STEP BY STEP GUIDE
Let's Take Care of The Planet
Towards the 3rd European Youth Conference
in Lisbon, May 2018

INVESTING
DEBATING
COMMITTING
in support of
SUSTAINABLE
SOCIETIES

2017/18 EDITION
This document is a common methodological reference for the project for the 2017-2018 school year. Its purpose is to guide all of you, step-by-step, in the “Let’s Take Care of the Planet” project (LTCP). It has been drawn up on the basis of the documents produced at the time of the International and European Conferences of 2010, 2012 and 2015. The experience acquired during the last seven years has allowed us to experiment with this method and to improve it over time.

The European Let’s Take Care of the Planet project is coordinated by the French organisation Monde Pluriel (www.mondepluriel.org), which has participated in the “Let’s Take Care of the Planet” project since 2008 and since 2009 has coordinated the European network participating in the LTCP project. It supports the participating countries in the implementation of their national process and defines the project framework with the coordinators from the participating European countries.

For the first time, the next European Conference will be co-organised by Monde Pluriel and Portuguese association ASPEA which will host the event in Lisbon in May 2018.

Two communication tools will be particularly important this year for the smooth running of the project:
- the Internet site http://careplanet-europe.org used as a platform for information exchanges within the network
- the blog http://takecareoftheplaneteu.blogspot.fr/ fed by the European youngsters in the framework of the Twin School exchanges

The pedagogical methods are established in consultation with the project’s European methodological committee.

European METHODOLOGICAL COMMITTEE of the Let’s Take Care of the Planet project

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The main approaches of the European project for 2017-2018

PARTICIPATING COUNTRIES
FRANCE, Monde Pluriel, Environmental Education NGO

PORTUGAL, ASPEA, Environmental Education NGO

SPAIN, Ingurugela, Regional Department of Education of the Basque Government

ITALY, Viração-Jangada, Environmental Education NGO

BELGIUM, Service Volontaire International (SVI), International volunteer association

DENMARK, Baltic Sea Project Denmark, International network of schools in the Baltic Sea area

LITHUANIA, Vilnius Žemynos Gymnasium, school

ROMANIA, APDD-Agenda 21 (Assistance and Programs for Sustainable Development – Agenda 21), NGO

GEORGIA, Women for Country’s Future, NGO

TURKEY, Turçev, NGO
On September 25th 2015, 193 countries adopted a set of 17 goals to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the next 15 years.

Among those 17 goals, we crossed 5 of them with other 2 other main topics: solidarity and citizenship.

**Well-being, good health and air quality**

Our health is dependent on our environment and our way of life. Recent health and environmental crises (mad cow disease for example) prompt consumers to question themselves and to turn to more responsible practices (organic, free-range rearing, guaranteed GMO-free, etc.). Poor air quality in towns and cities worryingly affects the health of the global population with a considerable increase in the number of people suffering from asthma and allergies whether it can be in developed or developing countries. Our health is also dependent on the air that we breathe inside our homes: the synthetic chemicals products emitted by construction material, furniture, cleaning products, contribute greatly to the pollution of the air inside our homes. Both local and global
responses need to be provided to these issues. In this context, information and the traceability of the products that we consume constitute huge issues …

● Water and sanitation

Access to water, sanitation and hygiene is a human right, yet billions are still faced with daily challenges accessing even the most basic of services due to bad economics or poor infrastructure and every year millions of people, most of them children, die from diseases associated with inadequate water supply, sanitation and hygiene. Water scarcity, poor water quality and inadequate sanitation negatively impact food security, livelihood choices and educational opportunities for poor families across the world. Drought afflicts some of the world’s poorest countries, worsening hunger and malnutrition. By 2050, at least one in four people is likely to live in a country affected by chronic or recurring shortages of fresh water. Source: United Nations http://www.un.org/sustainabledevelopment/water-and-sanitation/

● Clean energy

Energy refers at the same time to mechanical/muscular energy, renewable energy (sun, water, wind, geothermal energy, biomass, etc.), fossil energy (coal, oil, gas) and atomic energy. Our current model of economic development is predominantly based on the use of fossil energy. This is over-exploited today and has for a few decades shown its limitations in terms of impacts on the environment and the health of individuals. Other energy sources, such as nuclear or hydraulic energy, raise questions in view of the major risks that they can give rise to (radioactive waste storage, disruption of ecosystems, etc.). Renewable energy is gradually growing but despite this still remains marginal in global production and consumption. Energy is a source of inequality that is both quantitative (unequal distribution of and access to resources) and qualitative, both globally and within a single country.

● Responsible production and consumption

We can say that our western society has now evolved to over-consumption since our current production and consumption patterns do not allow the planet to regenerate
the required natural resources and to absorb the pollution that they create throughout the product cycle. This system also raises **social issues:** exploitation of raw materials and of workers in the countries of the South, competitiveness, increasing inequality, etc. There are **numerous alternatives** as regards responsible consumption: fair trade, short supply chains, organic agriculture and ecolabels, recycling and reuse of products, or quite simply consuming less … But these alternatives have **not yet won over the majority of consumers** or are not yet accessible to all.

**Climate change**

Climate change manifests itself every day through **destabilizing variations** that reflect the global disturbance of bioclimatic systems, owing to the impact of human activities on influencing factors. The climate issue is **connected to our everyday way of life** and affects various aspects of human activities: the transport sector, agriculture, the residential sector (heating, hot water production, air conditioning), the manufacturing industries and the treatment of waste (which is primarily made up of methane, originating from landfill sites). Since COP 21 in 2015, 196 countries set a goal of limiting global warming between 1.5 and 2 degrees Celsius (°C) less compared to pre-industrial levels. COP 22 in Marrakech has advanced the adoption of the implementation of the Paris agreement from two years and many countries such as the United States, Germany, Mexico and Canada presented their strategic plan to reach carbon neutrality by 2050.

**Biodiversity and natural resources**

Biodiversity refers at the same time to the **genetic diversity** within a species, the **diversity of species**, and the **diversity of the ecosystems** on Earth. In addition to the emblematic species under threat of extinction, there are a multitude of groups of living organisms and biodiversity concerns this diversity but also the **interdependencies** and interrelationships that form and exist within and between these ecosystems. Natural resources “include everything that is derivable for the use of man from any part of the universe” (fauna, flora, minerals, solar energy, etc.) and are classified into two categories: renewable and non-renewable resources. Both are commoditized and **sources of conflict and inequality**, are today at the heart of social and economic issues. The
scarcity of some resources endangers the organisation of current human societies, or even the survival of human beings.

Solidarity and citizenship

Human solidarity is the feeling of responsibility and mutual dependence that prompts humans to feel responsible for each other. Solidarity and citizenship take very varied forms both at the local and international levels. Our economies and our societies have become so interdependent that the actions implemented can have a significant impact at different levels.

At the local level, solidarity can be expressed when one values local food systems and small-scale farming for example.

In terms of international solidarity, the actions can take different forms: from an awareness-raising campaign (denouncing an appalling situation relating to human rights or economic and social rights), to an action to support a specific project in a distant country, via a lobbying campaign to influence a political decision, etc.

For the sources and further information on each topic, you can read LTCP Thematic Brochure:
http://careplanet-europe.org/images/Brochure_th%C3%A9matique_PSP_nov_2013_ENG.pdf

EXCHANGES BETWEEN YOUNG EUROPEANS

It is important to broaden the scope of reflection by considering the way in which issues arise in an environment further afield. This is why we encourage intercultural exchanges between young Europeans, throughout the process. Promoting these remote exchanges will help make the link between local and global, and give ESD projects an intercultural and linguistic dimension that motivates the students. While physical meetings only involve a limited number of participants, these remote exchanges throughout the year will enable more young people to make contact.

The twin schools

The schools participating in the LTCP project can become partners with a European school of their choice. This twinning aims primarily at intercultural and linguistic exchange between young people, and the sharing of knowledge and experiences on the education for sustainable development projects conducted by the young people. This will in this way be an opportunity for them to address the local issues of the theme that they are examining and to compare them with the local issues of their twin school. The outcomes of the 2017-2018 local projects will feed into the 3rd European Conference.
GOVERNANCE AND TERRITORY: DIALOGUE BETWEEN YOUNG PEOPLE AND ELECTED REPRESENTATIVES

This strand of work aims to establish a dialogue between different actors in the territory and compare points of view, to open the educational institution to its territory and to promote multi-partner projects. The idea for the youngsters is to have the opportunity to dialogue with local representatives throughout the project: during the investigations phase, but also debating with them during local, regional and European conferences and finally presenting the common production after the Conference. For instance, in 2015 a delegation of young European delegates and facilitators participated to the COY 11 (Conference of Youth) to debate about socioecological issues and to present their local initiatives. Inside the Climate Generation Room of COP 21, they had the opportunity to read the Call for Coreponsibility drafted during last European Conference and to do a speech during the Thematic Day on Education.

To watch the video of this speech:
https://vimeo.com/148869406
The process stage by stage

THE INVESTIGATIONS
In schools
Defining an issue for research and exploring it
*October 2017 - January 2018*

THE LOCAL CONFERENCES
In schools
Young people aged from 11 to 18 debating local sustainable development issues and making proposals to be implemented locally
*November 2017 - January 2018*

THE REGIONAL OR NATIONAL CONFERENCES
Debating and making proposals to be implemented at different territorial levels, creating educommunication tools
*January - February 2018*

DISSEMINATION AT THE LOCAL LEVEL
Back-to-school season

THE EUROPEAN CONFERENCE IN LISBON
- Elected European delegates aged 13 to 16
- Intercultural exchanges, comparison of the local realities and challenges, pooling of proposals and shared responsibilities, creation of educommunication tools and a common production
*May 2018*
**1 - THE INVESTIGATIONS**

**OBJECTIVE**: Offer a critical perspective to the young people who acquire an informed opinion on a specific sustainable development issue

1. **DEFINING AN ISSUE FOR THE RESEARCH**
   - According to youngsters concerns
   - Dividing working groups to explore the different aspects of the issue
   - Having a preparatory meeting with scientists or elected representative

2. **INVESTIGATING**
   - Using different sources: school curricula, meetings, field outings

3. **PREPARING FOR THE PRESENTATION OF THE RESULTS**
   - To share knowledge and raise questions

[Diagram of the investigations process]

**TEACHERS**: one or several positions to choose

**PUPILS**: Questioning

**Possible starting positions** → **Sustainable development issue** → **Hypothesis** → **Potential solutions** → **Alternative solutions** → **Citizen action**

- **Research**
- **Visits, outings**
- **Interviews, investigations**
- **Collecting different point of views**
- **Multiplicity of local players**
- **New questioning**
2 - THE LOCAL CONFERENCES

A local conference is a gathering of young people organised to enhance their knowledge on Sustainable Development-related themes, facilitate debate and collective decisions on the proposals, responsibilities and actions that they wish to implement. It can involve just a limited group of youth volunteers (the eco-delegates, the sustainable development club), a class or a larger number of people, or even an entire school. It will take a different form depending on the number of young people involved and on the capacity of each team to organise such an event.

OBJECTIVE: To enable the students to move from knowledge to the formulation of collective proposals

ORGANISATION: The local conference should take place between November 2017 and January 2018 and last a minimum of 3 hours

EXPECTED OUTCOMES:
- Choice of 1 to 3 issues for each theme
- 1 to 3 proposals for actions
- Collective choice of one action that they will implement in the school or in the close community
- Starting of a photo report on the local project
- Election of 2 or 3 delegates who will represent them at the Regional or National Conference

See the “Youngsters’ proposals form” in the annexes
PROPOSED ACTIVITIES FOR CONFERENCES

PRESENTING THE RESULTS OF THE THEMATIC RESEARCH
Each group of young people will present the results of their investigation and in particular the issues that appear to them to be crucial regarding the theme(s) examined; if possible, by mentioning how they fit into the local context and what connection has been made with the territory during the project.

DEBATING
This is a crucial phase in the process because it enables the young people to go from the role of learner to that of actor. Each participant is invited to express their point of view and to argue on the basis of their knowledge and personal experiences.

MAKING PROPOSALS, CHOOSING THE RESPONSIBILITIES
After the debate, the young people have to develop proposals that address the issues and problems identified in their project, be it in relation to energy, food, waste, etc. In the event that no consensus is reached naturally, it is necessary to list the different proposals and organise a vote in order to select them. Once the priorities have been identified, the participants are invited to select which one(s) they wish to commit themselves to (individually or collectively). These will become the responsibilities that the group wishes to implement. It is important not to have too many responsibilities in each local group in order to actually be able to implement them. Each responsibility must be presented in no more than three lines.

CHOOSING THE ACTIONS
After having chosen the responsibilities, the young people will propose actions that relate to them. It must be possible for each action chosen to be implemented in very practical terms by the young people. It is necessary to be able to answer these questions: where, how and when will the action be implemented?
At this stage, it is also important to identify the actors to speak to (scientists, local experts, etc.) in order to verify the relevance of the actions chosen (relevance to the issue that it is intended to address, effectiveness or efficiency of the actions adopted, etc.). Then, the young people will identify the key people to support them in implementing these actions (head of school, school staff, parents, elected representatives, etc.).
ELECTING AND REPRESENTING
An election will be organised of the delegate(s) and substitute(s) who will represent all of the youth participants during the Regional or National Conference. Ideally, the election will take place during the Local Conference. To prepare for it, it is necessary to recall the eligibility criteria for the delegates as well as their role. It is also interesting to define with the students the “qualities” that a delegate should have in order to successfully perform their duties. Finally, it is essential that the young people themselves elect the delegates who will represent them.

CREATING TOGETHER
Workshops for the creation of educommunication tools can be organised in order to enable the young people to communicate on their commitments and their concerns. In particular, they may create a short photo report on their local project that will be enhanced at the regional or national conference.

IMPLEMENTING ACTIONS
After having sent the outcomes of the Local Conference to the organisers of the Regional or National Conference, the project will continue locally, in particular by implementing the action(s) decided on collectively. Ensuring that at least one of the actions decided on during the Local Conference is implemented is very important, in particular in order for the young people to see the process through to the end and achieve what they committed themselves to.
3 - THE REGIONAL OR NATIONAL CONFERENCES

OBJECTIVES
- to exchange with other young people and compare points of view
- to share the local experiences and proposals
- to formulate collective proposals (in different forms)

ORGANISATION:
- The participants are delegates elected during the local conferences and the adults who accompany them
- The regional conference takes place between January and February 2018

PROPOSED ACTIVITIES
- Presenting the local projects
- Selecting responsibilities and actions
- Creating an “educommunication poster” to raise awareness about a specific environmental issue
- Electing the European delegates

EXPECTED OUTPUTS to be sent to Monde Pluriel and ASPEA before April 2018:
- Selection of one to two photo reports on a key local project
- The responsibilities-actions adopted by the young people at the regional/national level
- One to two posters created
- Selection of the participants in the European conference

You will find a brochure (available on Careplanet website) explaining how to create an educommunication poster on this link:
http://careplanet-europe.org/images/outils_methodologiques/KitAfficheEN.pdf
WHERE AND WHEN?
The 3rd European Conference will be hosted by Portuguese association ASPEA on May 22, 23 and 24, 2018 for the most part in Oeiras, 20 km away from Lisbon, Portugal.

WHO?
ASPEA, Portuguese Association for Environmental Education is a NGO with 27 years of experience in the training of adults, teachers and youth in environmental education, sustainability, arts and environment, School Agenda 21 and the Earth Charter, in formal, non-formal and informal educational settings. It is, since 1992, the Portuguese branch of the Foundation CEI - Caretakers of the Environment International and the Vice-president of ASPEA is at present the Vice-president of this foundation. ASPEA is also an Affiliate Institution for the Earth Charter, since 2005.
REQUIREMENTS:

⇒ selecting delegates who are motivated, eloquent and with a good level in English
The countries will send between 2 and 10 delegates to the European Conference depending on the number of schools involved in the process.

⇒ creating a “project poster” to present a key local project in a few items: context, identified issue, description of the project
The pre-defined pattern will be sent to you

⇒ preparing a 3 minute presentation of the selected local project (no Power Point allowed)
The delegates will present in pairs during small-group workshops a project relying on the project poster and following the structure mentioned above.
The other delegates will be expected to ask questions and “rate” the projects according to different criteria

⇒ preparing an original way to present one’s delegation (body percussions, songs, theatre play etc.) and bringing typical food and music from the country of origin
This European Conference will be making a great emphasis on interculturality.
The “Let’s Take Care of the Planet” project was born out of the initiative of the Brazilian Ministry of Education, which organized the first International Youth Conference in Brasilia, in June 2010. This conference brought together 350 youth delegates aged from 12 to 15, from 47 countries who co-wrote an International Charter of Responsibilities.

Monde Pluriel organization, the initiator of the European “Let’s Take Care of the Planet” process, has coordinated a network of around 15 countries in Europe since 2009. Two years after the International Conference in Brasilia, Monde Pluriel organised the first European Youth Conference, bringing together 60 delegates (13-16 years old) and 10 facilitators (18-30 years old) from 15 European countries. It took place in Brussels, in partnership with the Committee of the Regions, at the headquarters of this institution, in May 2012. The delegates, representing thousands of young people in Europe, co-wrote an Open Letter to decision-makers, created posters and a video message to communicate on their commitments, which were taken as far as the Rio+20 Summit by three facilitators in June 2012. A second European Conference was organized in 2015 in Brussels where the youngsters co-wrote this time a Call for co-responsibility which was valorised in the Climate Generation Room of COP 21 in Paris.

The LTCP project takes into account and values the opinion of young people on current and future societal issues. The protagonists of the project recognise their capacity to assume individual and collective responsibilities, to propose and to implement concrete actions that meet local and global challenges. The aim of the project is to enhance the young people’s capacity for action. The project has several pedagogical objectives for the young people:

**TO GATHER SCIENTIFIC KNOWLEDGE ON THE LOCAL AND GLOBAL SUSTAINABLE DEVELOPMENT ISSUES IN ORDER TO:**
Understand the complexity of the situations and of the sustainable development issues; develop critical thought and be more independent; decipher the situations on multiple scales of time and space; gain awareness of one’s individual and collective responsibilities.

TO PRACTICE DEBATING AND COLLECTIVE DECISION-MAKING IN ORDER TO: Consider the subjects that are being debated at the local or global level; Compare one’s point of view to that of other people (young people, teachers, scientists, elected representatives, etc.); practise democracy during the election of delegates; recognise and assume one’s individual and collective capacity for action.

TO SPUR EMULATION AND MOTIVATION BY participating in concrete collective projects; by having a dialogue with other young people (at the national, but also European level).

TO GIVE IMPETUS TO OR ENHANCE EUROPEAN CITIZENSHIP PROCESSES: in order to gain awareness of the contexts and realities of life in different regions and countries; by developing the young people’s openness to the world through distance intercultural exchanges (exchanges of e-mails, videoconferences, Internet forums for exchange, etc.).

THE PRINCIPLE OF RESPONSIBILITY

The concept of responsibility has been at the heart of the “Let’s Take Care of the Planet” process since its origins. Why was this concept so important in the 20th century?

Several international conferences organised during the second half of the century highlighted global interdependence and the need to put in place international regulations in order to protect Humanity’s shared assets even though environmental problems do not recognise political borders.

“The current globalisation is characterised by interdependence,“

“From the African continent, the cradle of humanity, we declare, through the Plan of Implementation of the World Summit on Sustainable Development and the present Declaration, our responsibility to one another, to the greater community of life and to our children.”

Source: Johannesburg Declaration on Sustainable Development, September 2002
but it is only feasible if it goes hand in hand with the concept of responsibility. The majority of people do not feel individually responsible for these problems and think that they are relatively powerless to change things. However, assuming one’s responsibility means being attentive to the positive and negative impacts of our actions here and on the other side of the planet (concept of space), now and in the future (concept of time). But of course this responsibility is not the same from one individual to another, or from one society to another because it depends on the level of knowledge and power of the individual or of a society in relation to others.

In this way, the more power and knowledge I have, the more responsibilities I have in return. In order to live and to interact with respect for the diversity of both human beings and of life, it is necessary to debate the problems democratically, assume responsibilities and also collectively seek actions for change. Because since the human impact on the Earth system has become prevalent, it is necessary to redefine the general interest for the whole of Humanity, which requires both respect for the current Universal Rights and the recognition of a Universal responsibility of all.

**THE PROJECT IS BASED ON 3 PRINCIPLES:**

- **YOUNG PEOPLE ELECTING YOUNG PEOPLE**
- **YOUNG PEOPLE EDUCATING YOUNG PEOPLE**
- **ONE GENERATION LEARNING FROM ANOTHER**

“Let’s Take Care of the Planet” fosters the commitment and independence in young people necessary for the development of responsible citizenship.

**YOUNG PEOPLE ELECTING YOUNG PEOPLE** – In order to enable the young people to try out a democratic process, delegates are elected by their peers to represent their schoolmates during the regional, national or international gatherings organised. On their return, these same delegates are tasked with passing on the outcomes of these gatherings to their schoolmates, and as far as possible with mobilising them to help them disseminate the outcomes more widely.

**YOUNG PEOPLE EDUCATING YOUNG PEOPLE** – Youth facilitators can be mobilised to facilitate the workshops organised for the delegates during the conferences. This is to promote the free expression of the delegates and the participation of all through interactive facilitation techniques. It is also a way of giving responsibilities to these youth facilitators, which they can later reinvest in their professional activity or in their personal life.
ONE GENERATION LEARNING FROM ANOTHER – The passing on of knowledge is not only downwards from adults to younger people. It is also horizontal and upwards. The project enables young people to try out these different forms of knowledge sharing and gives them the opportunity to pass on what they have learnt or discovered to other young people but also to adults.

Ideally, the election will take place during the Local Conference for the delegates who will participate in the regional or national conference, and during the latter for the national delegates for the European Conference. To prepare for it, it is necessary to define the criteria that the students have to meet in order to be eligible and define with the students the qualities required in a delegate.

PHASE 1: VERIFYING THAT THE STUDENTS STANDING AS

WHO CAN BE A FACILITATOR?

YOUNG PEOPLE AGED 18 TO 30

- former delegates, students, facilitators motivated by the project and its objectives
- with facilitation and sustainable development education skills, and/or scientific knowledge
- different roles: co-facilitation with a more experienced person, facilitation, logistical organisation, interpretation assistance

THE ELECTION OF DELEGATES

DELEGATES FOR THE EUROPEAN CONFERENCE MEET THE FOLLOWING CRITERIA:

- be between 13 and 16 years old (inclusive)
- have the authorisation for participation in the European Conference, signed by their parents prior to the elections
- not have been a delegate in the context of the LTCP project in previous years
- have a good level of English
PHASE 2: COLLECTIVELY FORMULATING THE QUALITIES REQUIRED TO BE A DELEGATE
In order for the delegates elected to be the best able to fulfil their role, it is worthwhile defining with all of the participants what their qualities and skills should be. Here is an example of “criteria” co-defined by young people who participated in the project in 2012:

PHASE 3. CREATING A GRID INCORPORATING THESE CRITERIA. The students will complete it in order to inform their vote on one candidate or another.

The delegate should:
- be involved in the project
- be comfortable with speaking
- express themselves correctly
- look at the audience when they give a presentation
- use simple words that can be understood by everyone
- have a good knowledge of the responsibilities and actions selected
- know how to answer different questions on the project conducted in the school
YOUNGSTERS’ PROPOSALS FORM
(Local, regional and/or national Conferences)

Country
City :
School name :

Topic: .......................................................... ..........................................................

Studied sub-topics:
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Context and issues at stake:
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Responsibility 1 :

I have concern for/ We have concern for...
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Propositions of action(s) to be implemented in relation with responsibility (When ?
Where ? How ? With whom ?...)

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2 ........................................................................................................................................
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Responsibility 2:

I have concern for/ We have concern for...

Propositions of action(s) to be implemented in relation with responsibility (When? Where? How? With whom?...)

1

2

3
Responsibility 3:

I have concern for/ We have concern for...

Propositions of action(s) to be implemented in relation with responsibility (When? Where? How? With whom?...) 

1. 

2. 

3. 

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Monde Pluriel has been coordinating the project *Let’s Take Care of the Planet* in France and Europe since 2009 and fosters intercultural exchanges in the field of sustainable development. www.mondepluriel.org

Monde Pluriel and ASPEA are currently working in partnership to organize next 2018 European Youth Conference. www.aspea.org

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With the support of Charles Léopold Mayer Foundation