



Contracting authority: European Commission

Raising public awareness of development issues and promoting development education in European Union (DEAR Programme)

Annex A.1 – Grant application form - Concept note

Reference:

EuropeAid/173998/DH/ACT/Multi

Deadline for submission¹ of concept notes:

04/11/2022 at 16:00 (Brussels date and time)

(in order to convert to local time click [here](#)²)

[Number & title of lot]	Lot 5: Actions by Local Authorities
Title of the action:	Ecoality: Youth and Local Authorities together for climate and gender justice
Name of the lead applicant	Tuscany Region
Nationality of the lead applicant ³	Italy

Dossier No	
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¹ Online submission via PROSPECT is mandatory for this call for proposals (see section 2.2.2 of the guidelines). In PROSPECT all dates and times are expressed in Brussels time. Applicants should note that the IT support is open from Monday to Friday 08:30 to 18:30 Brussels time (except during European Commission public holidays in Belgium as published in the Official Journal).

² An example of a time converter tool available online: <http://www.timeanddate.com/worldclock/converter.html>

³ An organisation's statutes must show that it was established under the national law of the country concerned and that the head office is located in an eligible country. Any organisation established in a different country cannot be considered an eligible local organisation. See the footnotes to the guidelines for the call.

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⁴ Pursuant to Regulation (EU) 2018/1725 of the European Parliament and of the Council of 23 October 2018 on the protection of natural persons with regard to the processing of personal data by the Union institutions, bodies, offices and agencies and on the free movement of such data, and repealing Regulation (EC) No 45/2001 and Decision No 1247/2002/EC, OJ L 205 of 21.11.2018, p. 39.

⁵ This link will lead you to the "EuropeAid privacy statement" published in the Practical Guide General Annexes (see Annex A13).

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1 CONCEPT NOTE

1.1. Summary of the action

1.1.1. Fill in the table below:

Objectives of the action	<p><Overall objective(s) (i.e. Impact)></p> <p>Contribute to increase European citizens' awareness and sense of co-responsibility of individual and collective behaviour towards the interdependence and intersectionality of ecological crises</p> <p><Specific objective(s) (i.e. Outcome(s))></p> <p>More youth gain agency for global challenges and strengthen their cooperation with Local Authorities in conveying the urgency and shared responsibility of taking collective action to support climate and gender justice</p>
Target group(s)⁶	<p>Almost 50.000 youth, including students (aged 15-18) enrolled in formal education (at least 100 schools) and young people (aged 15-29), in non formal education settings such as volunteers' associations and youth associations (at least 75 associations) in 10 EU countries (Italy, Austria, Croatia, Finland, France, Greece, Hungary, Poland, Portugal and Romania); 2.700 teachers and school leadership staff working in the formal public school system in target countries;</p> <p>100 Local Authority and educational body officials and policy makers in target countries</p>
Final beneficiaries⁷	<p>Approx. 7.700.000 inhabitants of the target local communities reached through youth-led awareness and campaigning initiatives</p>
Expected outputs	<p>EO 1 Students and young volunteers have increased their awareness of the interdependence and intersectionality of the ecological crises at global and local levels, through a transformative learning process and better integration of Global Citizens Education (GCE) in school curricula.</p> <p>EO 2 Students, young volunteers together with their educational and local communities, have enhanced the critical thinking and understanding of global challenges using ecofeminist intersectional lens.</p> <p>EO 3 Youth are actively engaged and empowered to lead on the intersectionality of ecological crises at local and global levels promoting European values of equality and solidarity in their communities.</p>

⁶ **Target groups** are groups/entities who will directly benefit from the action at the action purpose level.

⁷ **Final beneficiaries** are those who will benefit from the action in the long term at the level of the society or sector at large.

**Main
activities**

Related to EO1:

A1.1 Development of a teachers' and educators' KUVAS - Knowledge, Understanding, Values, Attitudes and Skills pack related to the intersectionality of climate crisis

A1.2 Teachers and educators training on the interrelated issues of global challenges such as ecological crises, gender inequalities and constructive alternatives

A1.3 Learning programs in schools (formal education) and with youth in volunteer associations and youth associations (non-formal education)

A1.4 Local Authorities' networking workshops to exchange GCE experiences in order to share lessons learnt to better integrate GCE in their policies and initiatives

Related to EO2:

A2.1 Eco-polis (co-creation) Labs with students, young volunteers and Local Authorities and with the participation of ecofeminist activists to debate and co-create effective local actions that enhance climate and gender justice in target communities

A2.2 Youth Peer Learning Spaces between students and young volunteers to give value to community based awareness and activism that supports climate and gender justice.

A2.3 International workcamps in EU partner countries, leveraging existing partnerships between partner organizations and their counterparts in EU partner countries: Mozambique and Madagascar

Related to EO3:

A3.1 Community Action Camps with students, young volunteers and Local Authorities to implement initiatives developed through the Eco-polis Lab (e.g. environmental protection work camp, disaster prevention work camp)

A3.2 Support to youth-led initiatives (incl. Financial Support to Third Parties – FSTP - mechanism and tailored capacity strengthening of youth-led organizations)

A3.3 Awareness raising communication campaigns led by youth and adopted by partner LLAA for its dissemination

1.2. Description of the action

Background: We live in an era of growing inequalities, poverty and environmental disasters. Environmental and social problems are interrelated at a global scale and have political causes. Power imbalance causes and is generated by inequity and inequality. Acknowledging that this reality calls for multiple level, multi-party actions, a strong consortium of likeminded EU LLAA led by Tuscany Region (IT) with Normandy Region (FR), the Cities of Linz (AT), Zagreb (HR), Oulu (FI), Thessaloniki (EL),⁸ Bytom (PL), Loures (PT), the VII. district of Budapest - Erzsébetváros Municipality (HU) and the Municipality of Bucharest (RO),⁹ in cooperation with civil society organizations (CSOs) with a strong track record in Global Citizenship Education (GCE) and gender equality - developed the Ecoality project with the ultimate goal to support young generations to create fairer, feminist and more ecologically sustainable societies through a bottom up, localized approach. Ecoality involves a wide spectrum of countries across Europe, which are facing similar challenges and can learn from each other's experience in enhancing implementing Development Education (DE) and GCE in formal and informal education at local level. In fact, eight of the 10 Ecoality partner countries have a DE/GCE national and/or regional strategy, 9 are members of the Global Education Network Europe (GENE) and all adhere to Target 4.7 in the 2030 Agenda. All partners recognize the importance of both fostering global competences such as understanding complexity and critical thinking, and taking collective action for sustainable development by creating functional local and global partnerships able to reach out the most disengaged, unaware, members of the community. In addition, they agree addressing global inequalities with an intersectional ecofeminist lens, means amongst others, exploring relationships (power balance and imbalance) between people as well as between people and the planet, which help and hinder sustainable development. Despite the awareness raising impact generated by youth-driven movements advocating for climate and gender justice, such as the widely known Fridays for Future and Me Too, critical understanding of these issues often remains superficial and concrete actions limited. The partner LLAA believe that there is a clear need to take further efforts to coalesce and take collective action to implement a specific, context relevant change agenda. Within the frame of Lot 4 "Actions with a focus on formal and non-formal Development Education", Ecoality aims at pulling together different stakeholders from the educational (whole-school) community to understand and address the intersectionality of global inequalities and ecological crises and boost youths' active role as European and global citizens to transform values and behaviour.

Objectives of the action: The transition towards sustainable ways of living and inclusive societies requires engagement from critical stakeholders and all citizens, and youth are a driving force for change. Ecoality aims to increase youth' agency for global challenges and to strengthen their cooperation with LLAA in conveying the urgency and shared responsibility of taking collective action to support climate and gender justice (**Outcome**). In such a way, Ecoality contributes to increase European citizens' awareness and sense of co-responsibility of individual and collective behaviour towards the interdependence and intersectionality of ecological crises (**Impact**).

Key stakeholder groups, their attitudes towards the action and any consultations held: The main stakeholders are a) **EU Citizens**, especially **youth** (aged 15-29) and their **local communities** with particular attention to inclusion of youth in all their diversity. Youth will be involved through **formal (schools)** and **non-formal education (volunteer associations, youth movements)**. An effort will be made to bring together youth who are already aware of and advocating for global challenges such as climate change and gender equality with those far from this level of understanding and engagement. During the design phase, focus groups and surveys have been organized to steer the Action toward a meaningful youth's engagement; b) **EU local and regional authorities** committed/interested to integrate GCE in formal and non-formal education, that can share and learn from their European counterparts, whilst also strengthening their own capacity as active change agents on global challenges; c) **EU multipliers and changemakers**, especially from the **formal and non-formal education contexts** as well as **CSOs, decision makers, influencers, media** with specific attention to meaningfully inclusion of women and girls, as well as those less sensitive to and concerned about global challenges.

Intervention logic: Fostering people's agency as active and co-responsible citizens is the outcome of a progressive, non-linear, transformative process of **understanding, empowerment and action** which impacts individual and collective behaviours. This holistic process (understood as "Learn – Think – Act" by the Ecoality consortium) is rooted in the partners' experience and embodied in the Theory of Change: **IF** students and young volunteers increase their awareness of the interdependence and intersectionality of the ecological crises, through a transformative learning process and better integration of GCE in school curricula (EO1, *LEARN*), and **IF** they and the whole educational community enhance their critical thinking and understanding of global challenges with an ecofeminist intersectional lens (EO2, *THINK*), and **IF** they are actively engaged and empowered to lead on local and global issues and actions promoting equality and solidarity in their communities (EO3, *ACT*), **THEN** their agency for global issues will be increased together with their capacity to

⁸ Greece could not be added as an action location in PROSPECT, but it is included in the proposal

⁹ Out of them, the City of Zagreb (HR), City of Oulu (FI), Municipality of Thessaloniki (EL), City of Bytom (PL), and VII. district of Budapest (Erzsébetváros Municipality) (HU) are associates to the Action

cooperate with LLAA in conveying the urgency of taking action in global challenges and developing a sense of co-responsibility of individual and collective behaviour in local communities (**Outcome**). In such a way, Ecoality aims to contribute to increase European citizens' awareness of the interdependence and intersectionality of ecological crises (**Impact**). The key foreseen **risks** are 1) the impact of the war in Ukraine on food and energy markets, ecological crises and rising inequalities within Europe might divert citizens' attention on other priorities, felt as more compelling, that will be mitigated through tailored campaigning, linking the local and global dimensions and stimulating a reflection of existing interrelationships. 2) Political turnover in partner LLAA that has been mitigated by local/regional government bodies' approval to ensure partners' commitment throughout the whole Action lifespan. 3) Growing tendencies of conservative policies in several partner countries oppose gender issues being conveyed in formal education that will be mitigated in cooperation with teachers and school leaders already sensitive to gender equality.

Ecoality relies on the **assumption** that being LLAA the closest level of government to the citizen, brokering different actors including the educational communities and having direct responsibility for defining policies for local community's sustainable and inclusive development, LLAA have a role in localizing 2030 Agenda and have both capacities and mandate to influence formal and informal education in better integrating GCE, and to promote climate and gender justice in policies that have a direct impact on daily communities' lives.

Type of activities: Coherent with the LEARN-THINK-ACT approach, Ecoality activities are designed as follows: LEARNING (activities referring to EO1) Leveraging partner CSOs' expertise, the consortium will develop a teachers' and educators' **KUVAS- Knowledge, Understanding, Values, Attitudes and Skills pack** (A1.1) which will be updated each year. The KUVAS pack will be used and adapted by teachers and educators to foster youth's knowledge, understanding, values, attitudes and skills related to climate crisis using an ecofeminist intersectional lens. In each country, **teachers and educators will be trained and provided with KUVAS pack** to facilitate learning and cross curricular activities about the intersectionality of climate crises with gender equality and their interconnection at a global level (A1.2). The contents of the teachers' and educators' KUVAS pack and training will be adapted and shared through a multiplier effect approach in the **Learning programs** in schools and with youth in volunteer associations and informal groups (A1.3). Partner LLAA will share lessons learnt and experiences and provide peer-support to LLAA in countries that not have yet integrated GCE in formal school curricula through annual **LLAA networking workshops** (A 1.4). THINKING (activities referring to EO2), Partners with students and young volunteers will organize **Eco-Polis (co creation) Labs** (A2.1) that are safe debate spaces where ideas, sharing and confrontations among the stakeholders involved can be transformed into co-created and effective local initiatives focused on environmental protection, disaster prevention, etc. Moreover, teachers and educators trained in A1.2 will facilitate Youth Peer Learning Spaces (A2.2) which bring together students and young volunteers, giving value to local, community action and learning using non formal methodologies (such as cooperative learning and mentoring) to enhance better awareness, co-responsibility and activism. In both A2.1 and A2.2 ecofeminist activists from target and other countries will participate to inspire, connect, generate new knowledge and cooperation among participants' countries. Finally, leveraging the already existing partnerships between partner organizations and their counterparts in EU partner countries, the consortium will organize **international workcamps in Mozambique and Madagascar** (A2.3). Through a meaningful experience, youth will have the opportunity to meet their peers and jointly reflect on the interrelated and interconnected impact of ecological crises and gender inequality in their countries and to reflect upon the root causes of inequalities. ACTING (activities referring to EO3): In each partner country, **Community Action Camps** will gather students and young volunteers who will implement the local initiatives defined within A2.1 in collaboration with LLAA and local communities (A3.1). Through a **FSTP** mechanism, youth in volunteer associations and youth associations will be invited to define and implement **local initiatives** related to ecofeminism, ecological crisis, inequalities, in target countries and will be accompanied/facilitated by partners organizations who will provide tailored **capacity strengthening** activities (A3.2); finally, all youth participating in the Action will contribute to advocating for awareness and the urgent need to take action on global challenges related to climate and gender justice, through a youth-led **Awareness raising communication campaign** (A3.3). The campaign will be adopted by partner LLAA that will provide their contribution to its dissemination.

Cross-cutting issues: The following cross cutting themes underpin partners' collaboration, all coordination and implementing activities, as well as the MEAL framework: i) promotion of **human rights**, with a **child participation approach** to guarantee young people's safety and confidentiality, in line with partner organizations' safeguarding and child protection policies; ii) **gender sensitive methodology**, complemented by an intersectional lens which aims at critically analysing the interconnectedness of complex oppressions within global inequalities (such as gender, age, nationality, dis/ability etc); iii) **democratic, non-discriminatory and non-violent participatory** processes, respecting **all people** living in and beyond the EU.

Timeframe: Ecoality is developed over 3 years through three cycles. Each cycle includes the core activities, which involve youth in formal and informal education, with their local communities allowing new young people to join the Action as it develops and grows. EO1 and 2 are strongly bound to the school years to allow teachers and students' full participation. Experiential activities (international work camps in the EU partner countries; community action camps) take place in the summer periods starting from the second year.

1.3. Relevance of the action (max 3 pages)

1.3.1. Relevance to the objectives/sectors/themes/specific priorities of the call for proposals

Relevance to the objective(s) and priority(ies) of the call for proposals (CfPs): The Action contributes to increasing European citizens' awareness of the interdependence and intersectionality of ecological crises, which is strongly in line with the DEAR CfPs' overall objective, as it steers efforts toward more inclusive societies, support sustainable life styles and develop a sense of co-responsibility and willingness to take action at local and global levels for a common good. Ecoality is also aligned to all the three specific objectives (SO) of the CfPs: it aims to strengthen youth's agency for global challenges through increasing their awareness (EO1) and their critical thinking and understanding (EO2) of global challenges using an intersectional ecofeminist lens thus contributing to CfPs' SO 1 *More EU citizens, including youth, have a critical understanding of the interdependent world as well as of their own role in it and have the interest to act for sustainable development*. Moreover, Ecoality enhances youth leadership on local and global issues and actions (EO3) thus contributing to the CfPs SO 2 *More EU citizens, including youth, are actively engaged in sustainable development on local and global level*. More teachers embedding a transformative learning process in their teaching and promoting the exchange of experiences among LLAA, means Ecoality will contribute to effectively integrate innovative GCE tools in school curricula and in non-formal education, thus aligning with the CfPs' SO 3 *Global Citizenship Education is better integrated into formal and non-formal education in EU Member States*. Ecoality's thematic focus, innovative and inclusive methodologies and target groups respond to all CfPs' **priorities**. Youth participate in activities that not only promote meaningful, co-created and lasting **youth engagement**, but also enhance youth' agency as game-changing citizens. **Gender equality and environmental sustainability** are mainstreamed in the Action that adopts **ecofeminist lens** to explore the intersectional dimensions of an interdependent world and of its global challenges. In addition, measures to consciously contrast all possible damaging environmental and social impacts and to promote gender equality will be chosen with the youth advisors who will accompany and steer Ecoality implementation, to ensure ownership and relevance of selected measures. Ecoality aims to contrast declining solidarity and promote awareness not only of the global interdependence but also of the need to sustain constructive collective values (especially equality and solidarity, but also human dignity, freedom, democracy and the respect for all human rights) whilst avoiding the trap of identifying overly simplistic solutions to complex problems by examining the root causes and intersectionality of ecological crises. A particular effort will be made to **reach youth less sensitive to and less involved with global challenges** through multiplier actors and facilitating the exchange with their peers. Being grounded in Lot 5, means that the CfPs' last priority becomes Ecoality's main driver, giving value to and strengthening the **cooperation between CSOs and LLAA** in target countries and between them and their counterparts in EU partner countries, revitalizing the Global Partnership for Sustainable Development (SDG 17).

Relevance to specific subthemes/sectors/areas: i) A pan-European consortium of LLAA and CSOs committed to DEAR/GCE supports the building-up of a more coordinated European approach toward common challenges and enable more EU citizens to critically understand, connect with and address sustainable development and global challenges at local and community levels. This process aims at breaking down challenges, which often seem "abstract" and "theoretical", leveraging change (action) based on co-responsibility and ownership. ii) Coherently with SDG target 4.7, Ecoality strengthens youth's sense of agency and self-efficacy as change-makers as well as their recognition and ability to influence others (peer and inter-generational learning) and create meaningful collective actions through experiential methodologies which place learners at the centre. iii) Ecoality relies on FSTP and capacity strengthening to provide youth formal and informal groups with technical and financial resources to test active citizenship initiatives.

Expected results referred to in the guidelines that will be addressed: N/A

1.3.2. Relevance to the particular needs and constraints of the target country/countries, region(s) and/or relevant sectors (including synergy with other EU initiatives and avoidance of duplication)

Pre-project situation in the target country/countries: EU citizens have been dramatically exposed to growing instability linked to unsustainable development models and consequent environmental impact, as demonstrated by the increasingly frequent extreme climate events occurring in Europe.¹⁰ The effects of these global issues fall disproportionately on vulnerable countries and people, further entrenching multidimensional inequalities. Climate change aggravates women and girls' exposure to violence and abuse, affecting their access and control over resources and right to education.¹¹ Instead of fostering solidarity, the exposure to permanent crises arguably leads to the perception of societal break-down, an increase in individualistic behaviour and polarized narratives, ultimately putting democracy at risk.¹² Alarmist media narratives contribute to this trend by nurturing a sense of fear and anxiety that further hinders hope and active engagement and increases citizens and communities' perception of being powerless.¹³ While GCE and DE can help to counter

¹⁰ [EEA, Summer 2022: Living in a state of multiple crises](#)

¹¹ UN Women, Explainer: How gender inequality and climate change are interconnected

¹² Edgar Morin, Education, democracy and global solidarity: learning to understand the other in an age of uncertainty

¹³ OECD, Big picture thinking, How to educate the whole person for an interconnected world Principles and practices

these tendencies, there are uneven budget allocation to advance participatory educational approaches in European countries.¹⁴

Problems analysis: Three interlinked problem areas have been identified: **1) Youth don't know or have only heard about complex global issues** and their interconnections (e.g. international conflicts, gender equality).¹⁵ Many of them state that they don't believe their behaviour affects people in other countries.¹⁶ **2) Even those who are aware of these problems, often lack a sense of self-efficacy** in explaining and discussing complex issues.¹⁷ **3) The lack in critical understanding coupled with a low sense of self-efficacy often leads to lacking in sense of agency and shared responsibility**, with many students feeling powerless.¹⁸ Despite the presence of youth activist movements, many young EU citizens **engage in low commitment activities**.¹⁹ Data on these areas of concern vary widely across Ecoality's partner countries and are influenced by the intersection of socio-economic status, gender identity and other compounding factors. If these differences are addressed through a siloed approach that disregards how they influence each other as sources of vulnerability and discrimination, there is a risk of perpetuating inequalities, isolation and polarisation.

National, regional and/or local level relevant plans: The Action is in line with the EU Youth Strategy 2019-2027 and the EU Youth Action Plan, which aim at *engaging, empowering and connecting* young people across the world. It supports the EU Council Conclusions on youth in external action, that stresses the role of young people as *important change makers*, and recognises their *creative and innovative potentials and abilities*. By promoting youth's *meaningful participation in the development and implementation of climate strategies*, the Action contributes to raise awareness of the EU Green Deal. The adoption of an intersectional gender and feminist lens illustrates the project's systematic commitment to reinforcing the EU Gender Action plan (GAP) III. On the global level, the Action embraces SDGs 4, 5, 13 and 17. Ecoality also shares the March 2022 UN Commission of the Status of Women conclusions that call for *the creation of space for youth, especially young women and girls, to participate in shaping the decisions on climate change, (...) and, to this end, enhancing curricula at all levels of education*.

Continuation of a previous action: Ecoality builds on the fruitful cooperation among Tuscany Region and several LLAA and CSOs participating to *Walk the Global Walk - DEAR CSOLA/2017/388-22*. It also relies on tools and good practices developed by the partners in advancing GCE, addressing gender-related issues in schools,²⁰ and supporting the engagement and participation of youth in Europe and in EU partner countries.

Part of a larger programme: Ecoality is in line with the applicants' programmes aimed at advancing GCE in formal and informal settings. All partner LLAA have a mandate to implement and roll out the respective national and regional education strategies thus offering the global framework for this Action. **Tuscany Region** approved the **White Book on Education** aligned with the national strategy on education and defined in cooperation with regional education authorities and bodies as well as CSOs to integrate GCE in schools and informal education settings, to ensure quality teacher trainings and to coordinate and monitor the impact of GCE. Similarly, the Action ensures consistency with the Austrian Strategy Global Citizenship Education, the Finnish National Core Curriculum for Education (that embeds GCE), the French Vademecum for DE, the Polish policy on GCE, the Portuguese Development Education National Strategy, the Hungarian Global Education Concept, the Romanian National Strategy for Sustainable Development. Countries like Greece and Croatia with no regulatory framework on global education will refer to EU strategies and benefit from the exchange of experiences with their peers thus creating the conditions for enhanced coordination and integration of educational policies to advance global citizenship, environmental sustainability and gender equality. Not less important, the Action leverages long-term partnership agreements between Ecoality partners and their counterparts in EU partner countries (Mozambique and Madagascar) to promote experience sharing and cross-fertilisation on climate and gender justice.

Complementarity with other initiatives: Tuscany Region is part of PLATFORMA, a pan-European coalition of towns and regions active in development cooperation and capacity development, including DEAR activities. Many partner CSOs are members of CONCORD network that poses specific attention to DEAR and GCE, facilitates exchanges and learning opportunities among members, while focusing on policy coherence for sustainable development and gender equality as key priorities. Both venues will be explored to create synergies among funded initiatives, avoiding overlapping and sharing lessons learnt. Furthermore, in each country, potential synergies will be created with National Recovery and Resilience Plans funded under the Next Generation EU programme, specifically concerning funds dedicated to advance a fair climate transition, gender equality and female empowerment.

1.3.3. Describe and define the target groups and final beneficiaries, their needs and constraints,

¹⁴ OECD 2019, Education at a Glance

¹⁵ PISA 2018 Results ARE STUDENTS READY TO THRIVE IN AN INTERCONNECTED WORLD? VOLUME VI

¹⁶ OECD, Big picture thinking How to educate the whole person for an interconnected world Principles and practices

¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ Flash Eurobarometer European Parliament Youth Survey, September 2021

²⁰ Among others, [Gender Equality Charter Mark](#) developed many of the by Action partners

and state how the action will address these needs

Description of target groups and final beneficiaries: Ecoality engages the following target groups: i) at least **49.000 young students (aged 15-18) enrolled in formal education**, including Technical and Vocational Education and Training institutions and schools located in suburban neighbourhood or rural areas, which aren't often exposed to GCE initiatives; ii) Approx. **950 young people (aged 15-29) in informal education settings** through the involvement of approx. 75 among structured volunteers' associations (e.g. scouts, youth organisations of political parties, trade unions, religious communities) and informal groups (e.g. food savers, youth/community centres); iii) Approx. **2.700 teachers and school leadership staff** from **100 secondary schools** involved as multipliers, paying attention to including professionals with expertise on different curricula. iv) **100 local authorities and educational body officials and policy makers** as key enablers of the action's sustainability and wider reach. Target groups will be identified and reached among partner LLAA and through their links with the respective local communities and via the networks with associations and educational institutions accessible to the partner CSOs. The final beneficiaries are approx. **7.700.000 inhabitants** of the target regions reached through communication and youth-led initiatives and awareness campaigns.

Needs and constraints of target groups and final beneficiaries: European youth engaged through Eurobarometer surveys show priorities highly aligned with the global challenges of this Action, with 91% of young Europeans (15–24 years old) agreeing that tackling climate change can help improve their own well-being and 38% considering gender equality as a priority value.²¹ Many are aware of the transformative role of education, with 89% agreeing that national governments should strengthen school education about rights and responsibilities as EU citizens.²² Despite young EU citizens are still left out of active civic life, mainly due to a deep sense of powerlessness and a lacking sense of purpose, many young leaders believe that they have a lot to say over decision-making, and reserve great importance to active engagement on global issues.²³ Many **teachers** across Europe show high levels of interest and trust in the need of helping students navigate a complex, multicultural and interconnected world. However, the major challenge is to provide high quality professional development that overcomes the current fragmentation and fosters opportunities to strengthen teachers' skills in this field. A similar need for capacity support has been detected within **LLAA** and specifically by local policy makers and education services providers. The willingness to better integrate GCE in the school curriculum is clear from the vast wealth of policies and initiatives they adopted in this sector: nonetheless, key learnings from past experiences and identified strengths and weaknesses risk to remain in isolation rather than being shared and amplified by pan-European exchanges of good practices.

Relevance to the needs and constraints of the target groups and final beneficiaries: Adopting an eco-feminist lens, the Action addresses key priority issues shared by **youth and teachers**, focusing on strengthening values and developing competencies to navigate complexity, enhance critical understanding, moving beyond male-centric and anthropocentric world views. The engagement and links reinforced among youth both in schools and in non-formal education settings will facilitate peer-learning, crucial for the development of individual self-esteem and a stronger sense of purpose and self-efficacy. The role of **LLAA** will be crucial to strengthen networks within the wider local educational communities, supporting youth in *"Making Personal, Local, National, Global links that are 'located in young people's realities'"*.²⁴ The whole Action aims at recognising target groups as rights-holders, claiming enhanced respect for equality and equity to foster sustainable human development, and at the same time bearers of a duty to act for the protection and advancement of collective well-being. In order to connect the two, the Action will raise awareness of the power held by all target groups and especially youth, enhancing a deeper sense of co-agency for collective action on shared responsibilities.

Participatory process: Ecoality applies learner-centred, participatory, dialogue-oriented and experiential methodologies to develop global competences. Several activities (A3.1, A3.2, A3.3) are co-created with youth. Peer exchange and dialogue (A2.2; A2.3) will also facilitate the reach of less sensitive youth, and foster youth protagonism. Lastly, highly participatory processes will guide the project coordination and monitoring activities (including a Youth Advisory Board, setting together measures to contrast the Action's environmental impact and establishing gender-sensitive youth feedback mechanisms to inform the roll out of new activities).

1.3.4. Particular added-value elements

Ecoality adopts the GAP III core principles: 1) The **gender-transformative approach** aiming at *examining, questioning and changing rigid gender norms and imbalances of power which generate discrimination* will inspire a GCE process that fosters critical reflection and decolonial re-framing of norms and attitudes in a gender-focussed way. 2) The **intersectional approach** examining multiple perspectives and discriminations will strengthen critical understanding, fostering gender-sensitive education. 3) The **rights-based approach** supporting *every human being to understand and exercise their human rights and participate in decisions concerning them* is perfectly in line with Ecoality's focus on emancipatory and participatory citizenship education.

²¹ <https://europa.eu/eurobarometer/surveys/detail/2574>

²² EU youth survey 2021

²³ Flash Eurobarometer European Parliament Youth Survey, 2021

²⁴ DEAR Learning & Development Hub, Engaging young people in sustainable development and global issues, 2019

2 DECLARATION BY THE LEAD APPLICANT

The lead applicant, represented by the undersigned, being the authorised signatory of the lead applicant, and in the context of the present application, representing any co-applicant(s) and affiliated entity(ies) in the proposed action, hereby declares that:

- i. the lead applicant has the sources of financing and professional competence and qualifications specified in Section 2 of the guidelines for applicants;
- ii. the lead applicant undertakes to comply with the obligations foreseen in the affiliated entities' statement of the grant application form and with the principles of good partnership practice;
- iii. the lead applicant is directly responsible for the preparation, management and implementation of the action with the co-applicant(s) and affiliated entity(ies), if any, and is not acting as an intermediary;
- iv. the lead applicant is able to provide proof of the consent of the co-applicants and affiliated entities to be included in the present application;
- v. the lead applicant, the co-applicant(s) and the affiliated entity(ies) are not in any of the situations excluding them from participating in contracts which are listed in Section 2.6.10.1. of the practical guide (available from the following Internet address: <http://ec.europa.eu/europeaid/prag/document.do>;
- vi. the lead applicant and each co-applicant and affiliated entity are in a position to deliver immediately, upon request, the supporting documents stipulated under Section 2.4 of the guidelines for applicants;
- vii. the lead applicant and each co-applicant(s) and affiliated entity(ies) (if any) are eligible in accordance with the criteria set out under Sections 2.1.1 of the guidelines for applicants;
- viii. if recommended to be awarded a grant, the lead applicant, the co-applicant(s) and the affiliated entity(ies) accept the contractual conditions as laid down in the standard grant contract annexed to the guidelines for applicants (Annex G) (or the Contribution Agreement where the lead applicant is an organisation whose pillars have been positively assessed by the European Commission);

We acknowledge that if we participate in spite of being in any of the situations listed in Section 2.6.10.1 of the practical guide or if the declarations or information provided prove to be false we may be subject to rejection from this procedure and to administrative sanctions in the form of exclusion and financial penalties up to 10 % of the total estimated value of the grant being awarded and that this information may be published on the Commission website in accordance with the Financial Regulation in force. We are aware that, for the purposes of safeguarding the EU's financial interests, our personal data may be transferred to internal audit services, to the early detection and exclusion system, to the European Court of Auditors or to the European Anti-Fraud Office.

Signed on behalf of the lead applicant

Name

Signature

Position

Date