



JAC (Youth Ambassadors for Climate) - a climate dialogue with the youth in France

Question 3 - How do we get there?

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Ways in which the UN Climate Change process can help you achieve your vision and goals, and how your actions can help in expediting sustainable transitions to climate neutral societies [Maximum 300 words]

As an NGO that seeks to inform, empower the youth and raise awareness in the fields of climate change and environment in France, we try to make a link between teenagers and the UN Climate Change process. Our goal is to organize and lead conferences and workshops in high schools and universities. It is important for us to gather ideas, opinions and the vision of the youth about climate change, international negotiations, and French policies, and report them to delegation members in France.

Our NGO, JAC (which translates to Youth Ambassadors for Climate), is launching a series of presentations in middle schools, high schools and universities around the theme « Your vision of France in 2030 ». Each presentation is different depending on the school level and curriculum (engineering, political sciences, arts), but also our interactions with the rooms : we use the structure of the Talanoa dialogue (three questions) to interact and encourage the young people to participate.

That participation is the very reason we organise workshops : we aim at engaging young people around environmental questions. We want to make sure that teenagers know that climate action can start with them, and that they can, if they want to, start to act at their scale. We also want to show them that the environment is not a single field and that keeping environmental questions in mind in their professional future will be useful whatever they plan on doing. During our interventions, we try to provide young people with information they need in order to build reflection, but we also collect their opinions and worries, and help them imagine sustainable solutions of tomorrow. Engaging the youth is a crucial way to help expediting sustainable transitions to climate neutral societies, as young people will be actors of these societies.



Concrete solutions that have been realized while implementing your commitments, including lessons learnt from success stories and challenges, and case studies that are in line with the 1.5/2 degrees' goal and can support the Parties in achieving their NDC goals, enable higher ambition and inspire engagement of other non-state actors [Maximum 300 words]

We have already started to organize classes, workshops and conferences.

In high schools, we use the questions of the Talanoa dialogue as a structure : the question « Where are we ? » is an occasion to have a first interaction with students around their vision of climate change. We do a scientific introduction to the subject : consequences of anthropic activity on climate change, but also of climate change in France and around the world. We then mention the history of climate negotiations. To tackle the other questions (« Where do we want to go ? », « How do we get there ? »), we split students into small groups. The aim is, for the second question, to get them to try and explain mechanisms that cause the problem (keeping in mind that the format is limited to two to three hours, we do not try to be exhaustive but rather help the students in each group focus on a subject they find of interest). The very same groups then try and imagine solutions to these problems. We end the working groups with a presentation of a few existing solutions : we introduce policies in France and try to make a link with the global goal of the Paris agreement, and we also mention individual solutions.

In universities, there are usually more people, so we keep the conference format with a lot of interactions with the audience. Our presentation includes a scientific diagnostic, a history and description of the functioning of negotiations, a presentation of French policies and individual solutions.

We have found this format to give us a chance to interact a lot with students, even if the time constraint is a challenge. The students are usually interested and proactive in the discussions.



Collaboration models with other stakeholders and, in particular, between non-Party stakeholders, national governments and the UN Climate Change process that have been successful in helping you, or can help you, achieve your commitments [Maximum 300 words]

Our main goal is to be a link between the youth in France and the UN Climate Change process. This means that we have to be in contact both with the youth and the actors of the international negotiations.

To be in contact with teenagers and students, we use different channels. First, our NGO consists of a group of focal points from other Youth NGOs from France : the focal points and their networks are useful when it comes to spreading information and making sure that we get to the highest number of students possible. In order to get to teenagers in middle schools and high schools, we contact teachers who could be interested in an intervention (they are usually science teachers, but we have also been in contact with english teachers for example). We try and keep contact with the students we talked to by regularly posting content on Facebook. We are also currently building our website.

We also have to reach out to actors of international negotiations. First, the French young delegates are a part of the NGO, and help us to get in contact with the French delegation. The rest of our board will be attending COP24 as observers, and share information with the other young attendants, but also with our followers, through interviews, photos or links of articles.

Finally, we will try to get in touch with other youth organizations from all over the world that have started similar actions, and namely those related to other national youth delegates, in order to share our experience and get theirs.



Opportunities to further scale up action and means to address barriers that can enable even further action by non-Party stakeholders based on the actions you have taken to implement your commitments. (“We’ve made progress and have made new commitments as described above. This is what I need from national governments, other non-Party stakeholders and the UN Climate Change process to take even further action...”) [Maximum 200 words for each item below]:

- *Policy levers*

The Youth NGOs have played an important part in the discussions for ACE (Action for Climate Empowerment). Our action falls directly within the implementation of ACE, as we are an example of young people working in order to improve the awareness raising, the access to information and the participation of the youth in France on topic related to climate change. In order to best improve information sharing and dialogue with students, our levers include:

- Cooperation with teachers: When talking in high schools about climate change, we try to complement the curriculum, so the teachers can refer to our interventions whenever a close subject is studied (that is especially true for science classes).
- Contacts: the French young delegates being a part of the NGO, we have a privileged access to all the members of the French delegation. We try to be “focal points” of the youth in France, so we can enable young people to have a closer link with the negotiations, and also share their views with some party stakeholders.



- *Collaboration/cooperation opportunities*

We plan on strengthening our links with other Youth Environmental NGOs through focal points, so we can share information more easily, and they can help us organize new events in the schools and universities that belong to their networks. We want to be able to reach students in every region of France, and we plan on travelling so that not just Paris is aimed, but recruiting members in different regions will be a solution in the future. An interesting opportunity would be to collaborate with a group of pupils in a long term project, so that the working groups are not a part of our first presentation but give the students the opportunity to get informed over a few months and then organize a restitution.

Another solution to stay in contact with the classes that we met could be to encourage the election of an eco-delegate (a student who could be in charge of projects at the scale of the school, such as composting, recycling, actions in waste management).

- *Lessons learned based on the experience and progress so far*

Our interventions have been very successful so far, with a lot of interested students and pupils. In high schools, where presence is mandatory for students, the risk was for them not to be very active, but the working groups have proven to be quite efficient in making the students participate. It has also shown that a lot of them are likely to be sensitive to environmental problems: usually, the scientific diagnostic was very striking for them, with a few key figures about climate migration, or sea-level rises.

The timing is still a challenge: in high schools, we usually have two-hours interventions, which is quite short as we want to communicate information but also leave time to students for reflexion, so we tend to be very concise on french policies and individual solutions. With a longer consecutive time period, we should be able to communicate the information but the students could find it difficult to focus for so long. Having a long-term project could help us override that problem.

As far as universities are concerned, we have been positively surprised with the amount of students who came wanting to incorporate their environmental values in their professional future.



- *Public and private financing models*

Our funding will be used mainly to help us travel in different regions of France when we plan our interventions. Indeed, students associations on sustainable development in universities usually have funding to help us come and make a presentation, but it is not the case for most teachers in high schools. Still, it is important for us not to be focused only on a few cities, but to target as much students and pupils as possible.

We have sought funding through different programs in France helping young NGOs and climate projects, and with our universities and former universities.

- *Impact on non-Party stakeholders if these actions by national level governments and the UN Climate Change process and other opportunities are implemented and how much further they could go*

Hopefully, our interventions will help improve communication between party stakeholders and non-party stakeholders involving young people, but also with young people that are part of the civil society and do not (yet!) have a particular role in any environmental process. Young people need to be involved early during their education, as they can be key actors of the environmental processes: they are usually keen on receiving information about climate change and being given a space to share ideas. Engaging the youth now is a way for young people to understand and help build the climate neutral societies they may be a part of.

Youth NGOs have been very involved in pushing for the adoption of ACE. We hope that our action, as an example of education of the youth by the youth, and a channel of information, will inspire other young people, and that these kind of initiatives will receive the support (in terms of funding but also when it comes to sharing information) of the states they are put in place in.