# The CCC-CATAPULT Toolkit




## Tool 7: Youth Inclusion in Climate Policy Making - A Workshop Guide

## Policymakers' and practitioners' guide to youth-policy-science dialogue

The aim of this guide is to equip policymakers and practitioners with the evidence they need to inform dialogue processes and with ways to effectively engage young people in decision-making on the climate, helping to build trust and collaboration so together we can learn how to make our future cities and nations more liveable in a warmer world. The guide is based on experiences and learning from a European research project, which used various methods to engage young people and facilitators of learning in a research process to better understand views on climate change education and the mechanisms for transforming learning in each context.

The guide is split into the following four sections:

Youth-policy-science dialogue (p.4)
Guiding principles for dialogue (p.5)
Process design (p.9)
Holding space: facilitator's guide (p.16)

But first, *why is this guide needed?*

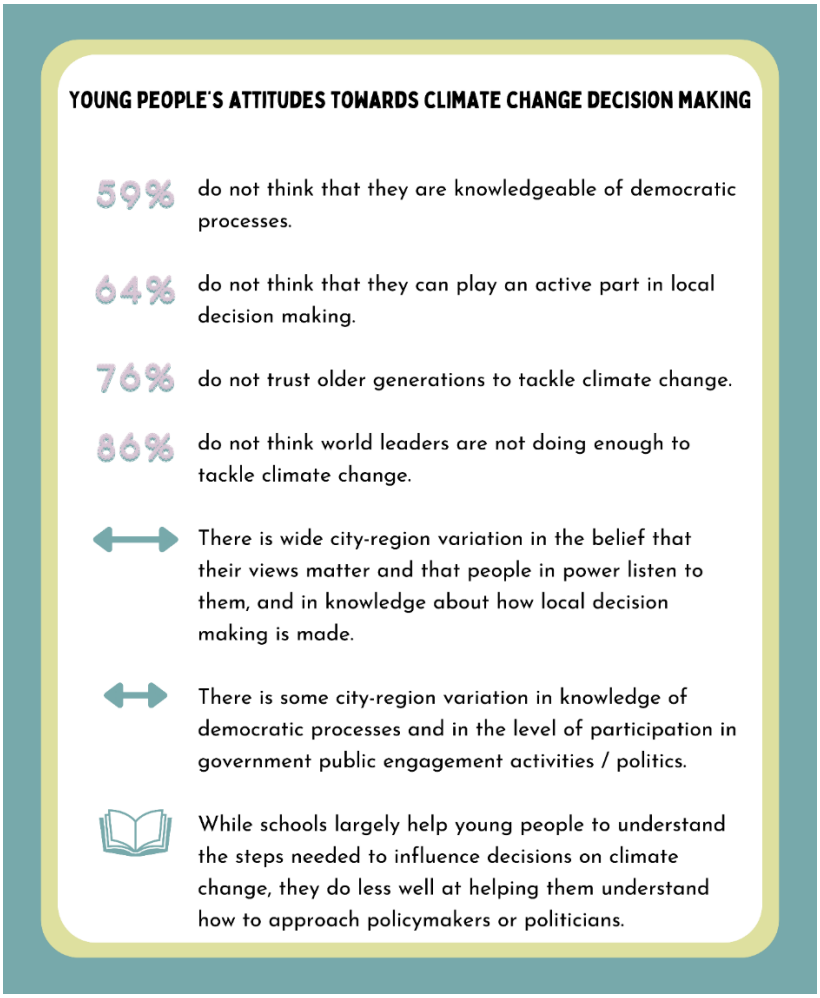
A 17-year-old today with be 50 in 2050. Their whole adult life will be experienced through a 2°C+ warmer world, with extreme weather, resource shortage and climate refugees more commonplace than a generation before. Thinking about climate change will be unavoidable. Yet, many young people today currently do not feel prepared to contribute to climate change decision making. They do not feel they have knowledge about democratic processes, are uncertain about the avenues available for their involvement and have a low belief in the impact that their participation will make. They also feel less than hopeful about adults' capacity to address climate change.

The CCC-CATAPULT project, among its methods, conducted a survey involving 1,879 young people from four European city regions, shedding light on their perspectives on climate change and climate change education (CCE). It found that: **young people do not trust older generations to tackle it (76%) and do not think world leaders are doing enough (86%).** The project found that while schools help them to an extent in understanding how to influence climate change decision making, they do less well at helping young people to understand how to approach

policymakers or politicians.

The survey results informed subsequent engagements with young people and educators to understand these issues more deeply and develop and test tools with them that could be useful for transforming climate change education. This tool is one of them and represents the political decision-making dimension of the research project. It initially developed to allow the research team to deliver youth-policy-science workshops in their contexts (city region or national). This was to ensure that the process could be informed by the evidence from CCC-CATAPULT research (e.g., the survey and other project methods), and include the voices of young people. Following feedback, documentation of the process has been refined into this guide that now exists to help policymakers and practitioners to take forward these lessons into their own work.

Young people's attitudes towards climate change decision making



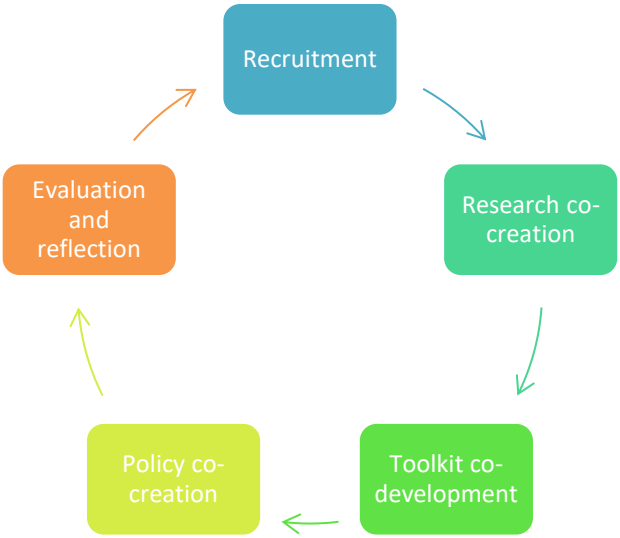

Evidence from CCC-CATAPULT's survey of 1,879 young people in four European city-regions: Genoa (Italy), Galway (Ireland),

Bristol (UK), Tampere (Finland).

## Youth-policy-science dialogue

Dialogue is a process of gaining greater understanding of diverse stakeholder views on an issue and working together to develop ways forward. Young people play an important stake in dialogues as they are the voice of the future. Regarding climate change, in recent years young people have started to be formally given space at well-known negotiations such as the UN's annual climate conference and at national level have been involved in legislative and policy processes from the Marshall Islands to Sweden. However, the concept of including young people's voices in decision making is nothing new – they have been considered in traditional cultures for 1,000s of years, often with symbolic spaces at the table for yet-to-be-born generations.

The CCC-CATAPULT youth-policy-science dialogue was a three-year process of recruiting young people as researchers (Youth Action Partners), working with them to co-create the research, develop stakeholder tools for helping transform climate change education, and deliver policy co-creation workshops, to promote continuous reflection and evaluation. This tool focuses specifically on the policy co-creation workshops but the guiding principles for dialogue apply throughout the whole of the project.



# Guiding principles for dialogue

Seven key principles guide dialogue processes. These are: co-produced and evidence-based, accessible, inclusive, accountable and safe, and sustainable. These are used as headers to share the process below.

**1. Co-produced and evidence-based**

Dialogue processes don't just happen. They are carefully designed and are often the result of months of engagement with stakeholders. The CCC-CATAPULT workshops were no different.

Some things to consider:

- Have **young people** been involved in the design of the process? Involving them early on will help with participation and in shaping the activities so they are relevant to their lived experiences.
- Have **policymakers** been informed early on? To increase the chances they will attend, engage them at the start of your project, inviting them along to any pre-dialogue events you may have.
- Are **scientists/researchers** informing the process? Work with them to provide the evidence base of local young people's views on climate change and climate change education.
- What about **youth organisations**? Is it important they are included? How could you work with them?

**2. Accessible**

The CCC-CATAPULT youth-policy-science dialogue workshops took place towards the end of the project's three-year cycle. By this time, the research team had built relationships with youth action partners (who acted as co-producers of the research), community organisations, schools/colleges, and government officials. For those seeking to run a workshop of this kind outside of a longer project, an alternative option would be to tag this workshop to an existing policy event or educational event.

A few things that work:

- **Map** out stakeholders who would be most interested in the research and who have the power to influence policy.

- Write stakeholder **names and contact details** in a spreadsheet, with columns for the name of the colleague who will contact them and the stakeholder's response.
- Assign **responsibility** for managing the attendance spreadsheet to one person, who can remind colleagues to follow up on emails with stakeholders that did not respond with a yes or no.
- Set up an **online registration form** (e.g., Eventbrite).
- **Craft emails** to appeal to the stakeholders' interest in the project (data, youth voice, networking, etc).
- Agree on a **date, time and duration** that would most likely suit all participants. Consider exam periods and whether weekday, termtime, workshops will limit youth attendance. We suggest 3 hours for the workshop.
- Agree on a **venue** that is central and accessible (e.g., hearing loop enabled, wifi, disability access, etc).
- Ask participants to declare access, disability, and dietary **requirements** when they sign up to the workshop.
- If budget allows, work with a visual scribe, photographer or other **visual artist** to summarise the workshop discussions, broker ideas, and present artwork that is shareable.

## 3. Inclusive, accountable, safe

It is likely that the young people that attend the workshop (and participate in the broader engagements) are either passionate about climate change and/or politics. However, this may be the first time they have engaged with adults about political decisions. They may be nervous, shy, or intimidated and this needs to be acknowledged and attended to. Some adult attendees may also feel like this so bear in mind the feelings may be shared.

A few things that work:

- Acknowledge **feelings** in the room and ask everyone to be kind to one another.
- A **grounding** meditation at the start of the session to help people calm their mind, moving away from flight/fight/freeze and into pro-social behaviour.

- Plenty of time for **breaks** for networking, toilet trips, and topping up on hot beverages and biscuits.
- Allow participants to write their own **name tag** with pronouns.
- **Small tables**, with 5-6 people per table and a facilitator whose job it is to get everyone talking with one another.
- Where possible, split young people evenly across the tables so there is **a voice on every table**, although welcoming them to sit next to someone they know/an adult who chaperoned them if this means they feel more comfortable.
- Agree with young people before the workshop how they would like to be **represented** (e.g., quotes/testimonials, video, in-person attendance). Likely, a mix of responses will be given so allow space for each of these approaches.
- Send out **pre-event emails** to frame the workshop, ensuring everyone is aware of potential power imbalances and that everyone needs to be responsible for intentions, words, and actions that foster inclusion and collaboration.

Implementing these steps should allow spaces to be safe enough. At times participants may feel a little uncomfortable and this is okay – it helps to challenge people's ideas and allow for their growth.
Note that it is important that facilitators have previous experience in hosting tables to ensure all voices are heard. If not, please refer them to the facilitators guide at the end of this document.

**Sustainable**

It is worth remembering that putting on workshops can generate waste and the excessive use of resources. Thinking through resources requirements beforehand can help to minimise this.
Some things to consider:

- **Refreshments and food**: what is the cutoff date for ordering catering (knowing this is important as participant dropouts often happen the day before the workshop)? can people bring their own water bottle? Is there hot water for tea and coffee? How is food packaged? What will happen if there are leftovers?

- **Printing**: What is essential printing and what can be shared digitally? Can resources be printed double-sided?
- **Travel**: how will staff and participants be travelling to the venue? Can anyone car share if driving is essential? Would money to cover travel costs enable participants to travel on public transport?

Sustainability also means social and economic sustainability.

- How will you ensure that **conversations and actions continue** after the dialogue process is completed?
- If money has been exhausted from the existing project, where else can you turn to **fund new networks or ideas** that arise during the process?

## Process design

As mentioned, the dialogue process should be **collaborative** in nature and **informed by the evidence**. In the case of CCC-CATAPULT, this meant planning sessions were needed with the stakeholders' (including young people and the research team) months prior to the event. While you will not know what the finished workshop will look like at this stage, it is good practice to have an outline of your aims and objectives and an outline of the process before these conversations. This will allow everyone to amend an existing framework, while sticking to the broader goals. Below is the framework developed in CCC-CATAPULT. The example activities were adapted according to local context and abilities, and in some cases the workshop was hosted online if this made accessibility easier.

### Schedule

| Activity | Time |
|---|---|
| Introduction | 10 minutes |
| Ice breakers e.g., meditation, pair-and-share names and why you care about climate change/youth participation | 10-20 minutes |
| Sharing the evidence e.g., survey data, quotes/testimonials, videos | 20 minutes |
| Reactions to the evidence | 20 minutes |
| Envisioning our future e.g., climate change education in our city by 2030 | 20 minutes |
| Making this vision a reality e.g., Innovators' Compass, take-home actions | 1 hour 30 minutes |
| Wrap up and close | 10 minutes |



## Example activities

### Ice breakers (10-20 minutes)

**Meditation to ground and connect participants**

Make the words below your own. If you do not feel comfortable leading a full meditation you can invite participants to share a few grounding breaths together to calm and connect.

Invite participants to wriggle on their seat to find their sit bones, place feet firmly on the floor, hips width apart, and place hands on their lap. Sit tall through the spine… slight tuck of the chin… soften the gaze, or close the eyes. Encourage participants to notice sounds around them, then their own breath. What is the quality of the breath like? How does it reflect your journey to the venue this morning? Be curious, paying attention without judgement. Can you hear your neighbours breath? Can you hear one another breathing together? Take awareness to the feet. How do they feel right now? Do you notice socks, shoes, the floor beneath? Root your feet to the ground, imagining roots spreading out from your toes and along the floor, intertwining with your neighbours, those on your table,

and making their way across the room to connect with everyone here today. We are all connected through our ancestral roots. Our ancestors have shaped who we are today and have guided us into this room, right now. Can you feel into the pulse of these connections… they are alive, like neurons in the brain or sparks of energy. We are all connected on a cellular level as well as through our historic roots. While we may be far from one another at times, doing our thing for the environment, today we are making our network visible…these strong roots connected through the web of life, our energy, our ancestors, and the future generations yet to be born. Hold all of this as you continue to weave your roots around the room, sharing knowledge, building the collective intelligence, uniting over our common goal for [x]. All take a breath in through the nose and out through the mouth. Slowly start to draw back your roots, drawing back over the layers of other roots trailing along the floor and all the way back into your feet. Continuing to draw back this energy, this life force, your past, present and future, until all you feel is your feet in contact with the earth… we all bring so much wisdom with us to this room today. Lets honour that and work together to see how we can build these connections and build our collective power to achieve [x]. Come back to your breathing…slowly open your eyes.

**Pair and share**

Spend 10 minutes on pair-and-share reflections on that exercise, including names, pronouns and why you care about [x]. If you skip the full meditation, you can remove the reflections part of this activity.

## Sharing the evidence (20 minutes)

By this point you may already have gathered your own evidence to share. If not, you can make use of the publicly available CCC-CATAPULT data available on the website. Consider a variety of evidence to show to represent young people's views on the issue, e.g., survey data, quotes/testimonials, videos. In the co-design phase of the research this can be a good time to assess how young people would like their views to be represented. At the end of the sharing, allow time for people to share their reactions/write on post-its (see evaluation section).



## Envisioning our future (20 minutes)

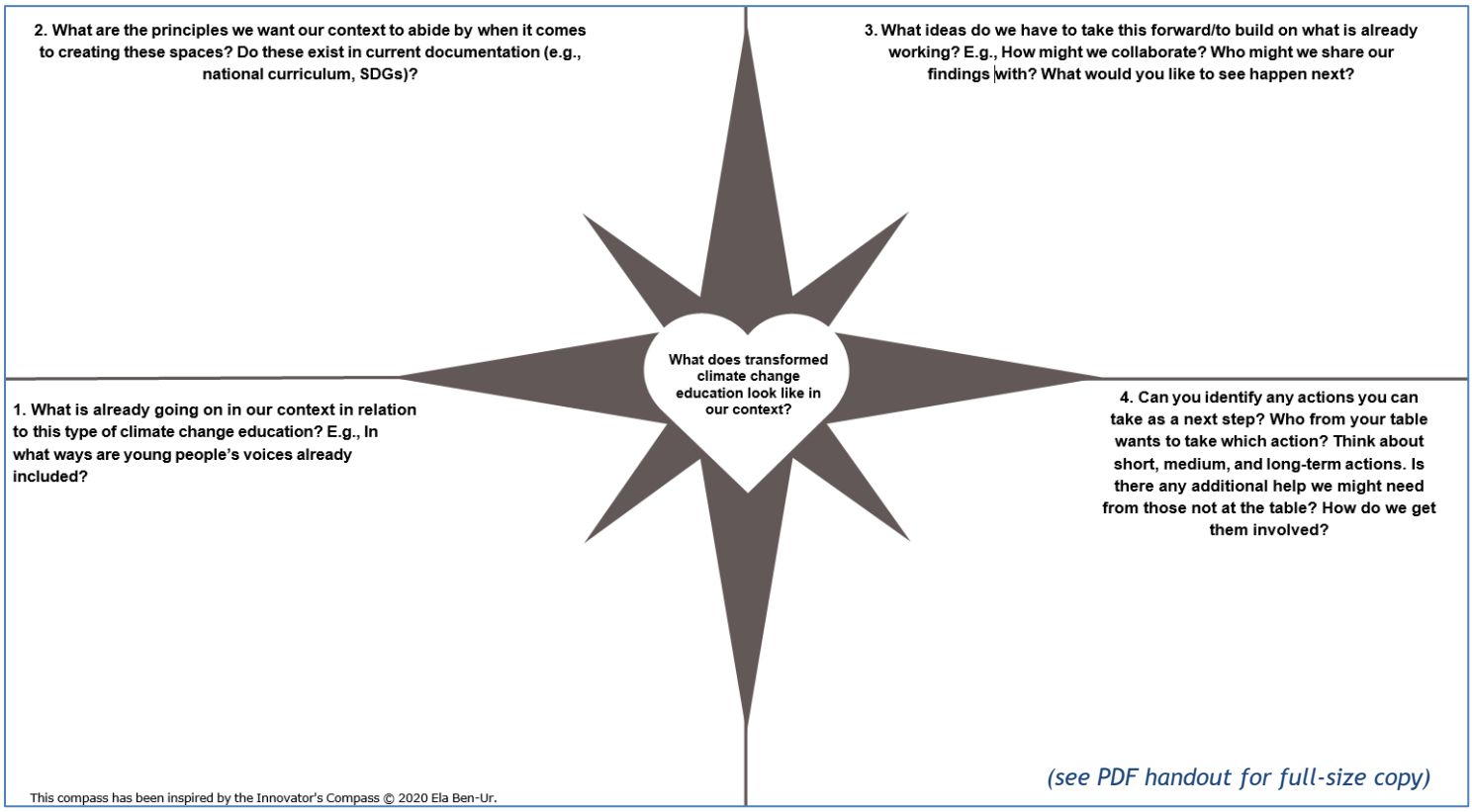
Go back to your aims and objectives. Which aspect of climate change are you seeking to address? Include this in your question and bound it to your jurisdiction (city, region, country) and to a date not too far in the future (as people have a hard time thinking too far ahead).

- *What will climate education in our city look like by 2030?*
- *What would our town look like in 2030 if we prioritise nature-based solutions?*
- *What would our region look like in 2035 if we involved young people in political decision-making on the climate?*

Provide participants with colour pencils and paper and encourage them to get creative. If time, you can ask them to draw the current reality first, and then the future vision.

## Making this vision a reality (1 hour 30 minutes)

The Innovators' Compass exercise (1 hour) will occupy the bulk of your workshop time. It is a commonly used exercise for thinking about an issue and discussing collaborative ways forward. Below we have provided the template we used, inspired by the original compass created by Ela Ben-Ur. You can keep groups to tables to work through each question or rotate after each round. If you do the latter, you will need to ensure the facilitator remains on the table to feedback the




*(see PDF handout for full-size copy)*

emerging narrative to the group. Use a bell to signify when each 15-minute segment has elapsed.

Once the compass is complete, ask the facilitator of each table to present back what has been said to create a collective picture. You can write key themes on a whiteboard/flipchart.

**Action planning**

After a short break if needed, ask participants to take responsibility for the actions

on the compass and write these down on an action sheet like the one below (20 minutes). If they cannot assign some of the tasks (e.g., because it is beyond their control) encourage them to share this idea with a person who can take on this action.

| **My action plan to enable youth-policy-science dialogue on the climate** | | | | |
|---|---|---|---|---|
| Action (e.g., that emerged during the experiments step of the compass) | Explanation (if needed to jog your memory later) | Who's responsible? | When will this happen by? | How will you ensure this happens? |
| | | | | |
| | | | | |

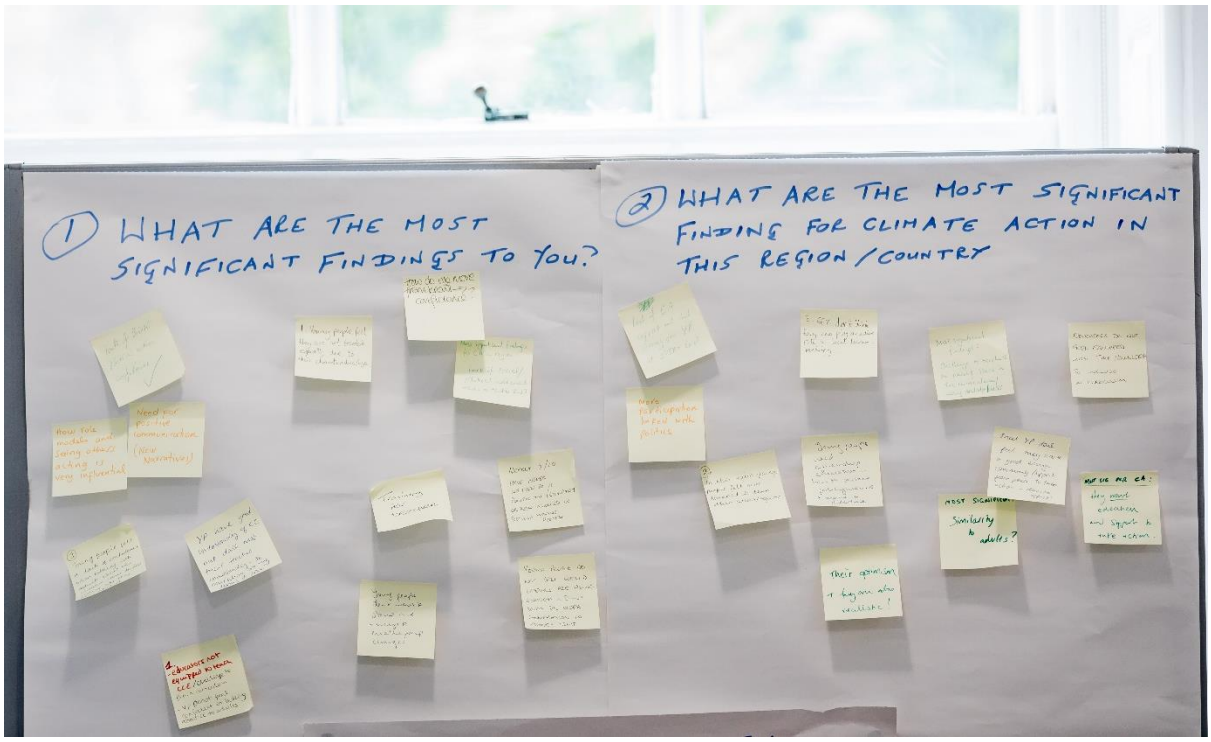
*Add rows as needed.*

## Evaluation

It is important to evaluate the workshop to understand if your aims and objectives were met, and to capture all the data generation if you would like to use for reports and dissemination (e.g., actions, drawings). Ensure you gain full consent from each participant to capture data and follow your organisations necessary ethical procedures. Post-event self-reflection logs/debriefs can work well for the organising team to reflect on what worked well and what could be done better next time.

Throughout the workshop you can gather post-its on reactions to the survey data (collect during a break or as a distinct activity after presenting the findings) and on general feedback (see image on next page as an example).

Follow up emails – to remind people to fill out surveys, to share photos from the days, and to share any signposting or ways to stay in touch, can help to keep up momentum. Importantly, if you have committed to actions as a government official or researcher, be sure to feed back the outcomes of your actions to maintain the trust you have built.




*Example of post-its to display reactions to the data presented*

## Holding space: a facilitator's guide

Holding space means creating the conditions for emergent thinking and emergent behaviours. Holding space is about setting the tone and ground rules for successful conversations that are open, honest, and critical. Participants should feel safe to speak up and to contribute equally to discussions, and it is the job of the facilitator to ensure that those who may be sitting quietly are given space to talk and that those who may be dominating the conversation are kindly but firmly asked to make space for others.

Key skills of facilitators are **active listening** and **being present**. Facilitators need to pay attention to what people say, repeat what they think they heard back to participants and ask for clarification if they do not understand. Their job is to help the group to build on one another's ideas and manage any conflicts if they arise in a non-violent way.

Before you begin discussions, let those at the table know your name and that you are the facilitator. Explain that you will support the group to keep the conversation going and may step in on occasion to ensure everyone has the chance to speak. At this point, ask if there is anyone who would like to be the scribe for the group. Facilitators do not need to be note-taker, but sometimes they make take up this role. NOTE: as you will need to read out answers to the room at the end, make sure the scribe has legible handwriting!

Re-read the questions the group are being asked and then let the conversations begin. If you know the questions you will be facilitating, it may be worth preparing some prompts in advanced in case the conversation fades. For instance:

| | |
|---|---|
| *Joe, what do you think?* H*ave you got any examples from your work?* | To the group: *what else might we be missing? Do you know of examples from other countries, perhaps?* |

Feel free to suggest things specific to the question (e.g., what about the role of school governors?). While your main role is not to generate ideas, you may have some useful insights that the group may appreciate.

Be aware if the group starts going of topic and gently bring them back, e.g.:

| | |
|---|---|
| *That is really interesting. Let's save it for the end of the session.* | *While interesting, I think we are getting off topic here. Let's see if we can come up with any other ideas while we still have five minutes left.* |

Finally, here are some rules of thumb for hosting space that is **accountable**[1] and **inclusive**.

| Do | | Don't |
|---|---|---|
| Introduce yourself | Set some brief ground rules as a group | Dominate the conversation |
| Be present | Encourage someone to scribe | Allow others to dominate* |
| Listen actively | Ensure everyone has a chance to speak | Be confrontational |
| Be ready to harvest ideas and present them back at the end | Bring people back to the topic if their ideas wander | |

*In situations where some voices are becoming overly dominant, gently encourage all participants to use the W.A.I.T. principle before speaking, by stopping and asking themselves "Why Am I Talking?" to make sure their point is really contributing to the current flow of the discussion and not taking away somebody else's opportunity to contribute.

[1] https://medium.com/@elise.k.ahen/safe-and-brave-spaces-dont-work-and-what-you-can-do-instead-f265aa339aff

Ollscoil na Gaillimhe
University of Galway

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UKRI
Economic and Social Research Council

SUOMEN AKATEMIA
FINLANDS AKADEMI
ACADEMY OF FINLAND

**For more information about the project, please go to the CCC-CATAPULT website:**

JPI Climate