

GREEN SCENT

SMART CITIZEN EDUCATION
FOR A GREEN FUTURE

Youths: The Green Changemakers.

How are we ensuring that we are listening to young people's opinions?

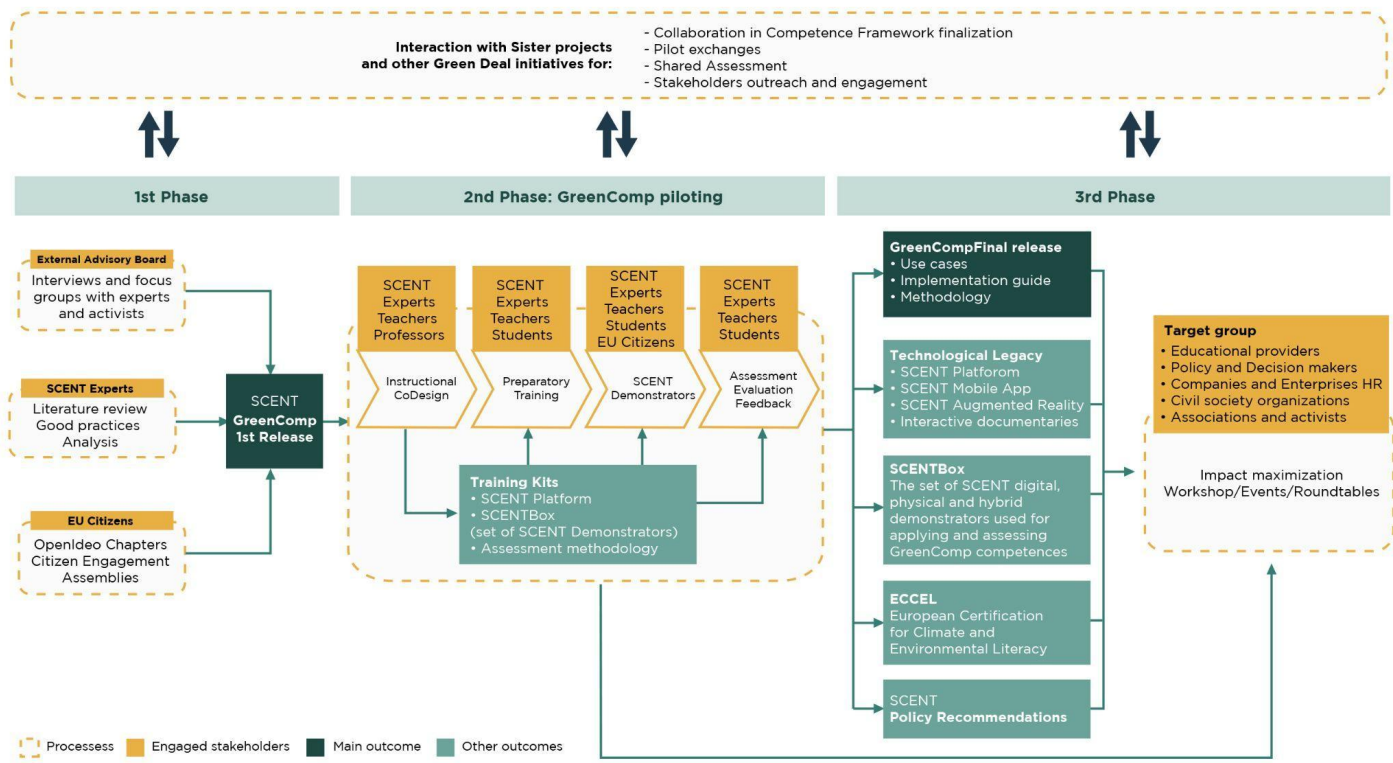
Ditte Burmeister -Project Manager at Fonden TEKNOLOGIRÅDET

Loukas Katikas –Environmentalist & Researcher at Ellinogermaniki Agogi

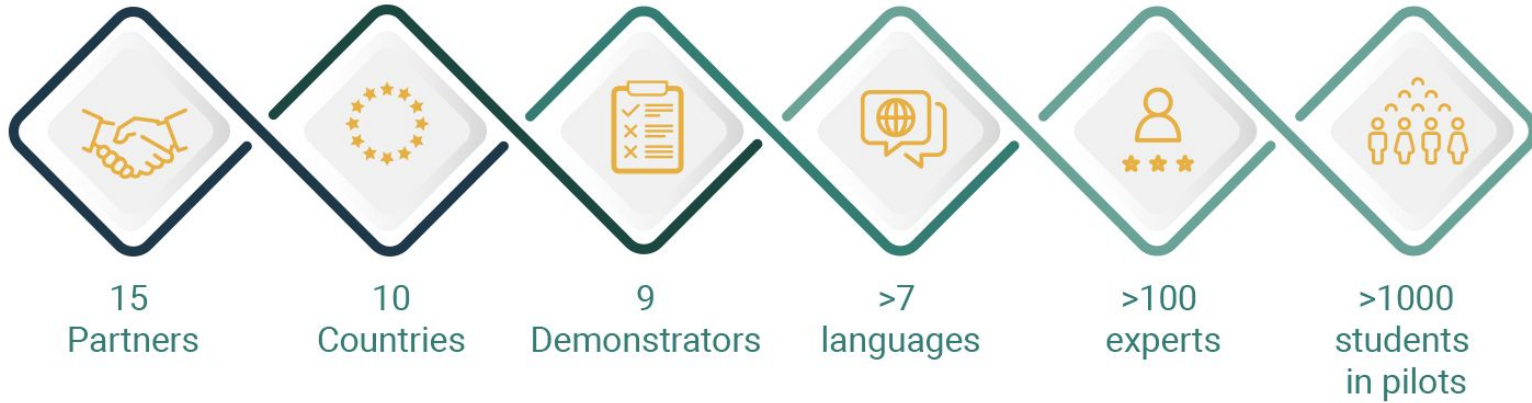


This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement no. 101036480.

GreenSCENT structure



GreenSCENT at a glance



The challenge

There are several ways to ensure that the opinions of young people are being heard and considered in the Green Changemakers movement. Some of these include:

Creating opportunities for youth to participate in decision-making processes, such as through youth-led committees or youth representatives on boards or councils.

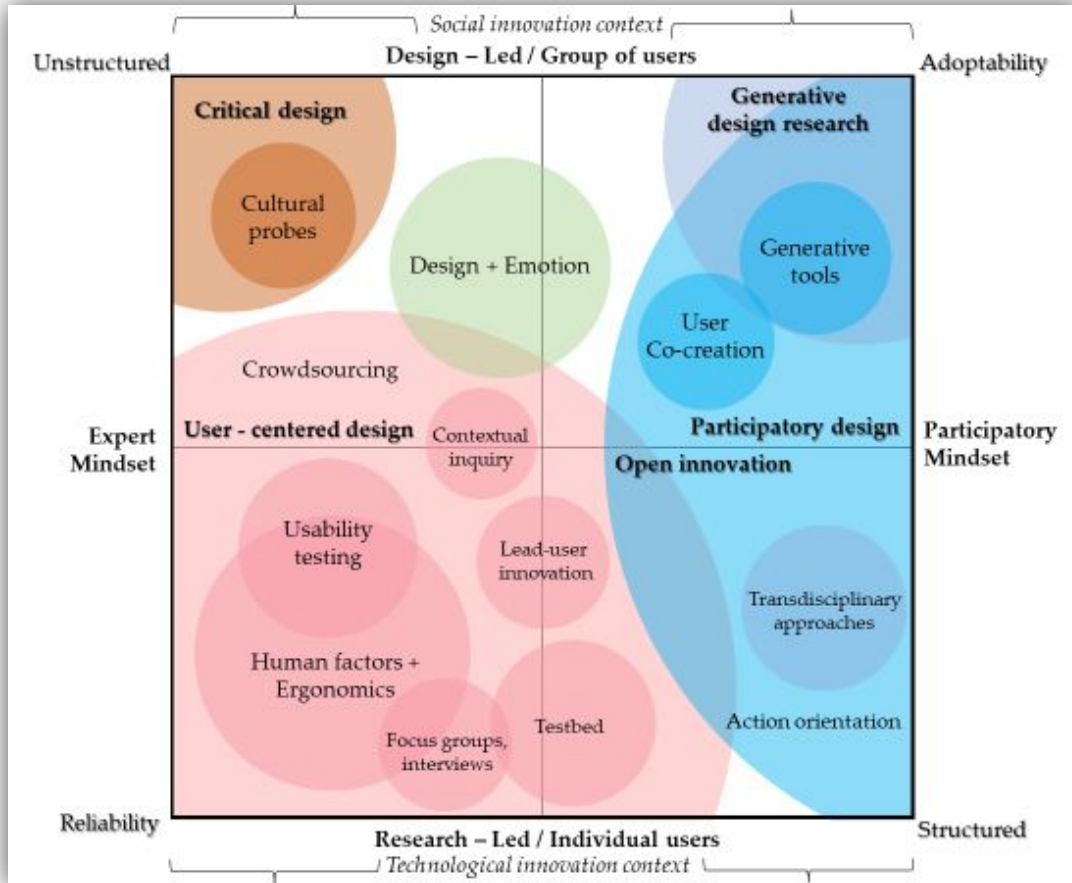
Engaging youth in community consultations and outreach efforts to gather their input on environmental and sustainability issues and initiatives.

Providing training and resources for youth to become effective advocates for their own and their peers' environmental concerns.

Encouraging and amplifying young voices in public discourse through media platforms, social media, and other forms of communication.

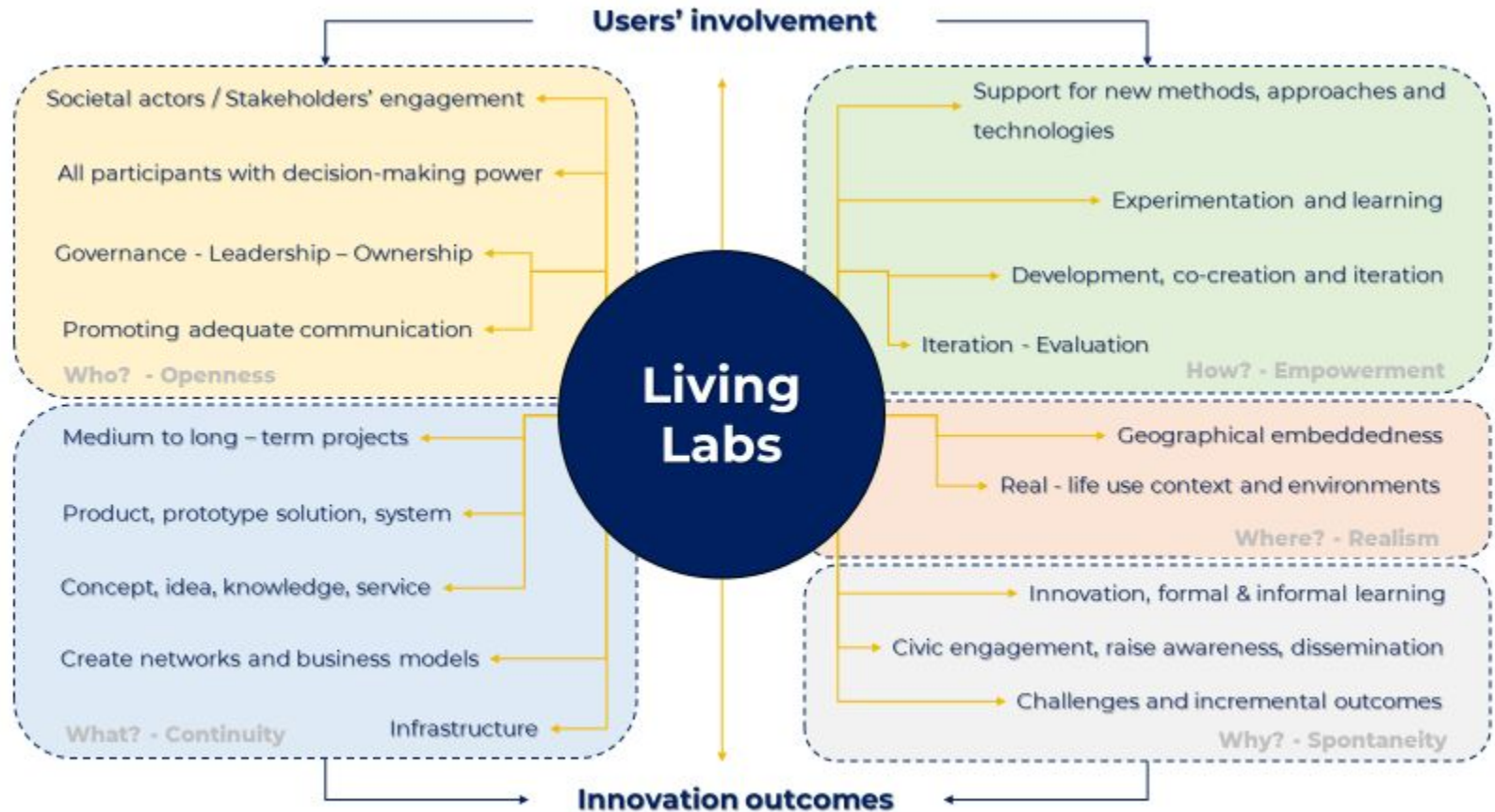
Building partnerships with youth-led organizations and groups to ensure that their perspectives are represented in the movement.

How to engage youth in sustainability challenges



Living Labs are part of a broader family of laboratories that are **operating in a real-world context** (Urban Labs, Transition Labs and Challenge Labs) and **employing innovative approaches for the co-creation of technology, products and services**. As such, they have roots in user and open innovation studies.

The vision through the Schools as Living Labs



Living Labs in Education (past projects)



(2012) Opportunities for schools to get involved in action-based research, creating links with outside partners



DESCI (2015): Adopting participatory design methodologies, connecting School, Enterprise, Research and Territory



(2020) Fostering collaboration between schools and local communities



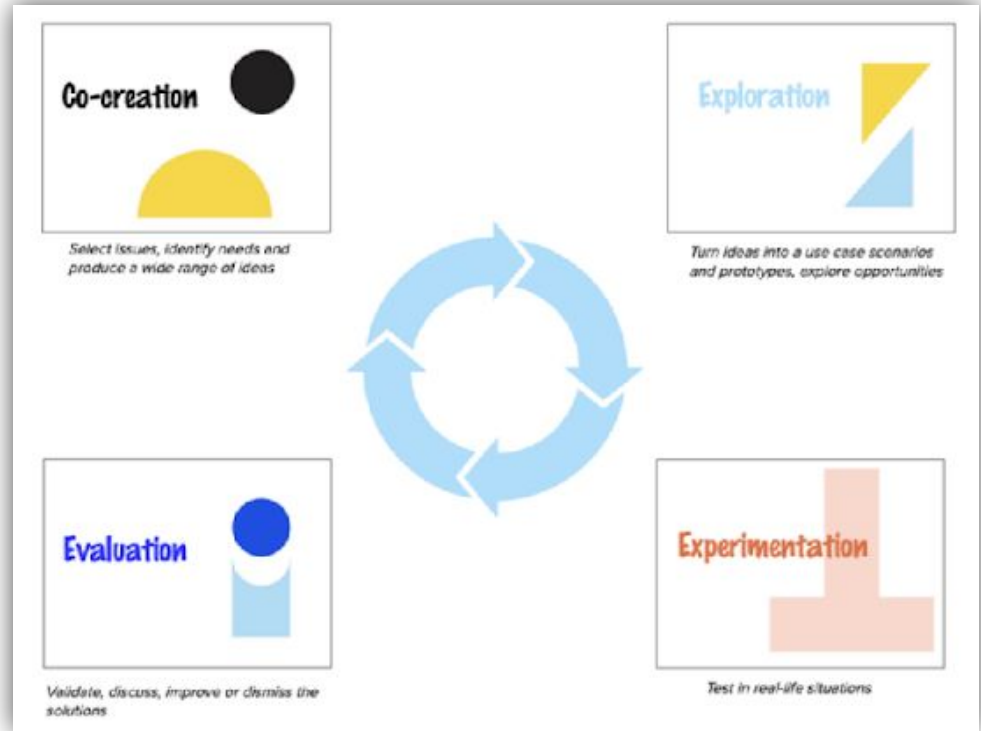
NBS
EduWORLD

(2022) Establish synergies between NBS professionals and education providers through the NBS Living Labs

The Living Labs concept

The four steps of our living lab methodology:

- **Co-creation:** Identifying needs – Defining issues – Coming up with ideas
- **Exploration:** Going deeper into selected ideas – Defining main questions or elements to test in the real world – Dealing with feedback, the unexpected, new questions
- **Experimentation:** Testing the prototype or scenario of the solution in real life
- **Evaluation:** Analysing the results of the experimentation to validate or improve the solution



Case Study from Israel - Alon school Living Lab

Aims: Raise awareness to the need to reduce the amount of food we consume, in order to prevent food waste. Develop an app for delivering food surpluses

Co-creation: The students developed and disseminated questionnaire to people in a particular neighborhood in the city (Neve Zemer).

Exploration: One group of students worked with the social entrepreneur on developing an app for exchanging food surpluses. The other groups of students had 6 meetings with a representative from the regional environmental department.

Experimentation: The students working on the web app developed an initial prototype. They delivered it to the residents of the Neve Zemer neighborhood for a short testing and feedback. Some students worked on the video clip and initiated a campaign for raising the public awareness.

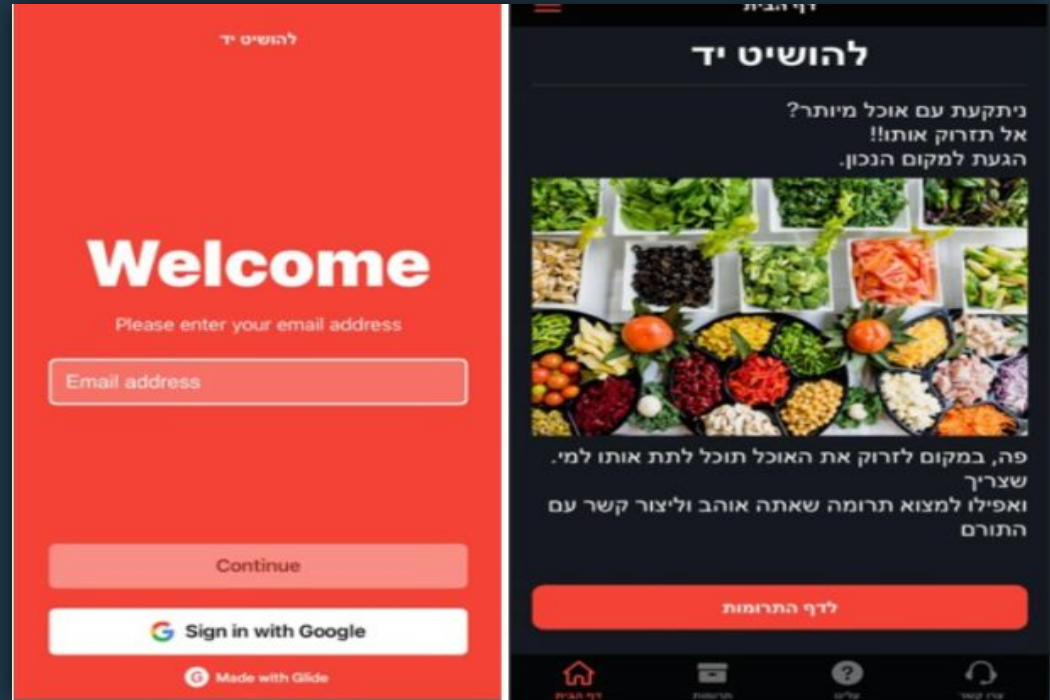
Evaluation: Students received feedback and made some modifications accordingly, e.g. whether they should add some more features, more ways to filter different types of food, etc.

Alon school Case study – The App

What was the value for the participants

The students received a set of skills that they would have received otherwise, e.g.: leadership, group work and collaboration, presentation, sustainability skills.

In addition, the project gave them knowledge on healthy lifestyle and nutrition.



App developed for delivering food surpluses

Case Study from Greece - Mussel researchers Living Lab

Aims: The aim of the living lab project is for students and the local community to realize that the environment is inextricably linked to the lives and well-being of residents.

The problem

Mussel farms and climate change are affecting local ecosystem.

The solution

Information and environmental awareness, local coast cleaning

The prototype

Coast cleaning in collaboration with the municipality, create mussel board game

The societal actors

Oceanographer, local cooperatives, Environmental organizations, chef

Case Study from Greece - Mussel researchers Living Lab



Theoretical guidance from an external scientific partners, in order to help us define a healthy marine ecosystem and what is the appropriate habitat for breeding mussels.



A **local business** showed us the stages of opening and processing mussels.



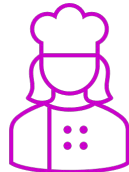
Local mussels farmers cooperative showed us the stages of breeding mussels visiting local port.



Co - organize with Local Municipality an action of cleaning local coast of Makrygialos.



Environmental organization informed us about marine ecosystems and how pollution and climate change affects mussel farms and marine ecosystem.



A **famous chef** cooked and shared with the local community recipes with mussels.

Future Schools Living Labs in Greece



Thessaloniki: Air pollution

Larissa: Urban Heat Island Effect

Epirus, Sporades, North Aegean: Biodiversity loss

Athens: Lack of green areas / Floods

Peloponnese: Forest fires

Cyclades and Dodecanese islands:
Water scarcity, droughts, sea level rise

Crete island: Extreme flood events

Why the Schools Living Labs?



Youth Design Assemblies



Youth Assemblies - Green Changemakers

YAs help develop a Competence Framework embracing all the Green Deal focus areas through an **interactive, iterative, participated, experience and learning-by-doing based design approach**.

The YAs produce **firsthand feedback, new ideas and a testing ground** for the GreenComp, the pilots and the demonstrators, while still being developed.

The YAs are divided into four assemblies with a total of **56 young people** (14 in each), with participants **aged between 15 and 25** from 7 of the partnering countries.

Within 2022 and 2023 the YAs convene **once every second month** (digitally), and on a **physical meeting** in the fall.

The participants become **Climate Ambassadors** – and their participation result in a Climate Ambassador **Certificate** from the EU project GreenSCENT.



The YAs are involved in **all levels** in the educational material

Curriculum	<ul style="list-style-type: none">• The YAs generated ideas and gave feedback on the first draft of the Competence Framework, November 2022.• The YA will give their final feedback on the Competence Framework in December 2023/January 2024
Pilots	<ul style="list-style-type: none">• The YAs provide feedback and generate ideas on the Air Quality pilot in May 2023• (Expectedly more pilots in the fall)
Demonstrators	<p>The YAs help develop (minimum) 4 demonstrators</p> <ul style="list-style-type: none">• YAs develop ideas on the use of 4 demonstrators in February 2023• Provide feedback on prototypes in June 2023• And expectedly test the tools/apps in fall 2023.



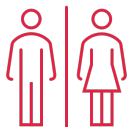
Principles for participation and citizen involvement



Building trust and relations between participants by prioritizing energizers and group discussions.



Building up knowledge by dialogue and expert presentations to ensure relevant feedback and ideas.



Equal distribution of gender as well as ensuring the participation of vulnerable groups, to promote different perspectives in the work with the educational material.



We believe in them and ask ambitious questions. In response, they meet us with confidence and seriousness.



Structured and well-planned workshops with facilitators, clear instructions and relevant information, which enables participation despite different personal, social and professional skills.



Balancing fun and seriousness to ensure the fewest possible dropouts and the most active and enthusiastic participation.



Active involvement of our GreenSCENT partners in the design of the workshops, to ensure that the inputs are useful and relevant.



The participants evaluate each meeting and are asked about expectations and wishes for content and process.

WELCOME TO GREENSCENT's YA

1ST YA: TEAM BUILDING AND INTRODUCTION

AGENDA

The first meeting is a great place to get to know each other and get to know the project. We will give you all the information you need, we will relax and have fun getting to know each other!

At the end of the meeting you will know your role in the project. You have identified the most important and motivating arguments for the upcoming meetings.

AGENDA

- 1 Introduction to GreenSCENT
- 2 Where in The World
- 3 BREAK
- 4 Why are I here?
- 5 About the Green Deal
- 6 BREAK
- 7 Green Skills
- 8 Where to travel?
- 9 One last word
- 10 See you later!

Feedback

TIPS FOR USING MURAL

Double click to add sticky notes.

Add lines from the left bar, search and drag in.

FIND MORE INFORMATION ON MURAL



1 Introduction to GreenSCENT

THE YOUTH AMBASSADORS
Challenge and inspire each other and your audience. All your opinions, ideas and suggestions are important for the project. We will be working together to make a difference.

add the Green Deal to your agenda

- 1. Green Deal
- 2. Green Deal
- 3. Green Deal
- 4. Green Deal
- 5. Green Deal
- 6. Green Deal
- 7. Green Deal
- 8. Green Deal
- 9. Green Deal
- 10. Green Deal

Completion Progress

Where did you hear about GreenSCENT?

2 Where in The World

AGENDA

1. Introduction to GreenSCENT
2. Where in The World
3. Why are I here?
4. About the Green Deal
5. BREAK
6. Green Skills
7. Where to travel?
8. One last word
9. See you later!

3 BREAK

Break
10 minutes

4 Why are I here?

AGENDA

1. Introduction to GreenSCENT
2. Where in The World
3. BREAK
4. Why are I here?
5. About the Green Deal
6. BREAK
7. Green Skills
8. Where to travel?
9. One last word
10. See you later!

5 The Green Deal

AGENDA

1. Introduction to GreenSCENT
2. Where in The World
3. BREAK
4. Why are I here?
5. About the Green Deal
6. BREAK
7. Green Skills
8. Where to travel?
9. One last word
10. See you later!

3 Pillars of the European Green Deal

1. Promoting climate ambition
2. Clean, affordable and secure energy
3. Energy and climate friendly buildings
4. Sustainable and smart mobility
5. Pollution and clean industry
6. Fairer jobs
7. Sustainable and resilient food systems
8. Zero pollution, zero toxic substances

The European Green Deal will improve the well-being and health of Europeans and deliver opportunities by promoting:

- 1. Net-zero emissions
- 2. Circular economy
- 3. Sustainable finance
- 4. Just transition
- 5. Digital transformation
- 6. Resilient infrastructure
- 7. Sustainable urban and rural development
- 8. Sustainable and smart mobility
- 9. Sustainable and resilient food systems
- 10. Zero pollution, zero toxic substances

6 BREAK

7 Green Skills

AGENDA

1. Introduction to GreenSCENT
2. Where in The World
3. BREAK
4. Why are I here?
5. About the Green Deal
6. BREAK
7. Green Skills
8. Where to travel?
9. One last word
10. See you later!

What is your goal?

AGENDA

1. Introduction to GreenSCENT
2. Where in The World
3. BREAK
4. Why are I here?
5. About the Green Deal
6. BREAK
7. Green Skills
8. Where to travel?
9. One last word
10. See you later!

What is your goal?

- 1. Increase the number of people who are active in the project
- 2. Increase the number of people who are active in the project
- 3. Increase the number of people who are active in the project
- 4. Increase the number of people who are active in the project
- 5. Increase the number of people who are active in the project
- 6. Increase the number of people who are active in the project
- 7. Increase the number of people who are active in the project
- 8. Increase the number of people who are active in the project
- 9. Increase the number of people who are active in the project
- 10. Increase the number of people who are active in the project

Let's be Engaged!

8 Where to travel?

AGENDA

1. Introduction to GreenSCENT
2. Where in The World
3. BREAK
4. Why are I here?
5. About the Green Deal
6. BREAK
7. Green Skills
8. Where to travel?
9. One last word
10. See you later!

9 One last word...

AGENDA

1. Introduction to GreenSCENT
2. Where in The World
3. BREAK
4. Why are I here?
5. About the Green Deal
6. BREAK
7. Green Skills
8. Where to travel?
9. One last word
10. See you later!

AGENDA

1. Introduction to GreenSCENT
2. Where in The World
3. BREAK
4. Why are I here?
5. About the Green Deal
6. BREAK
7. Green Skills
8. Where to travel?
9. One last word
10. See you later!

10 See you later!

AGENDA

1. Introduction to GreenSCENT
2. Where in The World
3. BREAK
4. Why are I here?
5. About the Green Deal
6. BREAK
7. Green Skills
8. Where to travel?
9. One last word
10. See you later!

AGENDA

1. Introduction to GreenSCENT
2. Where in The World
3. BREAK
4. Why are I here?
5. About the Green Deal
6. BREAK
7. Green Skills
8. Where to travel?
9. One last word
10. See you later!

AGENDA

1. Introduction to GreenSCENT
2. Where in The World
3. BREAK
4. Why are I here?
5. About the Green Deal
6. BREAK
7. Green Skills
8. Where to travel?
9. One last word
10. See you later!

Feedback

AGENDA

1. Introduction to GreenSCENT
2. Where in The World
3. BREAK
4. Why are I here?
5. About the Green Deal
6. BREAK
7. Green Skills
8. Where to travel?
9. One last word
10. See you later!