



Young Forum des 14, 15, 16 november 2017



AECP, its challenges, its actions

<http://alliance-education-citoyennete-planetaire.org/wp/fr/>
<https://www.facebook.com/AllianceECP/>.

Civil society is becoming a great force with the emergence of new models of ecological, participative and socially inclusive societies. Given the scale and complexity of the problems created by the current development model, the Alliance for Planetary Citizenship Education (AECP) was created, bringing together 14 teams from 15 countries on four continents. Its purpose is to address the education and training issues of future generations who will face new and unique biophysical, economic and political realities.

This alliance is led by the association Les Amis de Circée, created in 1992 and working for an education for planetary citizenship. It is made up of a collective of citizens, all volunteers and actors in their territories and internationally, and with very varied skills which makes its richness. In 2017 she became involved in local projects (Biovallée Transition Laboratory, Innovative Educational Territory in Drôme) and international projects (continuation of solidarity actions with a village in Madagascar, Youth Forum at the Cop 23 in Bonn). AECP and Les amis de circée collaborate in the perspective of a true human ecology and a renewed democracy. The obligation to think of a viable and livable future is an urgent challenge. It is also a question of democracy. The Alliance for Planetary Citizenship Education was formed in 2015, following COP 21, where the Paris Education Collective 2015, of which it was a member, was awarded by the Ministry of Education, for the first time in a UN conference, the organization of a Thematic Day on Education. This Collective presented a Manifesto for Planetary Citizenship Education "*To live together at 10 billion, let's change education*". AECP brings together people and leaders from many countries who wish to sustain and deploy the Manifesto and promote the presence of global citizenship education at COPs. Its members are convinced that the societies of the world will not be able to cope with global warming by political, legal, economic or technical measures if these are not accompanied at the same time by a radical overhaul of educational systems going beyond environmental and sustainable development education. . It is urgent to completely review the ways of thinking and acting and to recreate the links we have between ourselves and the ecosystems that make us live.

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AECP has formed a research group on the following issue "How to get young people to be key players in ecological, economic and societal transition? To make proposals to policy makers to transform education systems. Promote their achievement, abolish competition for the benefit of emulation, solidarity, cooperation, male-female complementarity in order to move towards a more inclusive and equitable society. To make them aware that we can live differently, that they have something decisive to bring to our societies, that the best way to make significant progress towards transition is through the involvement of multiple actors in the overhaul of the entire system.

The Alliance advocates a training in responsibility and complexity by "the concrete", which implies a rooting of educational programs in a context, a territory, leads to co-responsibility with local authorities, educational institutions, young people and other local actors (business, public services, associations, academics ...) in its design and implementation. From there, the AECP determined two obligatory passages:

- Put young people at the heart of the education system by sensitizing them to their territory and leading them to engage in concrete actions in this area, stimulate their innovation and draw on their creativity and determination to find innovative and applicable solutions to territory,
- Create think tanks to support them, made up of members of the school, representatives of associations, local authorities, social enterprises so that young people can learn about real life in society, confront their conceptions to those of other actors of the territory, apprehend the complexity of the territory.

If the school introduces learning, the territory allows its improvement, its illustration or its implementation in the framework of joint projects with local partners in and out of school time. Thirteen teams have successfully engaged in both North and South in schools with steps revealing the rise of a participatory democracy. At the COP 22 in Marrakech in 2016, the Alliance organized, with its Moroccan partners, a Side event where a country from the North, Quebec, and two countries of the South Chad and the Republic of Congo presented their projects in the framework of the AECP.

At COP 23 in Bonn, AECP will be present with a group of 60 people, young and adults, from 9 countries in the North and South (Germany, Morocco, Belgium, Ivory Coast, Republic of Congo, Italy, Chad , Quebec, France,) to organize a youth forum of the AECP so that together they become ambassadors of a global citizenship for more equity, solidarity, to build a world of peace, a better world and respectful of our planet. Their stay will take place in several phases:

- a restitution phase during which young people, "ambassadors" of their country, will present the projects they have carried out on their territory,

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- a phase of reflection where they will draft a text to be given to institutional representatives around the issue of Education / Climate Change / Planetary Citizenship and produce an artistic work illustrating this issue,
- an action phase where young people will collect data for a report on civil society and COP 23, animate round tables, present their text to institutional and their artistic achievement,
- a communication phase where they will elaborate their report on civil society and the COP 23 that everyone will carry so that, returning to his country, he can play the role of ambassador of the COP to his schoolmates,
- a development phase where, together, they will think about how to disseminate the report, how to make live the network of the EFCA and make it sustainable.

Encouraging respect for all, creating a sense of belonging to a common humanity and helping young people become responsible, active global citizens, planetary citizenship education is based on a lifelong learning perspective. It allows us to put the human in its dimension, to redefine our place in nature, to understand that human is part of life, that it is the conscious part, that it has the duty to protect it. To take this responsibility must be conceived as a wisdom, to change everything by changing oneself.

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