

EVENT DESCRIPTION SHEET

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

EVENT DESCRIPTION	
Event number:	5 [D3.1]
Event name:	COP SIMULATION AND WORKSHOP ON BIODIVERSITY LOSS (WANE)
Type:	[workshop and training]
In situ/online:	in-situ
Location:	[Italy] [Moncalieri] [Torino]; [France] [Loos] [Lille]; [Poland] [Rzeszów] [Ropczyce]
Date(s):	14/04/2023 first meeting on biodiversity loss in Italy (in Turin at the IIS Avogadro) 06/11/2023 first cop simulation in Italy (3d info-Itis Pininfarina-Moncalieri) 06/11/23 first cop simulation in France (in Lycée Saint-Vincent de Paul in Loos - TG3) 13/11/2023 meeting on biodiversity loss in Italy (in Turin at the IIS Avogadro high school) 16/11/2023 second cop simulation in Italy (3a bio-Itis Pininfarina-Moncalieri) 23/11/2023 third cop simulation in Italy (3b bio-Itis Pininfarina-Moncalieri) 29/11/23 second cop simulation in France (Lycée Saint-Vincent de Paul in Loos – ecode1) 30/11/2023 fourth cop simulation in Italy (3a energy-Itis Pininfarina-Moncalieri) 05/12/23 third cop simulation in France (in Lycée Fénelon in Lille) -

part 1

06/12/23 fourth cop simulation in France (in Lycée Saint-Vincent de Paul in Loos, TG1) - part 1

07/12/2023 fifth cop simulation in Italy (3b energy.-Itis Pininfarina-Moncalieri)

08/12/2023 First cop simulation in Poland (Zespół Szkół Agro-Technicznych im. W.Witosa)

12/12/23 fifth cop simulation in France (in Lycée Fénelon in Lille) - part 2

14/12/2023 sixth cop simulation in Italy (3a mec.-Itis Pininfarina-Moncalieri)

14/02/24 sixth cop simulation in France (in Lycée Saint-Vincent de Paul in Loos, TG1) - part 2

14/02/24 seventh cop simulation in France (in Lycée Saint-Vincent de Paul in Loos, ecode2)

16/02/2023 Second cop simulation in Poland (Szkoła Podstawowa nr 1 im. Adama Mickiewicza Rzeszów)

05/04/2024 third cop simulation in Poland ((Zespół Szkół Agro-Technicznych im. W.Witosa)

23/04/2024 First cop simulation in Hungary (Europa2000 secondary school in Budapest)

24/04/2024 Second cop simulation in Hungary (Europa2000 secondary school in Budapest)

25/04/2024 Third cop simulation in Hungary (Europa2000 secondary school in Budapest)

25/04/2024 fourth cop simulation in Poland (Zespół Szkół Agro-Technicznych im. W.Witosa)

27/02/2024 meeting on biodiversity loss in Italy (in Turin at the IIS Avogadro)

12/03/2024 meeting on biodiversity loss in Italy (in Turin at the IIS Avogadro)

06/05/2024 Fourth cop simulation in Hungary (Europa2000 secondary school in Budapest)

06/05/2024 Fifth cop simulation in Hungary (Europa2000 secondary school in Budapest)

07/05/2024 Sixth cop simulation in Hungary (Europa2000 secondary school in Budapest)

28/05/2024 meeting on biodiversity loss in Italy (in Turin at the IIS Avogadro)

14/06/2024 PM Fifth cop simulation in Poland (Zespół Szkół Agro-Technicznych im. W.Witosa)

Website(s) (if any):	https://citizens4climate.eu/work-packages-events/#wp3-event		
Participants			
Female:	182		
Male:	290		
Non-binary:	5		
From country 1 France:	101		
From country 2 Poland:	106		
From country 3 Hungary:	103		
From country 4 Italy...	167		
Total number of participants:	477	From total number of countries:	4
Description			
<i>Provide a short description of the event and its activities.</i>			
<p>The EDS collect information about the WP3.</p> <p>This event directly involved 477 people across the 4 countries (IT-FR-PL-HU) in the COP simulation replicas and the WANE project (workshop on biodiversity loss).</p> <p>Twenty-four COP simulation replicas were organized in France, Italy, Poland and Hungary and a workshop on biodiversity loss in Italy.</p> <p><u>COP simulation</u></p> <p>The COP simulation is an educational exercise that replicates international climate negotiations on climate change. Participants take on the role of delegates from different countries, discussing and negotiating on key themes such as greenhouse gas emission reductions, adaptation to the impacts of climate change, climate financing and green technologies.</p> <p>The aim is to gain a better understanding of the dynamics of international negotiations and the positions of the various stakeholders, as well as the challenges involved in drawing up global climate agreements.</p> <p>The acronym COP stands for 'Conference of the Parties', where Parties refers to the 197 nations that are members of the UN Framework Convention on Climate Change (UNFCCC). In short, the COP is the international treaty (or convention) governing body dealing with climate change.</p> <p>Organising a COP allows students to achieve the goals of Global Citizenship Education and the Sustainable Development Goals of the UN 2030 Agenda. Furthermore, this activity improves critical thinking, listening and peer discussion skills by engaging youth on issues that are very topical and important for their present and future.</p> <p>The material from the kit of climate pedagogical activities (available online in French, English, Hungarian and Italian: https://www.icanproject.eu/fr/climate-conference-kit/) was used to carry out the COPs with some adaptations, in many cases using more up-to-date information and data. Mini guides were made for teachers and partnership staff to guide the activity.</p> <p>COP simulations were set up from some initial considerations:</p> <p>"The goal is not to train students on how to become bad politicians, but to become active citizens.</p> <p>The goal is to show the complexity of international relations and to understand how the climate issue is addressed at the global level.</p> <p><u>COP simulation's frame:</u></p> <p>Young people who decided to participate attended a 3 to 4 hour COP session that simulated the Conference of the Parties on Climate Change and adapted it to their target audience and context:</p>			

1. Introduction (1h)

The introduction included:

Icebreaker

Explain the rules and framework

Describing what a COP is (with reference to achievements over time, critical aspects, and future appointments of these conferences)

2. COP role-play (1h30/2h30)

The youth involved were divided into national delegations, each representing different countries or stakeholder groups such as industrialized nations, developing countries, small island states, and nongovernmental organizations, with the recommendation to have a maximum of 7-8 countries (ideally 6) represented to facilitate negotiations.

Each group conducted in-depth research on the country's or assigned stakeholder's position on key climate issues, including greenhouse gas emissions, climate adaptation, financing, and implementation of green technologies, through "profile" sheets and materials provided by staff. At the same time, each group divided its roles internally. In each delegation, choose 1 spokesperson (the delegate) and several other roles depending on the situation/number of people involved in the individual COP (e.g., moderator, time keeper, 'devil's advocate,' secretary, etc.)

Next, each delegation after deepening their knowledge of the country, delving into a complex of information ranging from its climatic conditions to its economy, which they were representing, began an internal discussion to prepare a keynote address.

(In some cases, the young people involved had already done the in-depth study of the country as homework.)

The simulation began with an opening statement from each group outlining their position and priorities on climate change (trying to include in their responses the commitments and potential trade-offs that each country would like to put in place and which countries they would like to work with on it).

This was followed by multiple rounds of negotiations focused on different aspects, for example on GHG emission reductions, presenting their own targets and discussing potential trade-offs, but also on adaptation strategies, climate finance or green technologies and best practices.

Following these discussions, the groups worked together to draft a preliminary climate agreement, trying to find common ground and agree on key points while taking into account the local context. The simulation (where possible) ended with a final round of negotiations to review and make necessary adjustments to the draft agreement, ensuring that all remaining issues were addressed. The exercise concluded with the presentation of the final agreement, at the end of which students reflected on the negotiation process, discussing the challenges faced and the insights gained.

3. Debriefing (30 min)

The debriefing part of the activity included:

- Feedback (also reflecting on the differences between a competitive and a collaborative approach, what was difficult, what worked and what did not, how many already knew about the cop system?)
- Opening on possible climate actions and next steps for the project (this phase sought to take the thinking from the global to the local by reflecting on possible climate actions at the municipal level)

In France

In France, 7 COP simulations were carried out between 06/11/2023 and 14/02/2024 involving 101 people. These climate conference simulations were organized in two high schools, involving 3 classes and 2 groups of eco-embassadors, mixing different grades. Some sessions were held either in one full session, either divided into 2 sessions of 2 hours. It enabled students to develop their negotiation skills and understanding of diplomatic issues and international decision-making. The students thoroughly enjoyed the exercise.

In Poland

In Poland 5 COP simulations were carried out between 23 April and 7 May 2024 for students aged 15-16. The COP simulations were held at the Polish partner school in Zespół Szkół Agro-Technicznych im. W.Witosa in

Ropczyce and Szkoła Podstawowa nr 1 im. Adama Mickiewicza Rzeszów. This activity provided the students with a deepened understanding of global climate policies, enhanced their diplomatic skills, and highlighted the importance of international collaboration in addressing climate change.

In Hungary

In Hungary 6 COP simulations were carried out between 23 April and 7 May 2024 at the Hungarian partner school in Europa2000 for students aged 15-16.

As an icebreaker in Hungary, the game "Sustainable Fishing" was used, which made students realize that in some situations cooperation is a more effective strategy than competition. After the icebreaker, the COP structure that had been decided as a partnership was followed. The students really enjoyed the exercise.

In Italy

6 COP simulations were carried out in Italy between 06/11/2023 and 14/12/2023 at the ITIS Pininfarina technical high school in Moncalieri. The first COP lasting three hours was led by LABC, which had more experience in this type of activity, while the subsequent ones were carried out by CIFA, using a four-hour format. A unique experience to learn more about the institutions involved in the fight against climate change and their actions. A very participatory experience that really engaged the young people involved, who really showed a lot of enthusiasm and participation.

Workshop on biodiversity loss

The workshop on biodiversity loss was held mainly at I.I.S Avogadro in Turin.

The goal of the workshop was to demonstrate how the disappearance of a tile in the complex mosaic that is the Planet, even if it is on the other side of the world, is a problem for everyone.

The workshop was conducted by Valeria Barbi political and natural scientist., biodiversity and Climate Change expert. Author of "Che cos'è la biodiversità, oggi", Edizioni Ambiente. Environmental project manager, consultant and speaker. She collaborates, among others, with Ispi, Sole24Ore Business School, Save the

Planet, Bocconi University and Milan Polytechnic. She writes on blogs and magazines, and regularly lectures in international conferences and events. She has edited a column on Radio Città del Capo and has a structured and influential community on Instagram. She was appointed EU Climate Pact Ambassador by the European Commission and Honorary Hummingbird by Save The Planet onlus. In 2022 she was nominated as "best woman in Science".

First phase

The first meeting focused on "what is biodiversity" to begin to engage students and give them their first specific skills on the topic to give them a way to understand what is happening and what we are in danger of losing. During the meeting, which took place in presence, there was an online connection from Costa Rica, Valeria Barbi from the Wane Expedition who gave a lecture on the topic and explained about the reportage she is doing travelling along the Pan-American Highway with the aim of documenting the ecological crisis and the loss of biodiversity in 14 countries: from Alaska to Argentina.

Afterwards, the young people involved divided into groups and chose them a species that Valeria Barbi has taken care of in her expedition. On these Valeria made a specific in-depth study and provided images directly taken during her expedition. The practical objective assigned to the young people involved was then to create from their research multimedia/social content material so that they could share what they had realised.

On November 13, 2023, we completed the first phase of the workshop on biodiversity loss. In the afternoon, the young people involved shared and presented the research they had done on some of the species Valeria had encountered on her Pan American expedition and on which she had done some in-depth research in previous meetings. Thanks to the research on the grizzly bear, the monarch butterfly, the common hammerhead shark, and the arboreal frog Tlalocohyla Celeste the young people were able to reflect on how climate change is impacting ecosystems and those who are part of them.

It was indeed a very enriching and constructive moment for all, which opened the second phase of the workshop.

Second phase

The second phase of the workshop aimed to try to drop the reasoning made about distant species and territories also on the territories where the young people involved live, to show how biodiversity loss is a

problem at all latitudes. Therefore, again divided into groups, the young people involved chose a species present in their territories to delve into its characteristics, the threats it faces and its causes.

Specifically, the young people involved dealt with the ibex, grey wolf, black grouse and marble trout, again elaborating multimedia material.

In this case unlike the first phase, many of the young people involved were able to conduct interviews with the staff involved in their conservation.

HISTORY OF CHANGES

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