

## EVENT DESCRIPTION SHEET

*(To be filled in and uploaded as deliverable in the Portal Grant Management System, at the due date foreseen in the system.)*

**!** *Please provide one sheet per event (one event = one work package = one lump sum.)*

PROJECT	
<b>Participant:</b>	LABC SRL, (leading partner for WP2) [101081687]-C.I.F.A ETS ANTHROPOLIS Anthropolis Antropológiai Közhasznú Egyesület CWEP - Centrum Wspierania Edukacji i Przedsiębiorczości Le Partenariat
<b>PIC number:</b>	946343156-CIFA 941364243 anthropolis 900708536 labc 950162337CWEP 935201445 Le Partenariat
<b>Project name and acronym:</b>	[Citizens for Climate] – [C4C]

EVENT DESCRIPTION	
<b>Event number:</b>	[4 (D 4.1)]
<b>Event name:</b>	RANAS RESEARCH ACTION (SEMINARS/DEBATES)
<b>Type:</b>	[workshop, training]
<b>In situ/online:</b>	in-situ
<b>Location:</b>	[France], [Loos and Lille]; [Italy] [Moncalieri]; [Poland] [Ropczyce]; [Hungary] [Budapest]
<b>Date(s):</b>	06/10/2023 (focus group in Moncalieri) 27/10/2023 (1st meeting in Budapest) 20/11/2023 (1st meeting in Lille) 27/11/2023 (2nd meeting in Lille) 01/12/2023 (2nd meeting in Budapest) 14/12/2023 (1st seminars regarding RANAS model in Ropczyce) 19/12/2023 (day of questionnaire submissions and debate in Lille) 20/12/2023 (2nd seminars regarding RANAS model in Ropczyce)

	17/01/ 2024 (day of questionnaire submissions and debate in Budapest) 24/01/2024 (day of questionnaire submissions and debate in Budapest) 6/02/2024 (day of questionnaire submissions and debate in Budapest) 08/02/2024 (day of questionnaire submissions and debate in Budapest) 21/02/2024 (1st meeting in Loos) 22/02/2024 (questionnaire presentation day and discussion in Ropczyce) 06/03/2024 (questionnaire presentation day and discussion in Ropczyce) 08/03/2024 (questionnaire presentation day and discussion in Ropczyce) 21/03/2024 (day of questionnaire submissions and debate in Loos)		
<b>Website(s) (if any):</b>	<a href="https://citizens4climate.eu/work-packages-events/#wp4-event">https://citizens4climate.eu/work-packages-events/#wp4-event</a>		
<b>Participants</b>			
Female:	155		
Male:	188		
Non-binary:	1		
From country 1 France:	169		
From country 2 Poland:	94		
From country 3 Hungary	70		
From country 4 Italy...	11		
Total number of participants:	344	From total number of countries:	4
<b>Description</b>			
<i>Provide a short description of the event and its activities.</i>			
<b><u>Step (1) - meeting with C4C champions in Italy</u></b>			
<p>On 6 November we had a meeting with eleven young Italians selected as “italian’s C4C champions” with the specific purpose of sharing the questionnaire's outcome. Furthermore, this meeting with C4C champions has the following specific goals:</p>			

- to open a debate on their experience as collaborators in the facilitating interventions into classes
- share their considerations on major findings of the questionnaires
- report on feedback of results of the evaluation of questionnaires as the basis for the action plan to be implemented by the students in the project next phases
- preparing the research camp for champions from France, Poland and Hungary

### **Step (2) meeting in FR-PL-HU**

On the basis of what emerged in the meeting with the Italian champions, the continuation of the work in the other countries was planned. The strategies that worked best and what might be the critical points were shared, in order to refine the joint action strategy, and meetings were organized in Poland, France and Hungary.

#### Meeting in Hungary

At the **first meeting** (27/10/2023) two staff members of the Anthropolis association met the group of students (climate heroes and heroines) representing the school in the presence of the teacher in charge of the project. These students joined the program on a voluntary basis.

One of the Anthropolis representatives presented the project to the students and then we started working together.

After a short ice-breaker, the framework for cooperation was set up.

First we collected the students' expectations of the project.

Then we briefly discussed the following questions with the students:

- Climate change is an undeniable reality.
- Climate change is caused by human activity.
- We can't do anything against climate change as individuals.

After the discussion we introduced the RANAS model to the students, and collected the issues they are concerned about in small groups. Based on their interest, the following topics were identified: not enough trees, climate anomalies, air pollution, trash on the streets, ignorance of young people, plastic packaging, separate waste collection.

Finally the outcome star was applied and filled in.

Before leaving we explained the next steps of the program.

The **second meeting** (01/12/2023) also started with a short icebreaker.

Then we started to work on the questionnaire with the students. For that we gave a short recap of what happened on the 1st meeting.

We created a PPT presentation, and followed the steps of it.

We first reviewed the types of questions and answers to consider when designing the questionnaire. We then started to design the questions by topic. We looked at the following types of questions:

Lots of litter on the street

air pollution

Lack of separate waste collection

Lack of wood

plastic packaging

indifference of young people

We have created questions for each topic. Finally, we outlined the next steps and made it clear that the climate heroes and heroines had to introduce the project and its goals to their peers in their classes. Anthropolis staff offered its help to students in this process, but the students decided to work on promoting the project involving their peers and share the questionnaire on their own.

#### Meeting in Poland

After a general informative communication to a variety of local schools and educational institutions, the Zespół Szkół Agro-Technicznych im. W.Witosa – Ropczyce have been selected. This educational institution likely plays a crucial role in fostering environmental awareness and education among its students, especially given its focus

on agrotechnics and technical fields. With its diverse curriculum and commitment to providing students with practical skills and knowledge, Zespół Szkół Agrotechnicznych i Technicznych is well-positioned to contribute to environmental research activities and initiatives aimed at addressing climate change and promoting sustainability in the local community and beyond.

The first activity involved conducting seminars (held on 14/12/2023 and 20/12/2023) to educate students on decision-making systems at both local and EU levels, the RANAS model, and the utilization of action research results for policy recommendations and awareness campaigns. The seminars were conducted across 4 classes.

Students actively engaged in discussions, learning about the intricacies of policy-making and the importance of evidence-based recommendations in tackling environmental challenges.

Students investigated the cognitive basis of unsustainable behavior change in their communities. They collected data through questionnaires administered to the local community, with support from the project educator. The research involved analysis and elaboration of collected data into scientific documents and articles. Local environmental associations played a crucial role in supporting students and facilitating the presentation of research results.

The environmental research activities conducted in Poland as part of this project have been instrumental in empowering students to become agents of change in their communities. Through seminars, research, and workshops, students gained valuable knowledge and skills necessary for addressing climate emergencies and promoting sustainable behavior change. Moving forward, continued collaboration between educational institutions, environmental associations, and experts will be vital in driving further progress in this area.

#### Meeting in France

At Lycée Fénelon, two focus groups took place on November 20 and 27, and at Lycée St Vincent de Paul in Loos, the focus group took place on February 21 with around ten students. During these focus groups, students worked together to establish the themes that were most important to them, in order to create the questionnaire.

### **Step (3) Debate and distributing questionnaires to peers**

#### Hungary debate and questionnaire distribution 2024. january-february

After the second meeting, we prepared the questionnaire based on the discussion with the focus group members (climate heroes and heroines) and sent it to the teachers to share the google form with the students we worked with closely in the focus group. We also shared a PPT presentation with all necessary information on the project and its goals to serve as a base for introducing the project to peers.

The students presented the basic information on the project and shared the questionnaire in their classes with their classmates during the first two months of the year. As a result we have 70 students answering the questionnaire.

#### Poland questionnaire distribution 2024 january-february-march

In Poland after all students have completed the online questionnaire, the final part of the intervention offers the class the opportunity to engage in an open debate. To this end, three days of presentation and discussion of the questionnaires were organized in Ropczyce (on 19.01.2024, 22.02.2024 and 06.03.2024)

This debate serves two primary purposes: firstly, to gather feedback from the class on their experience with the questionnaire, and secondly, to provide a platform for discussing environmental perspectives within their school and local community. Some Conclusions:

- Students demonstrated a keen interest in understanding the complexities of environmental issues and policy-making processes.
- Data collected through questionnaires provided valuable insights into the cognitive factors influencing unsustainable behavior change.
- Collaboration with local environmental associations enhanced the impact of research activities and facilitated community engagement.
- Workshops provided students with practical skills for designing communication campaigns and advocating for policy change.

A discussion on the overall results of the questionnaire was also organized at the end (on 08.03.2024)

#### France debate and questionnaire distribution december-march (2023-2024)

On December 19, 2023 Le Partenariat met students from Fénélon in Lille. And on March 21, a meeting was organized with students from Lycée St Vincent de Paul in Loos (France).

169 students from 6 different classes responded to the RANAS survey (due to a problem registering the questionnaires online, only 134 were recorded). After a presentation of the survey methodology and questionnaire by the students who had carried it out, the classes were given the opportunity to debate the issues surrounding climate change. They were able to share and assert their point of view on certain environmental issues.

*The overall results of the research will be shared and discussed in more detail during the international meeting to be held in Budapest from 9 to 12 April 2024, which will be attended by young people from all the countries involved, as well as published on the project website.*

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	01.04.2022	Initial version (new MFF).