN AWARENESS-RAISING CAMPAIGN

OBJECTIVES
- Raise awareness of environmental actions that can be taken in the everyday life of the participants.
- Inspire them to share and think of alternatives to the choices they make.
- Familiarise the participants with how to build a campaign.

TARGET AUDIENCE
From 12 years old

GROUP SIZE
Maximum 30 participants

MATERIALS
- Computer / smartphone with Internet access.
- Notebooks or paper for brainstorming (can also be done on the computer).

TIME
90 minutes

SKILLS/KNOWLEDGE REQUIRED OF THE FACILITATOR
Explore information on how to create an impactful communication message to support your background on the topic. Eurodesk's Social Media Guidebook provides several examples.

ACTIVITY

- Start the activity by dividing the participants in groups of 3-4 people. Ask them to reflect on their ecological impact and come up with three things they have in common. Once they finish, bring the group together to share their findings.
- Ask the participants to, in their small groups, pick one action to build a campaign around. It doesn't have to be the one they have in common, they can pick any of the ones they heard about from the sharing moment. (e.g. use the bike instead of the car, eat wiser, recycle better, buy second-hand etc.)
- Have them think about:
  - × the message they want to communicate, for this they can research publications online, movements or sources that support their cause.
  - × the target group they want to reach and which arguments they will use to convince them.
  - × the name and slogan of their campaign - a strong catchy name and slogan makes their campaign memorable.
- Once the message is clear. Invite them to create a product, for example, a logo, a poster, or a commercial (in this case a theatre sketch), leave the creativity up to them!
- Have each group present their final campaign to each other.

EVALUATION

- Do the participants believe the campaigns were convincing and something they would like to see more of?
- Did they learn anything new from this process of creating a campaign?

TIPS!

This activity is a great opportunity to combine with an information session on creating youth projects. It is a good introduction to the topic, allowing the participants to be creative and think of how to spread awareness and encourage change.

Make sure that there is enough time for creation of the campaigns and sharing them afterwards.

This activity can take place anywhere, outside as well as inside.

4.2

8. MY GREEN ENVIRONMENT

ACTIVITY

- Divide the participants into groups of minimum 2 people. Ask them to reflect on how the topic of ecological impact can be identified in their daily life: is it present in any actions or decisions they make? Is it in the structure of their surroundings? Provide them with a template for their discussion, ask them to think of the impact in these areas of their lives:

  × School / Work

  × Mobility (travelling, commuting etc.)

  × Local environment (city, town, villages, region)

  × Family and friendship relations

  For this you can project the 4 areas, have them visualise it on a flipchart or have them write it down in their notebook. This can be a conversation as much as a visual exercise.

- Come back and discuss the outcomes as one group. Are there similarities and differences? Allow for critical reflections to be made and disagreements to be had, this is a way of recognising different choices that the participants make.

- Ask the group if there are any changes they would do or like to see in these areas of their lives, relating to ecological impact. Take the opportunity to inform them about ways to carry out initiatives and projects and where they can find support for the realisation of their ideas. (Activity 6 - Social Media - A New Way of Lobbying explores ways to carry out a social media lobbying campaign).

EVALUATION

- How did the participants find the activity?
- What did they learn through this process?
- Do they think this is something useful for them?

TIPS!

This discussion can take place anywhere, if you have the opportunity, bring the participants out to a green area, run the discussion during a walk or a hike. It is a great introduction to an agenda or training that will dig deeper into this topic.

SOURCE

This activity was inspired by Eurodesk's Euroclasses Module 2 on Participation (2018, pp 7-8). It has been modified to fit the theme of ecological impact and environmental awareness.

OBJECTIVES
- Familiarise the participants with the topic of ecological impact by identifying actions in their surrounding that have an impact on the environment.

- Spark discussion and increase awareness.

TARGET AUDIENCE
From 12 years old

GROUP SIZE
Minimum 2 participants

MATERIALS
Flipchart paper (the activity can also do without).

TIME
60 minutes

SKILLS/KNOWLEDGE REQUIRED OF THE FACILITATOR
The facilitator must be aware of the topic of ecological impact and which choices in our daily lives impact the environment, e.g. environmentally friendly transportation, food, recycling etc. It would be good that the facilitator is also aware of initiatives or organisations working at local, regional or national level with the topic.

4.2

9. WHAT'S MY CARBON FOOTPRINT?

OBJECTIVES
An important part of exploring our carbon footprint is to begin to take positive action so we can shrink it! When we join together with others to multiply our positive actions, our footprints shrink even more. The aim of this activity is to:

- Get young people to start thinking about their actions, lifestyles and daily choices and how they impact the environment.

- Build the awareness young people need to make changes in their daily actions.

TARGET AUDIENCE
From 12 years old

GROUP SIZE
Minimum 2 participants

MATERIALS
- Activity support 1: Carbon Footprint.

- Activity support 2: 10 Areas of Action.

- Pens and markers.

TIME
90 minutes

SKILLS/KNOWLEDGE REQUIRED OF THE FACILITATOR
The facilitator should get familiar first with the concept of carbon footprint.

ACTIVITY

- Give each participant a Carbon Footprint sheet (Activity support 1) and a marker.

- Discuss with them what a 'carbon footprint' is.

- Ask them to think about the 10 areas of action – housing, water, recreation, heating, electricity, transport, food, waste, travel and consumption.

- Ask them to go through each of the 10 areas of action (Activity support 2) and colour in the section of the footprint that applies to them and their life.

- Once they have finished, discuss the impact of our carbon footprint using the questions below.

EVALUATION

- How can we reduce the impact households have on climate change?

- How does individual behaviour affect the global distribution of resources?

- How much energy is actually saved by turning off the lights?

- How can each one of us be empowered to take positive action to benefit the environment?

TIPS!

The idea of a carbon footprint was developed to determine how human actions impact the environment, such as transport and what we eat. The goal of the carbon footprint is to bring awareness to how much each of us contribute to climate change and how personal choices have an impact on the planet.

VARIATIONS

There are also free tools available online to measure your individual carbon footprint. The Eco Footprint, Carbon Footprint and Water Footprint calculators help individuals determine how they are impacting the environment. You can also ask participants to measure their individual carbon footprint using one of these tools.

SOURCE

My Planet My Pledge: Environment and Climate Change Activity Resource - Youth Work Ireland (2020); pp. 9-11

ACTIVITY SUPPORT 1: CARBON FOOTPRINT

https://www.youthworkireland.ie/images/uploads/general/Carbon_Footprint_pdf.pdf

HEATING & COOLING
- I do not conserve energy
- I try to conserve and do not have a programmable thermostat
- I conserve every chance I get

WATER
- I do not conserve water
- I conserve but still need to shower everyday
- I conserve every chance I get

RECREATION
- I enjoy carbon intensive activities (i.e: boating, quading)
- I often go to movies, restaurants and/or concerts/games
- I usually just hang out with my friends at one of our houses

DWELLING
- I live in a 3+ bedroom house
- I live in a 1 or 2 bedroom house
- I live in an apartment

ELECTRICITY
- I do not conserve electricity
- I think about energy conservation but could do better
- I use energy efficient light bulbs and turn things off every chance I get

TRANSPORTATION
- I drive in a large car everywhere
- I drive in a small car everywhere
- I take the bus to and from school and drive everywhere else
- I try to bike or walk every chance I get
- I walk or bike everywhere

FOOD
- I eat meat all the time
- I eat meat sometimes
- I'm a vegetarian
- - - - - - - - - - - -
- I do not consider where my food comes from
- I check labels and try to buy local foods
- I eat only the food I grow

WASTE
- I throw all waste in the bins
- I recycle everything I can
- I compost and recycle

AIR TRAVEL
- I travel by plane a couple times a year or travel overseas (outline whole footprint twice)
- I travel by plane every year (outline whole footprint once)
- I never travel by plane

CONSUMPTION
- I buy anything I want or need and love to shop
- I am not a big shopper but buy whatever I need
- I am an informed eco-shopper
- I shop as little as possible and am considerate of the enivronment

www.climagechangeconnection.org

ACTIVITY SUPPORT 2: 10 AREAS OF ACTION

https://www.youthworkireland.ie/images/uploads/general/Carbon_Footprint_Areas_of_Action_PDF.pdf

My Carbon Footprint

- **MY HOUSE:** Larger houses and buildings need more energy to heat, cool, and light up.
- **HEATING AND COOLING:** Using a programmable thermostat is a great way of reducing the amount of energy needed to heat and cool our homes, schools, and workplaces. Air conditioning and heaters do not need to run at full capacity if no one is in the space.
- **WATER:** We use water to cook, clean, and bathe and pumping water to homes requires the use of energy in most homes. Water must also be treated before we use it and after, which creates more demand for pollutants. Conserving water is a great step in reducing a carbon footprint.
- **RECREATION:** Spending time in nature, instead of indoors, is fun and good for our health. Choosing recreational activities that require less waste and less fuel is a great way to reduce a carbon footprint!
- **ELECTRICITY:** Greenhouse gases are required to get electricity to homes. Turning off lights, electronics, and kitchen appliances when not in use are simple ways that can make a big difference in reducing a carbon footprint!
- **TRANSPORTATION:** Larger vehicles burn more fuel than smaller or more fuel-efficient ones. Walking and biking have no carbon footprint, because no pollution is created!
- **WASTE:** Most household wastes (like packaging, food scraps, and batteries) don't have to go to a landfill site. Instead, we can compost and recycle many items. Taking the time to properly dispose of waste is an important step in reducing a carbon footprint!
- **FOOD:** Producing, processing, transporting, and disposing of food creates a lot of greenhouse gases! Animal products, like meat and dairy, are the most resource-intensive food on the table. Meat and dairy take 4-8 times more energy to produce than the food gives us. In contrast, breads, oils, potatoes, nuts and flour, contain more energy than it takes to produce them. If you're a meat eater, try cutting out one meat meal each week.
- **CONSUMPTION:** Our everyday consumption contributes to a large amount of our Green House Gas emissions, through manufacturing, packaging, transportation, consumption, recycling and disposal. The best solution is to "keep it simple" – buy less and more durable goods, re-usable products with less packaging.
- **AIR TRAVEL:** Travelling by air is the most fossil fuel intensive means of getting from place to place. Reducing the number of trips taken by planes is also a great way of reducing a carbon footprint.

My Planet My Pledge   10

4.2
10. YOU ARE WHAT YOU WEAR

OBJECTIVES

The rapid rise in consumerism in the last 50 years has put a considerable strain on the environment. This activity aims to:

- Raise awareness about where our clothes come from and the distance they have travelled to get here.

- Trigger discussions and increase awareness.

TARGET AUDIENCE

From 12 years old

GROUP SIZE

Minimum 2 participants

MATERIALS

- Activity support 1: You Are What You Wear Checklist.

- Activity support 2: You Are What You Wear Country Distance Chart.

- Pens.

TIME

90 minutes

ACTIVITY

- Give each young person a 'You Are What You Wear Checklist' handout.

- Ask them to check the tag on each item of clothing they are wearing and write down the country each piece of clothing was made in on the handout.

- Next get them to check the country chart to determine how far each piece of clothing has travelled and add in the points to the relevant boxes (e.g. if their skirt was made in Cambodia it travelled approx. 10,331km so they get 12 points).

- You can either share the Country Distance Handout or you can call out the points

- for each country and have them write them down.

- Discount – if the item of clothing is more than 5 years old, is second hand or bought from a second-hand shop, divide the points for that item by 2.

- Have them add up all the points, and the person(s) with the lowest points is the most environmentally friendly.

EVALUATION

- Why are so many of our clothes made in faraway countries?

- Do we know anything about the working conditions for people in these countries?

- Why aren't as many clothes made in Ireland?

- Would you rethink about shopping in second-hand shops after doing this activity?

- Have you ever thought about making your own clothes?

SOURCE

My Planet My Pledge: Environment and Climate Change Activity Resource - Youth Work Ireland (2020); pp. 13-15

ACTIVITY SUPPORT 1:
YOU ARE WHAT YOU WEAR CHECKLIST

https://www.youthworkireland.ie/images/uploads/general/You_Are_What_You_Wear_Checklist_PDF.pdf

Use the 'Distance Chart' to find out how far each piece of your clothing has travelled. If the article of clothing is more than 5 years old, or second hand you will receive a discount (divide the points for that item by 2).

TOP

Made in ....

Points ....   **TOTAL**

Discount ....

JUMPER

Made in ....

Points ....   **TOTAL**

Discount ....

JACKET

Made in ....

Points ....   **TOTAL**

Discount ....

T-SHIRT

Made in ....

Points ....   **TOTAL**

Discount ....

TROUSERS

Made in ....

Points ....   **TOTAL**

Discount ....

SHOES

Made in ....

Points ....   **TOTAL**

Discount ....

DRESS

Made in ....

Points ....   **TOTAL**

Discount ....

SHIRT

Made in ....

Points ....   **TOTAL**

Discount ....

SKIRT

Made in ....

Points ....   **TOTAL**

Discount ....

HOODIE

Made in ....

Points ....   **TOTAL**

Discount ....

MY TOTAL SCORE:

ACTIVITY SUPPORT 2:
YOU ARE WHAT YOU WEAR DISTANCE CHART

This Chart calculates distances from different countries to Ireland. If you wish, you can adapt this Chart to the distance existing between those countries and your own country.

https://www.youthworkireland.ie/images/uploads/general/You_Are_What_You_Wear_Distance_Chart_PDF.pdf

MADE IN	KM TRAVELLED	POINTS
Australia	15 556	20
Bangladesh	8429	9
Cambodia	10 331	12
Canada	5792	6
China	8144	9
Cuba	6788	7
Ethiopia	9682	10
Hong Kong	9932	10
India	7966	8
Indonesia	12 112	15
Italy	2618	3
Japan	8977	9
Korea	9545	10
Malaysia	10 912	12
Mexico	8233	9
Philippines	11 240	12
Sri Lanka	9200	10
Taiwan	10 138	12
Thailand	9785	10
United Kingdom	500	1
United States	5024	6
Vietnam	10 386	12

ACTIVITY SUPPORT 2:
YOU ARE WHAT YOU WEAR DISTANCE CHART

ASK NOT WHAT YOUR PLANET CAN DO FOR YOU

ASK WHAT YOU CAN DO FOR YOUR PLANET

GREEN GLOSSARY

3 RS

The 3Rs stand for reduce, reuse, recycle. This concept applies to waste management through adapting consumption habits.

- Reduce the amount of waste we produce.
- Reuse what we can and give it a second life.
- Recycle any items that we can't reuse.

CARBON FOOTPRINT

The amount of greenhouse gases and specifically carbon dioxide emitted by something (such as a person's activities or a product's manufacture and transport) during a given period.

https://www.merriam-webster.com/dictionary/carbon%20footprint

CARBON OFFSET

Carbon offset is a way to compensate for your emissions by funding an equivalent carbon dioxide saving elsewhere. Our everyday actions, at home and at work, consume energy and produce carbon emissions, such as driving, flying and heating buildings. Carbon offsetting is used to balance out these emissions by helping to pay for emission savings in other parts of the world.

https://www.carbonfootprint.com/carbonoffset.html

CIRCULAR ECONOMY

The circular economy is a model of production and consumption, which involves sharing, leasing, reusing, repairing, refurbishing and recycling existing materials and products as long as possible. In this way, the life cycle of products is extended.

https://www.europarl.europa.eu/news/en/headlines/economy/20151201STO05603/circular-economy-definition-importance-and-benefits

CLIMATE CHANGE

Climate change refers to a statistically significant variation in either the mean state of the climate or in its variability, persisting for an extended period (typically decades or longer). Climate change may be due to natural internal processes or external factors such as persistent changes to the atmosphere or changes in land use.

Article 1 of the United Nations Framework Convention on Climate Change (UNFCCC) defines "climate change" as: "a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods." The UNFCCC thus makes a distinction between "climate change" attributable to human activities altering the atmospheric composition, and "climate variability" attributable to natural causes.

https://public.wmo.int/en/about-us/FAQs/faqs-climate

CLIMATE EMERGENCY

Serious and urgent problems that are being caused or likely to be caused by changes in the world's weather, in particular the world getting warmer as a result of human activity increasing the level of carbon dioxide in the atmosphere.

https://dictionary.cambridge.org/us/dictionary/english/climate-emergency

CLIMATE JUSTICE

This term links climate issues to human rights and development and frames global warming as an ethical and political issue, rather than one that is purely environmental or physical.

https://www.youthworkireland.ie/images/uploads/general/My_Planet_My_Pledge_Activity_Pack_Online.pdf

CLIMATE REFUGEE

This term describes a person who has been forced to leave their home as a result of the effects of climate change.

https://www.youthworkireland.ie/images/uploads/general/My_Planet_My_Pledge_Activity_Pack_Online.pdf

CLIMATE STRIKE

When people absent themselves from school or work to join marches demanding action to climate change.

https://www.youthworkireland.ie/images/uploads/general/My_Planet_My_Pledge_Activity_Pack_Online.pdf

DATA CENTRE

A data centre is a physical facility that organisations use to house their critical applications and data. A data centre's design is based on a network of computing and storage resources that enable the delivery of shared applications and data. Data centre design includes routers, switches, firewalls, storage systems, servers, and application delivery controllers. Data centre components require significant infrastructure to support the centre's hardware and software. These include power subsystems, uninterruptible power supplies (UPS), ventilation, cooling systems, fire suppression, backup generators, and connections to external networks.

https://www.cisco.com/c/en/us/solutions/data-center-virtualization/what-is-a-data-center.html

DIGITAL FOOTPRINT

A digital footprint is a trail of data you create while using the Internet. It includes the websites you visit, emails you send, and information you submit to online services.

A "passive digital footprint" is a data trail you unintentionally leave online. For example, when you visit a website, the web server may log your IP address, which identifies your Internet service provider and your approximate location. A more personal aspect of your passive digital footprint is your search history, which is saved by some search engines while you are logged in.

An "active digital footprint" includes data that you intentionally submit online, e.g. sending an email contributes to your active digital footprint, since you expect the data to be seen and/or saved by another person.

https://techterms.com/definition/digital_footprint

DIGITAL SOBRIETY

Digital sobriety is all about reducing the ecological footprint of our daily digital lifestyles. It can manifest in buying less powerful machines, replacing them less frequently and not using energy-intensive approaches where possible.

https://www.newscientist.com/article/2195771-digital-sobriety-can-halt-tech-fuelled-global-warming-says-report/

EARTH HOUR

Earth Hour is a worldwide movement organised by the World Wide Fund for Nature (WWF). The event is held annually encouraging individuals, communities, and businesses to turn off non-essential electric lights for one hour on a specific day, as a symbol of commitment to the planet.

https://www.earthhour.org/

ECO-ANXIETY / CLIMATE ANXIETY

A fairly recent psychological disorder afflicting an increasing number of individuals who worry about the environmental crisis. Some people are expressing high levels of stress over climate change with symptoms including panic attacks, obsessive thinking, loss of appetite, and insomnia.

https://www.psychologytoday.com/us/blog/the-me-in-we/201801/coming-terms-ecoanxiety

ECOLOGICAL FOOTPRINT

The impact of human activities measured in terms of the area of biologically productive land and water required to produce the goods consumed and to assimilate the wastes generated. More simply, it is the amount of the environment necessary to produce the goods and services necessary to support a particular lifestyle.

https://wwf.panda.org/knowledge_hub/teacher_resources/webfieldtrips/ecological_balance/eco_footprint/

ECOLOGY

A branch of science concerned with the interrelationship of organisms and their environments.

https://www.merriam-webster.com/dictionary/ecology

ENERGY EFFICIENCY

A device or building that is energy-efficient uses relatively little energy to provide the power it needs.

https://www.collinsdictionary.com/dictionary/english/energy-efficient

ENVIRONMENTAL IMPACT STATEMENT

A statement about the expected effects on the environment of a proposed project or development such as a new road or waste water treatment plant, including how any severe effects on the environment will be addressed.

https://www.epa.ie/footer/a-zglossaryofenvironmentalterms/

https://www.eea.europa.eu/help/glossary#c4=10&c0=all&b_start=0

ENVIRONMENTAL LABEL

Environmental labels are an internationally recognised means of communicating the environmental credentials of products in response to consumer demand for information. Different labels take different assessment approaches, but the common goal is to present verifiable and accurate information and to promote products and services that have potentially less impacts on the environment by aiding buyers to make better informed choices. Environmental labels are voluntary and are developed under the ISO 14020 (ISO (2000)) series of standards and fall under three classes: Type I, Type II and Type III, with the series of standards setting out the guiding principles for the development of environmental labels and declarations (Allison and Carter, 2000).

https://www.sciencedirect.com/topics/engineering/environmental-label

ENVIRONMENTAL LITERACY

Environmental literacy refers to the degree of our capacity to perceive and interpret the relative health of environmental systems and to take appropriate action to maintain, restore, or improve the health of those systems. Environmentally literate individuals have a basic comprehension of the environment, and the concepts of sustainability, which constitute nowadays a core competency.

Roth, C.E. (1992) Environmental Literacy: Its Roots, Evolution and Directions in the 1990s. ERIC Clearing house for Science, Mathematics, and Environmental Education, Columbus. pp. 5

ENVIRONMENTAL SUSTAINABILITY

Environmental sustainability means using resources and interacting with the natural world in ways that do not compromise the ability of future generations to meet their own needs.

Christiansen, K. (2011) Sustainability in Collection Development: Seeing the Forest and the Trees. Against the Grain, 22(6), pp. 1-16.

E-WASTE

Waste consisting of discarded electronic products, such as computers, televisions, and cell phones.

https://www.merriam-webster.com/dictionary/e-waste

FAIR TRADE LABEL

A label certifying that the labelled product complies with the principles of Fair Trade. Fair trade is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world. The label is granted by Fair Trade labeling organisations.

https://www.fairtrade.org.uk/What-is-Fairtrade

FLIGHT SHAMING

The feeling of being ashamed to take a plane because of its negative ecological impact and contribution to the emission of greenhouse gases.

GOING GREEN

Going green means to pursue knowledge and practices that can lead to more environmentally friendly and ecologically responsible decisions and lifestyles, which can help protect the environment. Sustainability is a broader concept, and being green is an element of being sustainable.

https://www.thrall.org/special/goinggreen.html

GLOBAL WARMING

Global warming is the phenomenon of increasing average air temperatures near the surface of Earth over the past one to two centuries. Climate scientists have since the mid-20th century gathered detailed observations of various weather phenomena (such as temperatures, precipitation, and storms) and of related influences on climate (such as ocean currents and the atmosphere's chemical composition). These data

indicate that Earth's climate has changed over almost every conceivable time scale since the beginning of geologic time and that the influence of human activities since at least the beginning of the Industrial Revolution has been deeply woven into the very fabric of climate change.

https://www.britannica.com/science/global-warming

GREEN DESIGN

Green design is a product design philosophy that treats environmental attributes as design objectives and not as constraints. It aims at incorporating those attributes without compromising performance, quality, functionality, and the useful life of the item.

http://www.businessdictionary.com/definition/green-design.html

GREEN GENERATION

Also called Millennials, the generation born between 1981 and 1991 (1996 according to other sources) are socially and environmentally conscious customers. They support a circular economy and they are more willing to pay a premium for sustainable products. Since today they make up the biggest proportion of the workforce, their consumer behaviour and purchasing power means that companies are increasingly willing to provide an offer that matches their preferences.

GREENHOUSE EFFECT

Greenhouse effect is the warming of the surface and lower atmosphere of a planet that is caused by conversion of solar radiation into heat in a process involving selective transmission of short-wave solar radiation by the atmosphere, its absorption by the planet's surface, and reradiation as infrared which is absorbed and partly reradiated back to the surface by atmospheric gases.

https://www.merriam-webster.com/dictionary/greenhouse%20effect

GREEN INFORMATION SYSTEM

A green information system is a system designed to minimise green-house gas emission throughout its lifecycle from content creation to distribution, access, use, and disposal.

Chowdhury, G. (2012) Building Environmentally Sustainable Information Services: A Green IS Research Agenda. Journal of the American Society for Information Science and Technology 63(4), 633–647, pp. 635.

GREEN MEDIA AND INFORMATION LITERACY (GREEN MIL)

Green MIL enhances the critical thinking skills necessary to identify, select, use and multiply the most reliable, up-to-date and relevant information on environmental issues. It includes

the set of skills already included in media and information literacy, but precisely aimed at supporting citizens' capacity to deal with the existing information overload on environmental issues and climate change narratives.

GREEN PUBLIC PROCUREMENT (GPP)

Green Public Procurement (GPP) is a process whereby public authorities seek to procure goods, services and works with a reduced ecological impact throughout their life cycle when compared to goods, services and works with the same primary function that would otherwise be procured.

https://ec.europa.eu/environment/gpp/what_en.htm

GREENWASHING

Greenwashing is the process of conveying a false impression or providing misleading information about how a company's products are more environmentally sound. Greenwashing is considered an unsubstantiated claim to deceive consumers into believing that a company's products are environmentally friendly.

https://www.investopedia.com/terms/g/greenwashing.asp

INCREDIBLE EDIBLE

Incredible Edible is an urban gardening project that aims to bring people together through actions around local food and to change behaviour towards the environment.

https://www.incredibleedible.org.uk/

MEDIA AND INFORMATION LITERACY (MIL)

Being media literate means to have the practical skills, knowledge and attitudes to understand the role and functions of media in democratic societies, critically evaluate media content, engage with media for self-expression, intercultural dialogue and democratic participation. People are then more likely to be better equipped to recognise the importance of media and other information providers and the weakness or strength of the messages or information they disseminate.

UNESCO (2012) Media and information literacy. Policy and Strategy Guidelines. http://unesdoc.unesco.org/images/0022/002256/225606e.pdf

ORGANIC FOOD

Food that is grown without chemical fertilisers or pesticides and sold to the consumer without adding preservatives and synthetic food enhancers.

https://medical-dictionary.thefreedictionary.com/organic+food

SDGS

The 17 Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.

https://www.undp.org/content/undp/en/home/sustainable-development-goals.html

SUBVERTISING

Subvertising is an attempt to turn the iconography of the advertisers into a noose around their neck. If images can create a brand, they can also destroy one. A subvert is a satirical version or the defacing of an existing advert, a detournement, an inversion designed to make us forget consumerism and consider instead social or political issues.

Barley A. (2001), Battle of the image, New Statesman, www.newstatesman.com/node/153475

SUSTAINABLE DEVELOPMENT

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

https://www.iisd.org/topic/sustainable-development

WATER FOOTPRINT

The water footprint measures the amount of water used to produce each of the goods and services we use. It can be measured for a single process, such as growing rice, for a product, a pair of jeans, for the fuel we put in our car, or for an entire multi-national company. The water footprint can also tell us how much water is being consumed by a particular country – or globally – in a specific river basin or from an aquifer.

The water footprint is a measure of humanity's appropriation of fresh water in volumes of water consumed and/or polluted.

https://waterfootprint.org/en/water-footprint/what-is-water-footprint/

ZERO WASTE

The conservation of all resources by means of responsible production, consumption, reuse, and recovery of products, packaging, and materials without burning and with no discharges to land, water, or air that threaten the environment or human health.
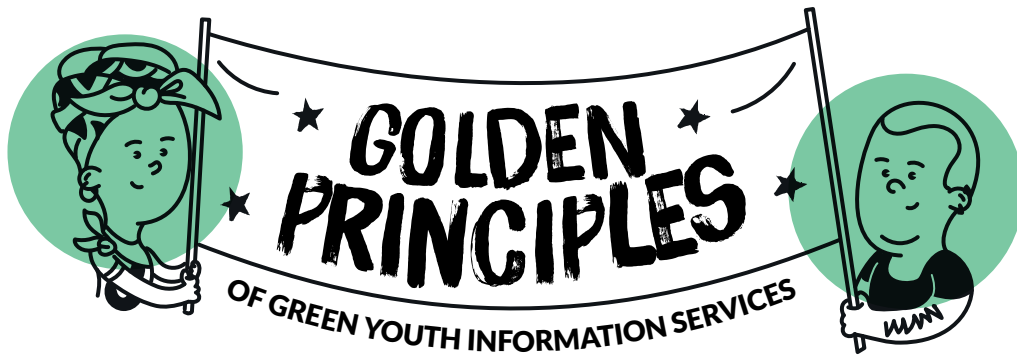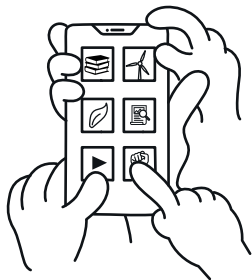
http://zwia.org/zero-waste-definition/

ANNEX

POSTERS

GOLDEN PRINCIPLES

OF GREEN YOUTH INFORMATION SERVICES

ENHANCE GREEN MEDIA AND INFORMATION LITERACY (GREEN MIL)

1. Raise awareness of the importance of checking facts related to environmental sustainability and paying attention to information sources.

2. Provide young people with the tools and resources needed to learn how to check sources of information, spot disinformation and spread information on the climate emergency in a responsible way.

3. Encourage young people to get informed on the latest news, facts and research about the climate emergency and what can be done at different levels.

EMPOWER YOUNG PEOPLE AS GREEN CITIZENS

4. Empower young people to observe the consequences of climate change in their immediate environment and to understand the importance of environmental sustainability.

5. Support young people in finding ways of reducing their ecological impact and encourage them to take action and spread the word.

6. Organise and co-organise training activities, awareness-raising events, and information sessions with young people to promote environmental sustainability.

## SUPPORT YOUTH INFORMATION WORKERS' LIFELONG LEARNING

7. Stay informed about new forms of youth engagement, youth-led movements and campaigns on climate action at different levels.

8. Keep track of policies and latest developments related to environmental sustainability and protection to better understand the context.

9. Anticipate future youth needs in view of the societal and financial changes linked to the climate emergency in order to anticipate timely answers.

DEVELOP AN ORGANISATIONAL GREEN STRATEGY

10. Measure your organisational carbon footprint and develop concrete actions to reduce it as part of a green strategy.

11. Introduce green practices and eco-friendly policies in everyday activities and office management, and therefore act as a role model inspiring young users by reducing your own ecological impact.

12. Cooperate with relevant public authorities, schools, civil society organisations, and other key stakeholders in the field of environmental sustainability.
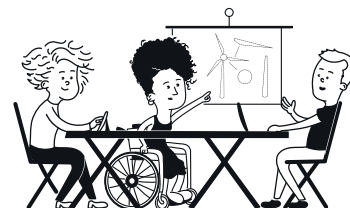
THE GREEN OFFICE
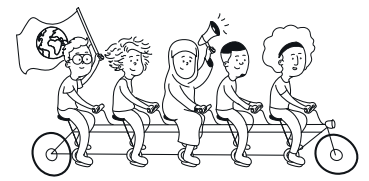
GET EVERYONE ON BOARD!

2 WASTE REDUCTION AND RECYCLING
Sort your waste, recycle and encourage colleagues to use real mugs, glasses, cutlery and dishes instead of disposables. Turn off taps and flush the toilet responsibly.

1 KITCHEN / SHARED AREAS
Fill the office with plants to recycle the air, commit to eliminate bottled water and unnecessary packaging, or encourage colleagues to eat locally produced food and less meat.

3 ENERGY EFFICIENCY
Use natural light as much as possible. Switch off the lights and turn off electronic equipment when they are not in use. Turn down the heating and air conditioning and close the windows when they are on. Use the stairs rather than the lifts when possible.
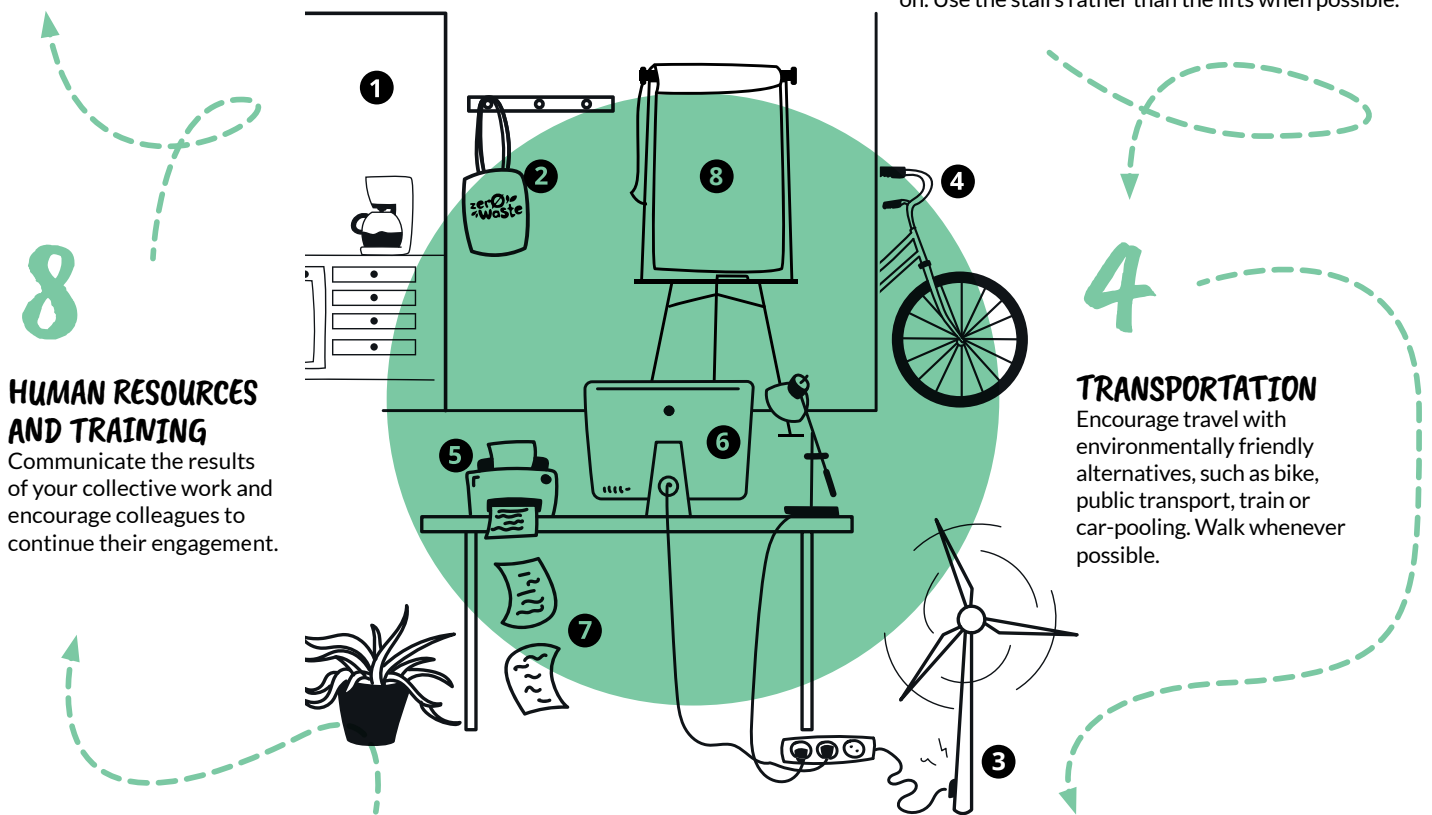
8 HUMAN RESOURCES AND TRAINING
Communicate the results of your collective work and encourage colleagues to continue their engagement.

4 TRANSPORTATION
Encourage travel with environmentally friendly alternatives, such as bike, public transport, train or car-pooling. Walk whenever possible.

7 PROCUREMENT POLICIES
Favour companies who use green products, hold eco-labels or offer green services for e.g. cleaning, gadgets, printing or office material.

5 PAPER/PRINTING
Print only when necessary, double-sided and in black and white. Use recycled paper and reuse single-sided print paper for note-taking. Save ink and recycle toner cartridges.

6 DIGITAL USE AND IT EQUIPMENT
Reduce your digital pollution by being conscious of the number of emails you send and receive. Unsubscribe to newsletters and unwanted emails, and clean your inbox on a regular basis.

GREENING YOUTH INFORMATION ACTIVITIES

1 MEETING AND EVENT LOCATION

- Cut down on unnecessary travel, combine meetings and events and organise them online when possible.
- If you meet face-to-face, select a location with care. Organise the event close to your workplace and/or central to the majority of the participants.
- Choose a venue that is easily accessible and that applies green measures.

2 PICK YOUR TRANSPORTATION WISELY

- Encourage the use of transport that uses low-emission technologies, such as trains and buses. If you travel by plane, compensate by using a carbon offset programme.
- Actively inform and encourage participants to walk, or use public transport or other alternative means such as bikes or car-sharing when possible.

3 GO PAPERLESS

- Print documents only when necessary. Use projectors to display information or an info board where all information is collected.
- Explore various apps to share your agenda and other event documentation.
- Don't forget to delete data stored in the cloud once they are no longer needed.

4 GO FOR GREEN MEALS

- Use caterers and venues that source local, organic, and fair trade products.
- Make vegetarian the default offer or lower the number of meat dishes.
- Be mindful of food waste - Don't order more than you need.
- Skip bottled water and provide jugs of water that you can garnish with a slice of lemon and/or mint.
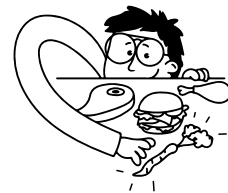
5 THE BEST WASTE IS ONE THAT IS NOT PRODUCED!

- Avoid plastic as much as you can. Select materials that are easily reusable.
- Assign daily reusable cups by sticking paper tape and asking the participants to sign their cup.
- Inform all participants of the recycling policy and show where they can separate their waste.

6 GREEN COMMUNICATION AND PROMOTIONAL MATERIALS

- Opt for eco-friendly, durable, recycled, reusable and recyclable promotional items that participants will have a use for and enjoy.
- Involve young people in creating the design and consult them about which items might be interesting for them.
- Recycle your badges and lanyards, signages and promotional material; make sure to collect them at the end of your event to reuse them for the next one.
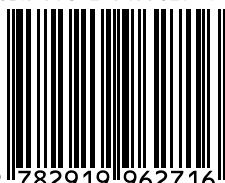
The aim of youth information is not only to **respond to the needs, interests and requests of young people,** but also to anticipate their needs and develop services accordingly.

The aim of this guide is to **explore the role of youth information work in the context of the climate emergency,** as well as to provide **concrete tips and examples** of good practices when it comes to designing and providing greener youth information services. The guide provides examples for youth information services on how to inform, engage and empower young people on environmental sustainability.

The objective is also to **raise awareness about the importance of greener youth information strategies** and youth programmes among service providers and policy makers. The publication is complemented with policy recommendations, examples of non-formal education activities and a green glossary.

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