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# CLIMATE INTERVENTION: DEVELOPING A YOUTH GUIDE WITH AND FOR YOUNG PEOPLE

**Working with partners at Youth and Environment Europe, King's College London, the University of Antwerp, the Centro Federal de Educação Tecnológica Celso Suckow da Fonseca, the University of York delivered a non-formal intervention involving academics, NGO partners and young people from UK and international institutions. The intervention aimed to identify the questions and priorities of young people in relation to different responses to the climate crisis, including different methods of geoengineering.**

The purpose of this intervention was to understand youth perspectives on geoengineering (climate intervention) proposals by piloting a co-creative approach to research with young people (using the European Commission definition as those aged 15-29) living or studying in Europe. Young people with a mean age of 22, academics and NGO partners collaborated over a 4 day (2 x 2 weekends) online programme to think and learn together and write a youth guide and policy brief about geoengineering.

The motivation for the work was to support young people to contribute to debate on climate engineering. Youth voices are infrequently heard in research, yet they will experience more intense impacts of climate change. The project also wanted to build capacity for young people to

have climate conversations with other young people, stimulated by their youth guide.

Young people from diverse geographical and linguistic backgrounds engaged in a series of workshops focused on science, ethics, society and politics. The approach was to facilitate young people to research, share knowledge, examine ideas and discuss responses: facilitators with expertise in sciences, social sciences and humanities (although none working in climate engineering to mitigate against advocacy for some responses which might otherwise be a risk) introduced tasks and intervened with questions, and feedback. Tasks included researching specific geoengineering proposals, preparing presentations, discussing scenarios and writing and editing text for the guide.

## KEY HIGHLIGHTS

- **There is an urgent need** to include young people in climate policy conversations and decisions.
- **Online spaces have the potential** to include young people from diverse linguistic and geographical backgrounds in collaborative learning through dialogue, presentation, problem-solving and writing. This is facilitated by having small group sizes meeting on multiple occasions, contributing in different ways.

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**Youth have been at the forefront of climate justice movements but tend to be excluded from environmental policy-making discussions and decisions. International, interdisciplinary dialogue about responses to the climate crisis can be used to develop the capabilities of young people to engage in conversations on climate interventions and have their voices heard in policy conversations and decisions.**

Institutional support included financial support, hosting the policy brief and youth guide, and facilitating contact with policy experts for feedback on the guide.

The main outcomes were the development of capabilities of young people to participate in difficult conversations about climate interventions, to write collaboratively and communicate about the issue beyond the participants.

The guide, 'Geoengineering: A Climate of Uncertainty', is now available in English, Mandarin and Portuguese, and participants have shared the guide at an international summit on a safe climate.

## KEY FACTS ABOUT THE INSTITUTION

<b>Institution name</b>	University of York (lead) – see partners below
<b>Location</b>	York, UK
<b>Number of students (total for institution)</b>	ca. 20,000
<b>Number of staff (total for institution)</b>	ca. 3,800
<b>Campus type</b>	Campus based (outskirts of city centre)

## KEY FACTS ABOUT THE CASE STUDY

<b>University or department led:</b>	Department (and external)
<b>Number of staff engaged:</b>	9 (3 internal, 6 external)
<b>Number of students engaged:</b>	13, from a range of universities/countries (Albania, China, Czech Republic, Poland, Portugal, Netherlands and the United Kingdom plus two internal students involved as facilitators).
<b>Credit-bearing:</b>	No
<b>Mandatory or optional:</b>	Optional
<b>External partners:</b>	Elizabeth Rushton (King's College London), Eef Cornelissen (Odisee University College), Jelle de Schrijver (University of Antwerp), Tetiana Stadnyk (Youth and Environment Europe) and Fernanda Veneu (Centro Federal de Educação Tecnológica Celso Suckow da Fonseca)
<b>Engagement approach used:</b>	<p>–A series of 4 online workshops via Zoom held on Saturdays and –Sundays in May/June 2021.</p> <p>–Collaborative community of inquiry focused on researching and writing a collective youth guide and policy brief on geoengineering (climate intervention).</p>

**Project team:** Lynda Dunlop (University of York), Elizabeth Rushton (King's College London), Lucy Atkinson (University of York), Eef Cornelissen (Odisee University College), Jelle de Schrijver (University of Antwerp), Tetiana Stadnyk (Youth and Environment Europe), Maria Turkenburg-van Diepen (University of York) and Fernanda Veneu (Centro Federal de Educação Tecnológica Celso Suckow da Fonseca).

More info: [www.york.ac.uk/education/research/uyseg/research-projects/geoengineering/](http://www.york.ac.uk/education/research/uyseg/research-projects/geoengineering/)

## HOW TO CITE THIS PAPER

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