



What Can Young European People do about Global Warming?

Or

”Don’t wash your socks alone!”

8th August 2008



Oxelösund



Education and Culture DG

‘Youth in Action’ Programme



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INTRODUCTION

This workshop was created because Oxelösund wanted to start a Youth project within the Douzelage. It was quickly realised that an environmental topic was relevant to the town's ideals and as Global Warming is very relevant to the needs of young people this theme was developed.

The alternative title came from one of the presentations where the group of students was expressing ways to save energy; this seemed to capture the sense of the meeting, where many people from different backgrounds, cultures and language groups worked to express the strength of their views on developing a better future.

55 students, from 13 Countries (plus their adult leaders), participated in the conference, which was hosted by the town of Oxelösund in Sweden, from 1st to 8th August 2008.

The activity was part funded by the European Union as well as the participants and their Douzelage member towns.



OBJECTIVES

The objectives of the Oxelösund workshop were for young European people, from different countries, to get to know and understand each other and produce guidance on how to reduce the potential escalation of Global Warming. This went under the title of "What can young European People do about Global Warming?"

The aim was to produce a "White Paper" full of concrete and realistic examples of what to do, individually and together, with focus on the communities, towns and countries the participants came from.

This report is to be delivered to the EU and distributed to all the 22 member towns of the Douzelage.



CONCLUSIONS

The students and leaders experienced lots of very positive intercultural working events and social activities. This resulted in increased understanding and the appreciation of many differences of experience between their home countries.

The students had a clear understanding of the issues associated with Global Warming. They had a strong belief that collectively their individual actions could help prevent and mitigate the effects of Global Warming, but that this also needed the support and action from world governments and industrial leaders.

A set of positive and personal measures to prevent and mitigate global warming were created and are captured in the section on Themes. The principal themes worked on by the students were:

- Renewable Energy/Power Stations, etc
- Personal Lifestyle (including water consumption)
- Government/Politics
- Eco Schools
- Consumption/Shopping/Packaging
- Transport and Travel
- Environmental Protection (forests and trees)
- Home/Energy Consumption and Saving
- Education/Media and Communication

All town groups discussed and established a plan of actions for them to complete when returning to their home country that would assist in reducing potential impacts of Global Warming. These are captured in the Follow up Activity Plan section of this report.

This Youth Project is seen to have the opportunity and benefit to be continued in future years and the Douzelage towns are requested to consider which of them may be able to pick up where this event finished. A sponsor town is requested to adopt this theme and consult with Oxelösund for advice on how best to arrange the financing and other matters to make it a success.





BELIEFS

Overall Understanding

1. Global Warming is definitely happening.
2. Global warming and cooling has happened before, but it is now taking place at a greater rate and much more severely, as a result of man's actions.
3. We believe that many people won't realise the problem until it directly affects their lives, when it might be too late.
4. If unstoppable, Global Warming will not only lead to a climate catastrophe, but to consequences such as famine, war, social changes and loss of life.
5. We have to really change some people's mentalities and outlook.

Prevention

6. People still need to be educated about global warming and we should make more effort to prevent it.
7. Developed countries should give up their demands for continual unsustainable growth, focus on renewable technologies. This may require accepting lower levels of wealth.
8. Leaders, companies, and 'People with Influence' have to take measures to prevent global warming, and not only look for profits.
9. To counter the effects of Global Warming we must act together now.
10. Small individual contributions, added together, have a massive effect on Greenhouse Gas emissions.

Mitigation

11. Since the global warming process has started, we must accept that it will have some effects, but we need to minimise the adverse consequences.
12. We need to act now to minimise the damage caused by climate change and preserve as much of the world and its species as possible for the future



THEMES

Following awareness sessions, the candidates prepared a list of Themes that they wished to work on further as the body of this report, as listed below:

1. Renewable Energy/Power Stations, etc
2. Transport and Travel
3. Personal Lifestyle (includes water consumption)
4. Environmental Protection (Forests & Trees)
5. Government/Politics
6. Home/Energy consumption and saving
7. School (Includes Eco Schools)
8. Education/ Media and communication

The following additional themes were also identified, but would need to be worked in any further sessions of such a workshop:

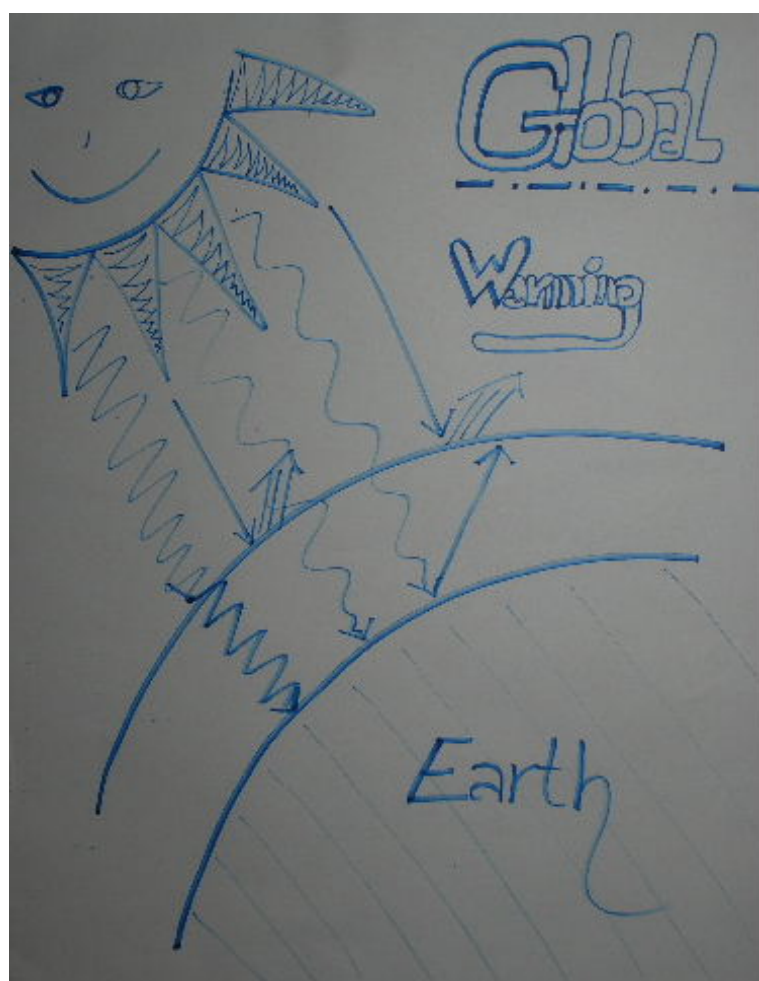
9. Industry/ New technology goods
10. Population Control / migration
11. Recycling
12. Consumption/Shopping/Packaging*
13. Food Choice
14. Work /Office
15. Hobbies
16. Agriculture

*initial work also done in this workshop



The recommended actions tabulated in the theme sheets were prioritised according to the following subjective basis:

Priority	Either because it:	Or because it:
High:	Is an easy win that can personally be started within 3 months	Large gain in Global Warming (GW) impact reduction is achievable, even if effort is needed to achieve the aim
Medium :	Can be achieved within own town/ community within 1 year	Gives real reduction in Global Warming impact, but requires funds/ resources to be raised or made available
Low:	Will take a lot of organisation and budget, probably involving national/ international support	Costs a similar amount of GW impact to achieve it, as is saved by the action





Theme: 1. Renewable Energy

We would like people to use more renewable energy, as well as becoming more aware of the benefits of using this resource through education and other actions.

Ref.	What to do:	How to implement it:	Priority:
1.1	Make people aware of renewable energy	1.1.1 Ask people who are using renewable energy to open and invite people into their home, in order to see how it works 1.1.2 Involve more people into wanting renewable energy (e.g. signatures/name lists/facebook) 1.1.3 Organise an event using renewable energy, such as a coffee morning	High High Medium
1.2	Encourage more people to use renewable energy	1.2.1 Tax people who do not use renewable energy: using a facebook group or a petition, a letter could be sent to the government. 1.2.2 More money should be given to people who want to use renewable energy in their home e.g. Using a petition or a facebook group a letter can be sent to the government for them to increase the amount of money they issue for renewable energy 1.2.3 Use renewable energy in new buildings, as well as passive houses: write to local councils/government to see if such regulations could be enforced in building companies	Low Low Low





Theme: 2. Travel and Transport

Currently, travel and transport is one of the worst contributors to global warming. Much of this is a result of bad driving habits or wasteful trips. In this list are several ways that people can improve their habits and reduce the damage done to the environment while also saving money and benefiting themselves.

Ref.	What to do:	How to implement it:	Priority:
2.1	Improve your driving habits by promoting "Eco-driving"	2.1.1 Spread the word: using word-of-mouth, posters, internet, and possibly other resources as available (word-of-mouth should be preferred) 2.1.2 Find out more at www.eco-drive.org 2.1.3 Pressure driving schools to give lessons in Eco-driving (already law in Finland and UK) 2.1.4 Encourage family to travel together in the car rather than using both cars for individual journeys	High High Medium Medium
2.2	Improve your driving habits by promoting car-sharing	2.2.1 Spread the word: using word-of-mouth, posters, internet, and possibly other resources as available (word-of-mouth should be preferred) 2.2.2 Talk to council about large-scale car-sharing schemes	High Medium
2.3	Buy in bulk and plan shopping trips in advance	2.3.1 Spread the word: using word-of-mouth, posters, internet, and possibly other resources as available (word-of-mouth should be preferred) 2.3.2 Ask supermarkets for discounts on bulk purchases 2.3.3 Shop less frequently	High Medium Medium
2.4	Explore your own town before travelling afar	2.4.1 Spread the word: using word-of-mouth, posters, internet, and possibly other resources as available (word-of-mouth should be preferred) 2.4.2 Pressure local council to promote own town/local area	High Medium
2.5	Plan your route to maximise fuel efficiency; saving time and petrol	2.5.1 Spread the word: using word-of-mouth, posters, internet, and possibly other resources as available (word-of-mouth should be preferred) 2.5.2 Use a satellite navigation system or AA route finder (online) to plan the most efficient route	High Medium/ Low
2.6	Do not take holidays in distant countries and Organise school trips to places within own country, rather than in other countries	2.6.1 Pressure schools to run trips in their own country 2.6.2 Pressure government to promote own country as holiday destination	Medium Low
2.7	Promote Park & Ride schemes and public transport in general	2.7.1 Spread the word: using word-of-mouth, posters, internet, and possibly other resources as available (word-of-mouth should be preferred)	High



		2.7.2 Stress particularly the economical advantages of public transport, especially for long-distance trips, and that you can relax during the journey 2.7.3 Cycle, walk or take the bus when travelling short distances 2.7.4 Take train for long-distance travel and plan train journeys to use intercity express trains, which stop less often and run at a more economical speed	High High Medium
2.8	Buy bicycles instead of cars or use free bicycles in cities rather than drive	2.8.1 Spread the word: using word-of-mouth, posters, internet, and possibly other resources as available (word-of-mouth should be preferred) 2.8.2 Ask companies and schools to provide facilities for cyclists (showers, lockers) and perhaps charge those who drive to work	High Medium
2.9	Buy newer, fuel-efficient vehicles with small engines	2.9.1 Spread the word: using word-of-mouth, posters, internet, and possibly other resources as available (word-of-mouth should be preferred) 2.9.2 Stress economic advantages of fuel-efficient vehicles – “fringe benefits” 2.9.3 Alternatively, do not own a car or drive	High High Medium



The Bode Borg Camp at the worst storm ever in Sweden in August!



Theme: 3. Personal life

To combat global warming through small actions that save energy and reduce emissions of greenhouse gases. The theme is aiming to change peoples' habits which will therefore have a large positive impact on the stopping of climate change and its effects.

Ref.	What to do	How to implement it	Priority
3.1	Conserve heat	3.1.1 Use draft excluders in the home to reduce heat loss in gaps. 3.1.2 Turn heating down by at least 1° - it will not have a large impact on the temperature of the house but it will save energy. 3.1.3 Close doors when possible and install auto-closing doors as it reduces the amount of heat lost through rooms.	High High High
3.2	Conserve electricity	3.2.1 Take electrical items off standby, as items on standby still use electricity. 3.2.2 Buy energy saving light bulbs (Fluorescent and LED light bulbs) from any store. 3.2.3 Only turn on electrical items if they are being used constantly, including computers, televisions and lights. and you can find out how in the manual. 3.2.4 Turn electricity off at night or unplug all unnecessary electrical items as they are not in use, including the monitor, speakers and printers on the computer. 3.2.5 Turn down the temperature of the washing machine; it will still wash clothes as efficiently. 3.2.6 Don't use tumble dryers when possible, hang clothes out on the lines or use a clothes horse. 3.2.7 Choose A+ or A++ appliances, those which are energy efficient and therefore use less energy and electricity. 3.2.8 Turn energy saving on appliances if they have the option – most appliances nowadays have the option	High High High High High High Medium
3.3	Conserve water	3.3.1 Take a shower rather than use a bath as a bath is equivalent to five showers. 3.3.2 Don't let the water run unnecessarily, for example when brushing teeth or when running the shower. 3.3.3 Use the small flush on a toilet if it is available and if not, convert your toilet to a small flush mechanism. 3.3.4 Don't use a power shower (a shower which uses a lot of water pressure) and buy a shower head that is more water-efficient, so it uses less water.	High High High Medium
3.4	Make your house and lifestyle more eco-friendly	3.4.1 Consider the environment when building or buying houses, for example make sure that there is adequate insulation and the house makes use of clean energy. 3.4.2 Walk or cycle short distances and avoid using the car, which will reduce CO ₂ emissions. 3.4.3 Eat less meat as it takes less energy to produce vegetables than meat. 3.4.4 Plant trees, which absorb CO ₂ and reduce the impact of emissions. 3.4.5 Avoid motorsports as a hobby as it greatly increases the CO ₂ emissions.	High High High High High



		<p>3.4.6 If you have land, buy chickens to produce eggs and consume any unwanted food. They are relatively cheap to look after and do not require a lot of land to live in.</p> <p>3.4.7 You can use rain barrels for your toilets and watering the flowers. So you can save at least a lot of water.</p> <p>3.5.8 You should learn cooking if you cannot. Also cook things from scratch rather than buying pre-prepared meals.</p> <p>3.4.9 Invest in forests and donate to charities that endeavour to conserve forests, which reduce the impact of CO₂ emissions.</p> <p>3.4.10 Grow your own vegetables as it reduces the food miles – grow these in your garden or find an allotment.</p> <p>3.4.11 Buy things that will last a long time and that will be used frequently. It is of no use buying something that will never be used or only used for a short period of time as the manufacture of the goods uses energy itself.</p> <p>3.4.12 If you have extra land, rent it out to those who are willing to grow vegetables for themselves.</p>	<p>High</p> <p>High</p> <p>Medium</p> <p>Medium</p> <p>Medium</p> <p>Medium</p> <p>Low</p>
3.5	Reduce waste	<p>3.5.1 Use or create free-cycle groups – these are groups in which goods, such as clothes and furniture, that are no longer wanted are given away for free, which reduces waste. You can find these groups on the internet or set one up yourself – it is relatively simple to do so.</p> <p>3.5.2 Avoid and reuse carrier bags or use cloth bags. So you don't have to buy a lot of carrier bags in the shops, reducing the waste.</p> <p>3.5.3 Compost everything you can by creating a compost heap. It works as a good fertiliser for vegetables.</p>	<p>High</p> <p>High</p> <p>Low</p>
3.6	Raise personal awareness	<p>3.6.1 Calculate your carbon footprint and realise how much energy you are using in which areas. This will then help you to focus on the areas that need to be improved in your life.</p>	<p>Medium</p>

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Theme: 4. Environmental Protection

Nowadays, we need to face up to the fact that we are in a dangerous position that needs to be confronted. The earth has changed to the point that the environment has been greatly harmed and the plant and animal life is the first to experience the harsh consequences of global warming and pollution. The environment has been endangered by the actions of human beings and we hold responsibility for the floods and drought, the increased number of storms, tornadoes and other natural disasters. Some nations are trying to act against Global Warming and these events, but we must act together as one immediately to save the environment...So what can young Europeans do in order to help the environment that is suffering from Global Warming?

Ref.	What to do:	How to implement it:	Priority:
4.1	Provide a home for several different sorts of animals and plants which are endangered by Global Warming.	4.1.1 You could plant new hedges in order to give home to all kind of birds, or construct a garden pond for fish etc. 4.1.2 You could also install birdhouses in trees. 4.1.3 Mainly amphibians are affected by warmer temperatures and less rainfall, therefore you could build up a "wetland" in your garden.	Medium Medium Low
4.2	Do not use any fertilisers or pesticides/ insecticides which could endanger plant and animal life.	4.2.1 You could install a compost heap and use the composted organic waste as a fertiliser instead. 4.2.2 Try to use "Clever Cultivation" e.g. do not plant similar plants together, as this creates a weak "monoculture". 4.2.3 Sometimes vermin don't like a special plant: try to find out which one and use it in your garden so you can avoid using pesticides and insecticides.	High High Medium
4.3	Conserve water	4.3.1 Do not use drinking water for watering plants, instead use a water butt system (collect rainwater).	High
4.4	Save money while reducing CO2 emissions: grow your own food.	4.4.1 Plant your own vegetable and fruit garden and do not use any fertilisers or insecticides.	Medium
4.5	Do not buy any leather or fur of endangered animals.	4.5.1 Buy organic clothes and try not to use chemically treated materials.	Medium
4.6	Be sensible when washing clothes and don't waste water.	4.6.1 Most washing agents contain chemicals which are bad for animals, especially fish. Try not to use them. Also, reduce the temperature of your wash to 40°.	High
4.7	Community Convince your local council and community to plant more trees and create more parks or clean up a (nature) park	4.7.1 Organise a group of voluntary helpers which are willing to plant trees; motivate friends and family to help you and get local media attention. Perhaps collect a petition for a park. 4.7.2 Organise a group to walk in a (nature) park and while enjoying the walk clean up the litter you find.	High High
4.8	Support Charities	4.8.1 Find out ways to support charity, such as giving time or money, i.e. give donations tax free	High



Theme: 5. Government / Political

We assessed the title of “government and politics” in two ways. Firstly we thought about what we would like the government to do at a local, national and European level and secondly we thought about how we could influence governments as young European citizens.

Area:	What we would like Ruling Bodies to do:	Priority:
5.1 Education	5.1.1 All subjects of national curriculums should contain ideas concerning global warming	High
	5.1.2 National and local governments should run campaigns promoting local products, public transport and home-grown food	Medium
5.2 Taxes	5.2.1 National governments should create a tax on short-distance flights	Medium
	5.2.2 Green appliances should not be taxed	Medium
	5.2.3 Electricity companies should be taxed according to how eco-friendly the energy is that they produce	Low
5.3 Laws	5.3.1 All non-residents should have to pay a charge to enter city centres by car	Medium
	5.3.2 National governments should prohibit the building of new power stations that produce greenhouse gases and force every petrol station to supply hydrogen on demand	Low
5.4 Investment	5.4.1 National governments should invest more heavily in public transport in order to provide more convenient and cheaper services	High
	5.4.2 Local governments should create more cycle lanes	Medium
	5.4.3 Local governments should create facilities for the use of bicycles instead of buses in the traditional concept of "park and ride"	Medium
	5.4.4 National governments should invest more money into the research of industrial and competitive green energy production and into the research of nuclear fusion	Medium
5.5 Grants	5.5.1 Start-up grants should be available for companies with plans to make new materials and products which would replace existing materials and products which emit greenhouse gases in their production	Medium
	5.5.2 More money should be made available for individuals to buy greener appliances and equipment for the production of renewable energy	Low

5.6 How can we, as young Europeans, influence them?	Priority:
5.6.1 Vote for green candidates in elections	High
5.6.2 Write to your Member of Parliament or to member of the local government	High
5.6.3 Speak to your headmaster or town council	High
5.6.4 Write articles to local newspapers	High
5.6.5 Campaigns for local politics	Medium
5.6.6 "Green strikes" - e.g. don't use the electricity or car for one day to get support and media attention	Medium
5.6.7 Make petitions	
5.6.8 Make leaflets to inform local people about green issues	Medium
5.6.9 Run as a politician yourself	Medium
	Low



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Theme: 6. Home / Energy Consumption and Saving

We have looked at how to cut the costs of our household's energy consumption and bills.

Ref.	What to do:	How to implement it:	Priority:
6.1	Cut your cooling costs in Summer	6.1.1 Draw your curtains during the hottest part of the day 6.1.2 Plant trees around your house to filter sunlight	High Medium
6.2	Cut your heating costs in Winter	6.2.1 Set your thermostat as low as possible 6.2.2 Draw the curtains at night 6.2.3 Install double glazing 6.2.4 Replace your old boiler with a new one 6.2.5 Insulate your water tank 6.2.6 Wear warmer clothes 6.2.7 Consider a wood burning or biomass stove 6.2.8 Install cavity wall insulation 6.2.9 Build passive houses 6.2.10 Install loft insulation	High High Medium Medium Medium Medium Low Low Low Low
6.3	Reduce the cost of your electricity bills	6.3.1 Use only as much lighting as you need 6.3.2 Switch off electric appliances that are not in use 6.3.3 Use energy-saving light bulbs 6.3.4 After charging a phone battery, disconnect the charger 6.3.5 Set sleep time for your PC for short periods of non-use 6.3.6 Consider a Solar boiler 6.3.7 Use LCD televisions and screen, as they have a lower energy consumption 6.3.8 Use LED lights 6.3.9 Use Motion Sensors 6.3.10 Buy A+ or A++ Class electric machines 6.3.11 Do not place your fridge and oven next to each other 6.3.12 Install solar panels	High High High High High Medium Medium Medium Medium Medium Medium Low
6.4	Save energy in other ways	6.4.1 Go for a big shop once a month 6.4.2 Fill the washing machine when you wash your clothes 6.4.3 Do not Use NiCad batteries 6.4.4 Buy a smaller house, as they use less energy 6.4.5 Use economical programmes on electrical appliances	High High Medium Low Low



Theme: 7. Eco-Schools

The Eco-Schools programme involves seven steps and nine topic areas that any school can adopt. Based on the elements of an environmental management programme, the process involves a wide range of people, but it is pupils who must play the most important role. Although Eco-Schools may be awarded a Green Flag after a period, the process is on-going and schools must continue to work towards their objectives and re-apply for the award in the future. This programme is attempting to make schools, internationally, more eco-friendly.

However, the school does not have to be an official, registered eco-school in order to focus on any of the nine topics, but can be eco-friendly anyway.

Ref.	What to do	How to implement it	Priority
7.1	Find out about eco-schools and how your school can become one	7.1.1 You can either look at the website: www.eco-schools.org.uk or type "eco schools" into a search engine if this does not work.	High
		7.1.2 As well as this you can contact an already existing eco-school directly (this is possible through the website).	High
7.2	Conserve water and promote the drinking of tap water	7.2.1 Students and staff of all ages must be educated on the importance of water and its conservation.	High
		7.2.2 In Zvolen, Slovakia, one of the schools runs a campaign called "Vodovoda" (tap water) which encourages the drinking of tap water, rather than bottled, as well as the conservation of water.	Medium
7.3	Introduce and sustain biodiversity	7.3.1 Students should learn that conserving the environment and managing eco-systems is good for the world.	High
		7.3.2 Students and staff should be encouraged to grow at least some of their own food (using home-made compost!).	Medium
		7.3.3 Another idea is to have a "wild" garden or pond to encourage wildlife.	Medium
7.4	Use and promote renewable energy	7.4.1 As well as this, it is advisable to use energy-saving light bulbs and switch off unneeded lights (as well as other electrical appliances).	High
		7.4.2 It is important that students understand the importance of saving energy.	High
		7.4.3 Individual schools may want to hold a "No Electricity Day" where the school day is conducted as usual, though without the use of electricity.	High
		7.4.4 Schools should try to change the way they produce energy to a renewable source e.g. solar panels.	Medium
7.5	Look at being an eco-friendly school on a global perspective	7.5.1 This enables pupils to make links with other eco-schools locally, and around the world. They can share ideas or take the opportunity to meet people of different nationalities.	High

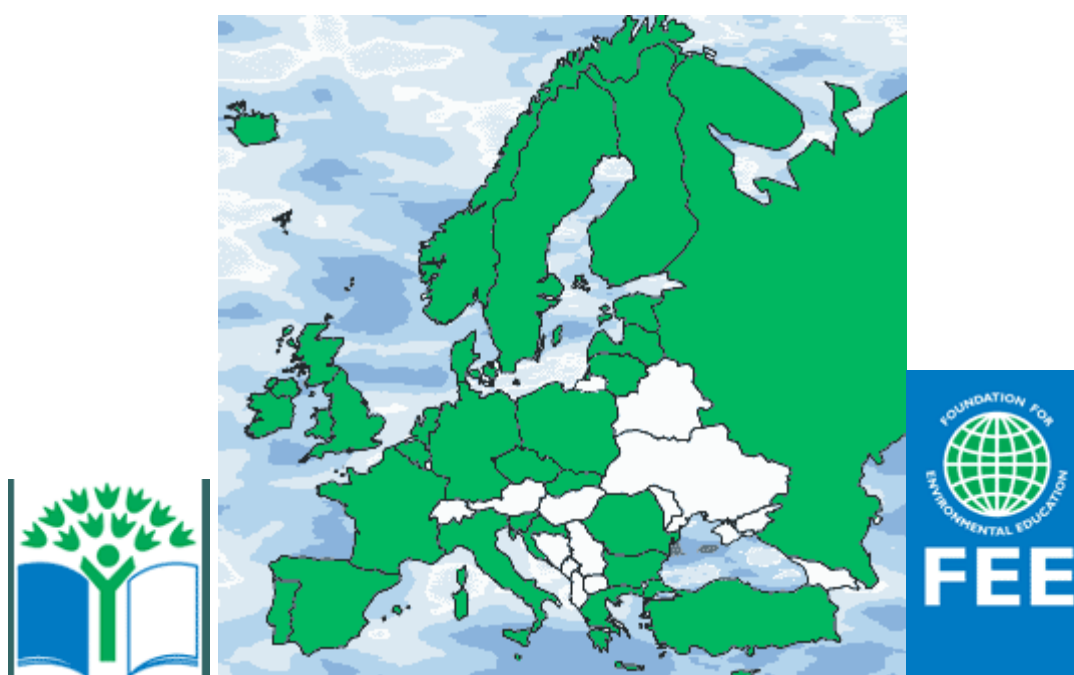


		<p>7.5.2 Being environmentally friendly does not have to be contained in the school, but can be spread throughout the local community by writing a newspaper article or appearing on a local radio station.</p> <p>7.5.3 Here there is also an opportunity to make being eco-friendly fun, as the global links can be the source of worldwide friendships.</p>	<p>High</p> <p>High</p>
7.6	Promote healthy living and its links to reducing the impacts of global warming	<p>7.6.1 Walking or cycling is much healthier and better for the environment than driving, therefore schools can hold a "No Car/Motorcycle Day" to encourage people to walk or cycle.</p> <p>7.6.2 Another idea is to hold a sports day outside, which means that electricity will not be used all day.</p> <p>7.6.3 Eating less meat or being vegetarian is better for the environment and should be encouraged in schools, as well as eating locally produced organic foods. This could happen in the school canteen.</p>	<p>High</p> <p>High</p> <p>Medium</p>
7.7	Reduce litter	<p>7.7.1 Schools should buy food, stationary, etc in bulk to reduce packaging and waste.</p> <p>7.7.2 In one school the headmaster picks up litter at break times and asks students to help him; this is an effective scheme.</p> <p>7.7.3 They should provide recycling bins in the school grounds, as well as perhaps assigning "litter monitors".</p>	<p>High</p> <p>High</p> <p>Medium</p>
7.8	Make the school grounds and buildings more eco-friendly	<p>7.8.1 The school building should be assessed as to how energy efficient it is, and if it is not, perhaps provide insulation or double-glazing.</p> <p>7.8.2 Schools should have at least a small garden or bushes to encourage wildlife.</p> <p>7.8.3 Do not use an automatic lawnmower, but try to find an alternative, such as sheep! or a manual lawnmower.</p>	<p>High</p> <p>Medium</p> <p>Low</p>
7.9	Use eco-friendly transport	<p>7.9.1 Students and staff should be encouraged to walk, use public transport or cycle to school, rather than travelling by car.</p> <p>7.9.2 Parent co-operation is needed for this, as well as perhaps teacher supervision for younger students walking to school along busy roads.</p> <p>7.9.3 For those who live too far away to walk or cycle, car-sharing should be encouraged and there should be some kind of database where you can find out who lives near you and is willing to car-share.</p> <p>7.9.4 Local Councils should also try and make school transport, eg buses, cheaper for students.</p> <p>7.9.5 For school trips abroad, you should travel by bus or train, rather than plane, where possible.</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>Medium</p>
7.10	Reduce and recycle	7.10.1 Waste should be reduced by not using	High



	waste	<p>certain unnecessary products, such as disposable plastic cups in the canteen, when there is a more sustainable alternative.</p> <p>7.10.2 Another idea to encourage the recycling of plastic bottles is to charge slightly more for the purchase of them, but if the customer returns the bottle for recycling, they are given some money back.</p> <p>7.10.3 The remaining waste should be recycled, and bins should be provided for this purpose around school.</p> <p>7.10.4 The local councils should provide funding for the schools to be able to do this.</p> <p>7.10.5 Bin bags should be made from thick paper or bio-degradable plastic where possible.</p> <p>7.10.6 Food waste should be placed on a compost heap in the grounds and used for fertiliser if desired.</p>	<p>High</p> <p>High</p> <p>High</p> <p>Medium</p> <p>Medium</p>
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See <http://www.eco-schools.org>



Map shows in green all countries in Europe with Eco-Schools



Theme: 8. Education

We looked at how you can educate people about global warming and how it can be prevented and mitigated.

Ref.	What to do:	How to implement it:	Priority
8.1	Projects in school	8.1.1 Show films that raise awareness of Global Warming and its impacts; also ways in which the effects can be reduced e.g. Al Gore's an Inconvenient Truth	High
		8.1.2 Teachers or students should give talks about recycling, using other means of transport like bikes or buses, and other ways of reducing carbon emissions	High
		8.1.3 Teachers should organise "eco-trips", such as going to a local wetland	Medium
		8.1.4 Older students could educate younger students about Global Warming through plays	Medium
		8.1.5 Students interested in technology could make virtual quizzes to test and educate other students on Global Warming	Medium
		8.1.6 Schools should provide bicycle sheds, so that students can cycle to school instead of driving	Medium
		8.1.7 There should be competitions, etc, to encourage students to recycle	Medium
8.2	Organising events e.g. "Global Warming Day"	8.2.1 Hold competitions organised by local authorities	Medium
		8.2.2 Organise different kind of activities such as collecting litter in your local community	Medium
		8.2.3 Hold lectures about Global Warming and organise meetings with local politicians	Low
8.3	Promote all the possible prevention methods for reducing the impact of Global Warming to the local media and politicians	8.3.1 Write to local newspapers 8.3.2 Print leaflets 8.3.3 Billboard advertisements 8.3.4 TV commercials 8.3.5 TV programmes about G.W. with celebrity endorsement Eco-songs sung by famous artists	High High Medium Low Low
8.4	Educate teachers	8.4.1 Courses on GW awareness should be run for all teachers (new and old)	Medium
		8.4.2 Educate university students	Medium
		8.4.3 Bigger salary for teachers who teach about global warming	Low



Theme: 12. Consumption / Shopping / Packaging

We looked at how you can reduce the environmental impact of purchasing goods by shopping selectively, and minimising the environmental impact and energy usage in the shopping process.

This theme was not fully developed due to time constraints.

Ref.	What to do:	How to implement it:	Priority:
12.1	Make your shopping more eco-friendly	12.1.1 Buy in bulk so as to reduce packaging 12.1.2 Reduce (or remove entirely) the amount of meat bought 12.1.3 Buy seasonal products 12.1.4 Choose locally produced products 12.1.5 Choose organic food	High High High Medium Medium
12.2	Choose eco-friendly bags and packaging	12.2.1 Re-use carrier bags, or use paper or material bags instead 12.2.2 Choose products with less packaging 12.2.3 Buy products in paper/glass containers (or no packaging!) instead of plastic as paper or glass are easier to recycle	High Medium Low
12.3	Make your journey to and from the shops more eco-friendly	12.3.1 Walk or cycle to the shops where possible 12.3.2 Only use the car when you have to transport something big e.g. a TV or sofa. If possible, use a courier who is able to deliver to your house as they make a lot of deliveries, hence this method is more eco-friendly 12.3.3 Do one big shop a month, rather than lots of little shops, also do not go out specially to shop, but do it on the way back from somewhere 12.3.4 For longer journeys try to use public transport rather than the car	High High High Medium
12.4	Be sensible	12.4.1 If something is broken, try to fix it instead of buying a new item 12.4.2 Do not buy food that will not be eaten	High High

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FOLLOW-UP ACTIVITY PLANS

This plan has been created by the Youth delegates for them to implement, and for Douzelage organisations in partner towns to adopt and implement, as part of the plan to reduce the impact of Global Warming.

This includes a plan of what to communicate, and to which audience, in their Douzelage Town.

Bad Kötzting, Germany

How to spread our knowledge and ideas concerning Global Warming:

- Suggest to our headmaster about turning our school into an “Eco-school”
- Publish information on our school website about the meeting in Oxelösund and the results of our discussion
- Take care of our school garden which has been neglected in the last year
- Provide better waste separation in our class rooms
- Spread the Global Warming message by internet, using networking sites, such as: Studi.Vz, Schueler.Vz, Facebook, lokalisten etc
- Publish a newspaper article in the local paper about our visit in Oxelösund and ways to reduce Greenhouse Gas emissions
- Organise car-sharing in school
- Organise a music concert – entry money would be used for environmental projects
- Campaign for the use of renewable energy in our school
- “Ramma-Damma” → collecting rubbish
- Information evening for pupils and parents, informing them on Global Warming and how to prevent and mitigate its impacts

Chojna, Poland

We will:

- Publish a series of articles in our local newspaper about Global Warming (GW), its consequences and ways of preventing and mitigating its impacts
- Our drama club could prepare a performance about GW and show it in kindergarten and primary schools
- School students could arrange a campaign to plant trees around the town
- Talk to shop owners and persuade them to stop giving free plastic bags
- Ask teachers of subjects other than biology to arrange classes with GW as a main topic
- Print leaflets about saving energy in everyday life and deliver them to people
- Organise GW day in our school (talks, competition, quizzes etc.)
- Use paper bags in our school shop instead of plastic ones
- Talk to our head teacher about how to reduce the energy wasted in school
- Suggest installing energy-saving light bulbs in the school building
- Ask the mayor for street lights to be turned on at a later time and switched off earlier
- Make posters about GW and put them all around the town



- Go on school trips by train and not by coach
- Give a talk to our parents about GW at a general parents' meeting

Granville, France

Our Actions in our town:

As a result of this trip we realise that we must act against Global Warming. After the presentations we now know what we must do.

When we return home, we will:

- Use water butts for toilets and watering the plants
- Have different dustbins for recycling
- Use vegetable gardens more if possible
- Install an ecological system of electricity for new building (e.g. a hot air exchange system)
- Install a solar-powered water heater in our homes if possible
- Buy local products and fruits in season
- Take a basket rather than plastic bags
- Go shopping near to our home
- We will hold a meeting with the mayor to propose our different suggestions to fight Global Warming in our town
- Make more bicycle lanes
- Create a pedestrian zone in the old city
- Regulate the amount of cars on market day in town
- Improve the public transport network
- Reduce the cost of public transport
- Establish a system of car-sharing (e.g. website)
- Create a network of renting bikes in Granville
- Use energy-saving light bulbs
- Create more parks
- Recycle and provide recycling bins
- Develop public vegetable gardens
- Use recycled paper or scrap paper
- Develop a system of recycling being picked up from home
- Promote composting in homes
- Install more bins
- Introduce taxes depending on the amount of waste produced
- Promote ecological movies in the cinema
- Make people aware of the importance of protecting the environment
- Favour the building of wind turbines in the area

Houffalize, Belgium

We will:

- Write an article for the local newspaper about the Oxelösund conference
- Write an article for the municipality newspaper about the Oxelösund conference



- Give advice to parents, friends, relatives, organisations on the reduction of the Global Warming impact
- Personally adopt the advice given
- Recycle as much as possible
- Conduct a local radio interview if possible

Judenburg, Austria

- As our school is going to be renovated, we want to install solar panels and use rain water for the toilets
- We are going to design posters with useful energy-saving advice in “Music and Arts” and “Science and Nature”
- As we have waste separation, which does not work, we want to introduce “Waste Monitors” who will make sure waste is separated
- The school will inform parents to give their children seasonal fruit to eat
- We will organise information evening, with an external speaker, where we will present the work we have done in Oxelösund
- We will organise a Global Warming information event in cooperation with the school and the local council at the farmer’s market

Karkkila, Finland

We will:

- Organize an assembly in September 2008 in which we will summarize the contents of the conference and give the audience some very useful examples of how to act in an environmentally-friendly way. Also we will urge people at our school to seek information themselves on green issues, e.g. on the internet and try to make them take Global Warming seriously
- Show the Al Gore film to all the pupils
- Include all the information we have received here and some of the ways in which we have been working in a Biology/geography project
- Set an example

Köszeg, Hungary

We will:

- Make a presentation in our school about this project as it is important to be aware of the problem of Global Warming
- Write an article in the local/regional newspaper
- Show Al Gore’s film to our classmates
- Tell our classmates what we have achieved here as friends, not teachers
- Personally try to save electricity and water
- Switch off the lights if they are not being used
- Do just one big shop once a month
- Write a shopping list before going to the supermarket so only the necessary things are bought



- Go to school by bicycle or on foot
- Not change our electrical items very often in order to reduce waste
- Use a roll deodorant rather than a spray
- Buy products in bulk, and those with less packaging
- Use baskets or cotton bags instead of plastic ones
- Try to conserve heat by not opening windows in the winter when the heating is on
- Try not to use lots of electrical items at the same time

Meerssen, The Netherlands

- We are going to introduce the idea of “Eco-schools” into our school, and perhaps convince them to join the scheme or at least learn from it and change a few things in our school
- We are all going to change our personal lifestyle in ways we think are best, in order to save as much energy as possible in our homes
- We are going to develop a plan for electronic devices in our school to save energy
- We are going to complain about the central heating in our school: often it is much too high and people have to open the windows; energy is therefore wasted
- We are going to fight the litter problem in our school by recycling as much of it as possible. We are going to think of a way to reward people who fill rubbish bins. We are also going to ask the cleaners not to clean the school for one week, as a test to see how the students react, and to see if this will make them adjust their behaviour
- In order to counteract the problem of pupils throwing away their food, we will organise for the parents to be informed of this, and encouraged to take action to stop it
- We are going to introduce the idea of installing CFLs in the whole school. This will save a great deal of energy
- We are going to talk to our community; we have already got an invitation. Perhaps we can inform the members of the community of the dangers of Global Warming and what they can do about it. For example: folders and stickers with: “Out of your room? Lights out and door closed!”
- To make people more aware of the problem, we could start an information website on Hyves.

Oxelösund, Sweden

We will:

- Change our own lifestyles by recycling more, taking steps to save energy, be more eco-friendly consumers and either walk or cycle as Oxelösund is a small town
- Convince friends, family, classmates and teachers to be more eco-friendly
- Try to influence the school council to organise earth-friendly projects, such as showing films like Al Gore’s *An Inconvenient Truth*, becoming an “Eco-school” or recycling more



- Inform the local area about what we have learned during this project by showing them the presentations and giving them this “White Paper”

Sherborne, UK

Actions to be taken on return to Sherborne:

- Write a personal profile feature for the Western Gazette newspaper (our local paper) -100 words each
- Present the conference to the Sherborne Douzelage AGM -10/15 minute speech (Luka and Oly)
- Possible co-operation and presentation with ‘Sherborne Area Partnership Environment Group’ – to be contacted through Nigel Engert
- People/organizations to write carefully considered letters to: Oliver Letwin (MP), Gordon Brown (PM), Ed Miliband (Environment Secretary), David Cameron (probable future PM) and National Youth Parliament
- Check if old computers from our schools are sent to third world countries or if more eco-friendly software can be invested in
- Our schools should have energy-efficient light bulbs in all rooms
- Luka wants to chase up Dorset County Council so that they will provide funding for recycling in schools again
- Light sensors should be installed in all rooms at school which are infrequently used
- Sherborne School should create a school council to allow students’ views to be expressed, and the topic of Global Warming to be discussed and addressed
- Posters should be displayed in both schools’ canteens to tell people to only take the food that they will eat
- Investigate and stimulate composting at Sherborne School and The Gryphon School
- We will each assess how eco-friendly we are in our own lifestyle, and make the relevant changes in order to be more so

Sušice, Czech Republic

- Suggest that our school builds a bicycle shelter, to be completed at approximately springtime 2009
- We will compare the usual usage (in Kwh) of electricity in our homes with the usage after applying all electricity saving suggestions from this conference (stand-by modes, energy-saving bulbs, not having lights on in empty rooms), within 2 month from returning home, and make the appropriate changes to make our homes more energy-efficient
- We will translate the report from Oxelösund conference into Czech and we will publish it on our school website, measuring the number of visits to the web page. We will also write an article for our local newspaper with some suggestions which could help people reduce their production of Greenhouse Gases. These actions will be taken in August/ September 2008



- We will promote the “Eco-schools” project in our region and we will try to register our school in this project. We hope that the project will run throughout the Czech Republic next year
- And we also won’t wash our socks alone!

Türi, Estonia

We will:

- Show a presentation about eco-friendly living, as well as displaying posters with advice about what people can do to prevent Global Warming
- Tell schools about the “Eco-schools” project and make changes in our school to become an “Eco-school”, in order to set an example to others
- Make people aware of the problem by telling them about Global Warming and the youth conference we were part of (e.g. via local newspapers)
- Create a webpage about Global Warming (causes and effects, things that people can change in their daily life)
- Promote the idea of outdoor "classrooms"
- Promote the tradition to plant a tree when students graduate high school
- Promote environmental projects and campaigns among young people, for example: a scrap paper recycling campaign, "Teeme ära" a project for cleaning our country of litter
- Improve our habits: we will use less electricity, check our houses for heating efficiency and save water whenever possible
- Buy locally produced food products, as opposed to imported foods, where possible

Zvolen, Slovakia

We will:

- Ask the headmaster at our school to provide bicycle sheds from September (the beginning of the school year)
- Prepare and organized campaign for saving water
- Prepare a broadcast for the local radio station on the importance of conserving water and electricity
- Organize recycling at our school In cooperation with the green team
- Ask students to bring plants to school, for classrooms and corridors
- Organise a “No Electricity” day at school
- Hand out leaflets in the streets to promote the use of re-usable material bags, rather than plastic carrier bags
- Make posters promoting buying in bulk and buying products with less packaging



DELIVERABLES:

The following specific projects and deliverables were either worked ahead of the conference or at the conference, or proposed for consideration by Douzelage partner towns and the EU:

Hydro Electric Power – Judenburg

“Eco Women” – Granville

“Vodovoda” – Zvolen

“Environmental Cookbook” (Time Tablet) – the Environmental Protection Work Group

The detailed write ups are included in Appendix 3.

Appendix 1. Country Presentations

Each Town presented its findings and results of pre-studies to the conference. These presentations are located on the following Website:

www.globalwarming.gymsusice.cz

The web site also includes a lot of photographs of the events in action.



Appendix 2. Country Participants



GLOBAL WARMING 1-8 AUGUST 2008

PARTICIPANTS

	Female	Male
Bad Kötzting Leader	Verena Stauber Erika Weinberger Lena Beil Christina Mühlbauer	Andreas Schlattl
Granville Leader	Pauline Fave Marion Oretiaux Mylene Lefevre Lucie Dubois	Matthieu Fontaine
Judenburg Leader	Franca Exner-Zangrando Andrea Haid Eva Maria Schöttl	Lukas Oppeneiger Florian Uhl
Köszeg Leader	Ági Melhardt Kitti Mércz	Péter Rege Soma Keszei Bálint Koczor
Sherborne Leader 1 Leader 2	Val Waterfall Anna Fry Luka Babiý	Kevin Waterfall Alex Ronaldson Chris Campbell Oliver Longland
Turi Leader	Maria Wagner Éret Püvi	Sulo Särkinen Tanel Eensoo Reino Mänd
Oxelösund	Frida Johansson Linda Perkiö Christine Godeau Matilda Eriksson Beatrice Andersson	Mats Ericsson Fredrik Sköld Stefan Forslin Pierre Eriksson

	Female	Male
Chojna Leader	Gabriela Kafar Karolina Lidzka Aleksandra Stelmach	Mateusz Czesul Rafal Zgoda
Houffalize Leader	Marie Neu	Luc Nollomont Olivier Dardenne Arnaud Guillaume Gaëtan Martini
Karkkila Leader	Eeva-Kaisa Nikkilä Maria Mäkelä Tiia Rnskoï Virpi Väkeväinen	Jmi Leivo
Meerssen Leader	Carolien Houbiers	Bert van Doorn Hugo van Doorn Sven van Mourik Basil Lange
Susice Leader	Kristina Volná Olga Králíková Tereza Smková	Jan Paták Tomás Kratochvíl
Zvolen Leader	Lucia Hrablayova Natalia Drozdova Marta Hlavacova	Pastislav Kovac Martin Kanuscak





Appendix 3. Projects

Project 1: VODOVODA - Zvolen



Introduction:

- All chemical reactions happen in a water environment
- Water contains minerals, trace elements and other important elements
- Water affects metabolism
- Organisms very sensitive to the absence of water
- Water is necessary for life
- Tap water is the best liquid for people to drink

Aims of the project:

- Drink healthy tap water for a public water duct, rather than bottled water or any other drink
- The promotion of tap water and a healthy lifestyle
- To build a positive attitude in children and youth towards water as an important part of environment
- To reduce bottle waste and promote the environmental education of children and youth

Implementation:

- Visit the Sewage Water Station – a modern technology of cleaning water using bacteria
- Prepare a programme for the school radio station
- Make eye-catching displays about the importance of tap water, and put them in school corridors
- Make and hand out leaflets in the streets
- Serve tap water in jugs in the school canteen
- Hold a competition for the class with the most beautiful VODOVODA topic display



- Promote the drinking of tap water over fizzy drinks
- Execute surveys on tap water in the town





Project 2: Hydropower Plants – Judenburg

Are Hydropower Plants a sustainable way of producing energy?

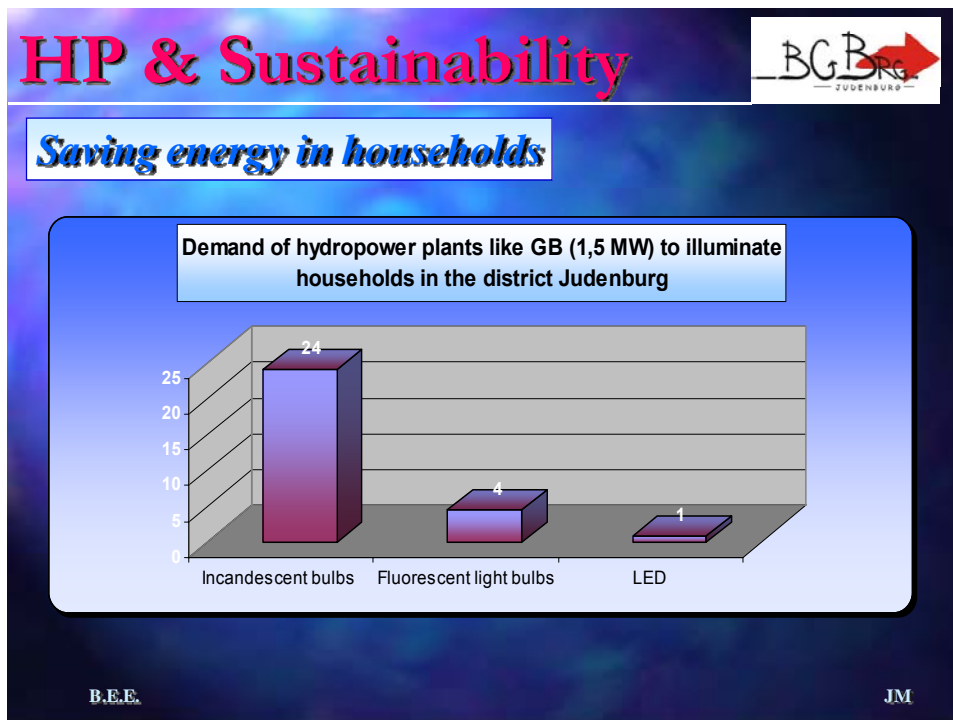


In our ecological analysis at the mountain river Granitzenbach we noticed the following ecological impacts caused by Hydropower Plants:

A diversion channels the main part of the river through a penstock and causes a great lack of water in the residual zone; therefore, biotic and abiotic factors have changed:

The decrease of flow velocity and the increased sedimentation of fine organic materials cause more oxygen consumption in terms of decomposing processes in residual areas. Rheophile species like stones and mayflies are especially threatened; they are displaced by non-rheophile species like trichoptera. The interstitial water and the biotopes of small fry in the riverbed are threatened by the increase of sedimentation.

It is time to think about sustainable strategies to save energy, so that it is not necessary to build new hydropower plants to meet our energy needs. Within our calculations we compared various ways of lighting rooms in our houses. On one hand we took incandescent bulbs, and on the other hand fluorescent bulbs and L.E.Ds (Light Emitting Diodes) as energy saving measures.

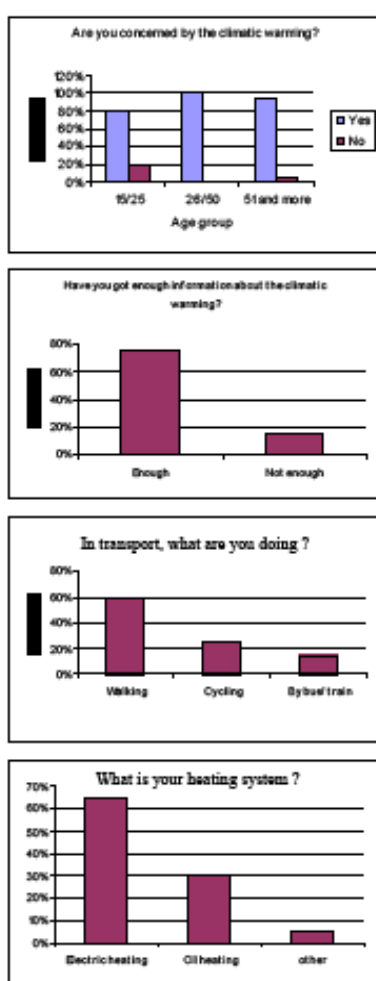


This diagram shows the demand of Hydropower Plants like that of Granitzenbach with a capacity of 1.5 MW. To light 20 000 households with incandescent bulbs in the district Judenburg we need about 24 hydropower plants like that of Granitzenbach, by the use of fluorescent bulbs, only 4. So you can recognise the high potential of saving energy by the use of alternative methods. Therefore it is not necessary for more Hydropower Plants to be built. Finally we want to mention, that it is our duty, to save the beauty and diversity of our environment for future generations. The best power plants, in terms of sustainability, are the ones that don't have to be built.



Project 3: Eco Women - Granville

From the beginning, we wanted to include the population of Granville in our project. We released a survey in order to learn how much people knew about Global Warming, and whether or not they were eco-friendly already. The results of our survey showed us that over 80% of the population are concerned about Global Warming and feel they have information about it. As well as this, 60% of the population walk where possible, and just over 20% cycles. However, 65% of the population have electric heating, and 30% have oil heating. These results are illustrated by the graphs below. In order to make the project more attractive, we transformed ourselves into “Eco Women”.



The wishes of the people of Granville:

- Make public transport cheaper
- Make more of the streets in the town centre for pedestrians only
- Provide more bins in town
- Develop renewable energy sources



Project 4: Stay Active For Earth (SAFE) –

Environment Theme Team Project

This is a project to give people advice on what they can do for the environment, no matter how much time they have to spare. Whether it is helping to spread the message or causing specific activities happen to reduce the impacts of Global Warming. The poster below illustrates some of these ideas, but the project needs to be worked on further and other ideas need to be added and then implemented.

What can you do for the environment about Global Warming?

Do you want to help the animals to handle with Global Warming?
Do you want to have fun?

SO... HOW MUCH TIME DO YOU HAVE?

1 minute

- You can write an email to a friend about how important it is to save the environment from Global Warming

15 minutes

- You can clean the outside from some rubbish

1 hour

- You can plant at least one tree

1 day

- You can install a pond or a compostheap in your garden

1 year

- You can work for an environmental saving organisation

It's your turn to act!

Please join us in helping the environment!

STAY ACTIVE FOR EARTH





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