



**InterClimate  
Network**

## **Climate Voices II – End of programme report**

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## Abbreviations and acronyms

BEIS	Business, Energy and Industrial Strategy
CVII	Climate Voices phase II (2018-2021)
ICN	InterClimate Network
JRCT	Joseph Rowntree Charitable Trust
MCC	Model Climate Conference
NQ	Not quantified in JRCT project application
PGCE	Postgraduate Certificate in Education
RCCP	Reading Climate Change Partnership
STEM	Science, technology, engineering and mathematics

## 1. Introduction

InterClimate Network's Climate Voices II (CVII) follows on from the initial Climate Voices project (2015-2018). CVII is a three-year project (2018-2021) supported by a grant from Joseph Rowntree Charitable Trust (JRCT). Additional funding and support-in-kind was also provided for specific events from local partners.

The mid-point review was carried out in September 2021 concluded that

The CVII project has made strong progress towards all of the objectives in the first 2 years, despite the ambitious nature of the proposal and additional challenges posed by the Covid-19 pandemic. The approach taken is collaborative and consultative, resulting in events and resources which are relevant to young people delivered in inclusive, interactive and engaging ways.

The scope of the project to develop in the final phase far outweighs the available resources and so prioritising is required to make the most efficient use of resources. Expanding the project to include Liverpool will increase the reach of the project outside the home regions and increase the engagement with disadvantaged areas, however, the resources required might mean that compromises might need to be made for some of the other targets.

There is clear evidence of the project having a significant impact on the awareness, knowledge, skills, attitudes and intentions of young people. There are strong case studies of some young people becoming influencers and change agents. There is a need to strengthen the reporting of the extent to which intentions are resulting in actions on climate change at individual, school, wider community and policy-making levels.

The full report is available [here](#).

Below are the recommendations from the mid-point report.

It is recommended that

- there is a stronger focus on supporting the development of action plans and gathering data on the extent to which these are translated into actions
- both quantitative and qualitative data should continue to be collected, with an increased focus on linking their use e.g. with case studies being used to give greater depth to statistical data
- the CVII team adopt The Climate Voice Evidence of Change pyramid and tailor their data gathering around the levels of the pyramid.
- impact data for levels 1, 2 and 3 focus on identifying the percentage of young people changing in these ways, with brief narrative information on some of the most commonly identified actions. It may then be possible to identify differences in the impact between different regions, different interventions, for all schools and for those from disadvantaged areas etc.
- case studies are used in a systematic way to provide narrative examples of change at levels 4 and 5, perhaps using a simple template agreed by the CVII team. These could be very brief and include region, type of school etc. and could be expanded if appropriate, for the final review.

## 2. Aim of the end of project review

A detailed early closing report was produced by the CVII team on August 31<sup>st</sup> 2021, which was then updated in January 2022. The consultant reviewed these reports and found them to be comprehensive, accurate, informative and reflective.

The aim of this report is **not** to repeat the findings of the early closing report, but to inform future ICN strategies and initiatives by

- (a) reviewing the evaluation and data gathering processes in the final year of CVII
- (b) identifying effective strategies from CVII which could be applicable in other contexts / projects
- (c) making recommendations for future programmes / initiatives.

## 3. Methodology

The final review was undertaken by an external consultant, Katy Newell-Jones, in collaboration with four ICN Associates, Michila Critchley, Cecily Etherington, Rachel Shepherd and Richard Usher and ICN board member, Peter Brogden.

The activities included

- January 2021, meeting remotely with the CVII team to discuss progress since September 2020, with particular reference to the recommendations from the mid-point report
- August 2021, reviewing the early closing report
- November 2021, participating in the webinar 'Bringing youth voices into net zero strategy – new approaches'
- December 2021, reviewing programme documentation provided by the Associates and available online
- December 2021 meeting remotely with the CVII team and representative from the ICN board to discuss the most successful strategies and lessons learned from CVII.
- January 2022 producing the final project report.

## 4. Final review findings

### 4.1 Progress towards targets

The targets for this project were ambitious, and at times during CVII the planned activities had to be put on hold due to the Covid-19 lockdowns, forcing the team to explore different avenues of engaging young people. However, each of the targets has been significantly exceeded over the course of the project. This demonstrates highly effective targeting of resources, focus of the CVII team and also, sound data collection, all despite the challenges of the Covid-19 pandemic.

The target of reaching 2,000 young people was exceeded by 278%, reaching 7,760 young people in total. This was achieved by working with 184 secondary schools, 84% higher than the target of 100 schools.

One of the most impressive achievements of CVII is the extent to which schools serving areas of higher deprivation have been reached, with 49 of the 184 (27%) having above average rates of pupil premium allocations.

With the focus on taking action, not just raising awareness of climate change, the project included targets for young people developing their own action plans.

Over the course of the project 1,240 young people, 15% of those reached, have developed concrete plans for action and met with experts and decision-makers, i.e. they have begun to take their ideas forward. In addition, 143 young people have been recognised for showing leadership by taking their concerns to politicians and leading the development of the Climate Action Survey (CAS). These last targets were exceeded by over 300%.

However, the achievement of the quantitative targets is only part of the picture (see the Closing Report to JRCT for the full range of activities undertaken by the team).

The Covid-19 restrictions meant that contact needed to shift online with face-to-face workshops being cancelled and even when schools re-opened, eco-groups were restricted to single year groups. The CVII team increased their focus on the development and production of resources, including the Climate Action Survey (CAS) and the COP26 classroom resource.

Climate conferences were a core element of CVII, however, with the move online, triggered by Covid-19, and COP26 taking place in Glasgow in November 2021, they became an even more significant part of the project. COP26 provided an opportunity for schools to engage on an international level, to present their message on climate change and to learn about the international pressures around the negotiations. Once again, the CVII team adapted their plans to excellent effect.

There was a progression from the local action summits, focusing on the four themes of Energy; Food and food waste; Travel and transport; What we buy, to the four nation events and the COP26 engagement. Through this process young people have been supported in taking their messages forward and in realising that they can have a voice in local, national and even international arenas.

## 4.2 Enhanced evaluation of the impact of CVII

The mid-point review highlighted the challenges in accurately assessing the impact of CVII, especially given the very different starting points of individuals and schools, the differing levels of resources available to them and the unique nature of the actions undertaken by different groups.

Over the last year there has been a change in the type of evaluation data being collected. The CVII team has embedded more questions about intentions for action and changes which have taken place into all feedback and evaluation processes, resulting in a wealth of evidence of change which now forms a strong component of all reports, often using eye-catching infographics (see example below). The Climate Action Pyramid of Change has been modified slightly, using more catchy phrases to describe the levels, with a stronger focus on taking action.



In the mid-point review, CVII statistics focused on young people’s attitudinal changes (e.g. 50% increase in students *agreeing and strongly agreeing* with “National politicians and decision-makers want to hear our views”) and intentions to take action, (e.g. 83% said they knew how to take action, 83% of students said they will influence family and friends and 38% intend to join an eco-group). This was partly due to the stage of the project as reflected in the Climate Action Pyramid of Change. The first steps were for young people to increase their level of be **awareness** of climate change and realise that their voices can be heard and make a difference. This led to young people having **intentions** to take action, which in turn results in **actions** being taken.

With the increased focus of the evaluation questions on change, CVII is now able to give quantitative data on the proportion of young people who are actively engaged in climate action (e.g. 56% taking climate action), supported by qualitative data on the types of actions being taken, using case studies. This combination works well in reports to inform and engage.

### 4.3 Most effective strategies

The Early closing report produced by the CVII team in August 2021 details the achievements of the CVII programme. This section describes the key strategies which have contributed to the success, supported by case studies written by the CVII team.

#### *High aspirations and strong partnerships*

CVII was an ambitious programme, delivered in a challenging context, and yet, the team have continued to be ambitious in their aspirations. At a time when many programmes have reduced both their targets and activities, the CVII team have taken the restrictions of Covid-19 and turned them into opportunities. The restrictions on travelling and direct contact, for example, have been turned into opportunities to extend IT skills, facilitating remotely and providing online resources like COP26 Classroom resources.

This approach brings with it risks and has required flexibility from the CVII team, donors and the ICN Board. The decision to accept the JRCT funding which required 40% match funding, not at that point secured, was both brave and aspirational. The match-funding was secured through pro-bono and volunteer efforts, raising £166,840 over 3 years , with a success rate of over 50%, including JRCT support.

CVII has developed many strong partnerships, often arising from an initial contact or of someone participating in a CVII event, being ‘spotted’ by the CVII team, with time then being invested in exploring possibilities and strengthening the partnership. Case study 1 describes how some of these partnerships have been developed and the impact they have had on the programme. Given the challenging circumstances, the ability of the team to explore different options and strike up new partnerships has been an essential aspect of the success of CVII.

#### **Case study 1. Strong partnerships and high aspirations**

##### **Michila Critchley**

One phrase encapsulates for me the impact of ICN’s Climate Voices programme, and it was said by many young people at the end of many of the on-line and live conferences we implemented during COP26, ‘*Thank you for the opportunity*’. For us working within the programme, Climate Voices has been about both taking and creating new opportunities by forging partnerships and alliances to help drive the reach of the work and involve more young people.

The growth strategy set out by InterClimate Network in 2018 was a statement that we wanted to expand from 4 core areas to 7 areas across UK and ensure that new voices from more disadvantaged areas were brought into the climate debate. In the first years, we secured strong connections in London (London Borough of Hounslow) and Merseyside (Liverpool World Centre) and explored working in other areas, talking with Development Education Centre (DEC) South Yorkshire, presenting to the National Consortium of DECs' Conference in 2019, and following up on interest.

Two extraordinary external factors were of course unknown in 2018, that: COVID-19 would lead to school closures; and UK would host the UNFCCC Conference of the Parties (COP26) in Glasgow in 2020, then postponed to 2021. Adjusting plans included making resources available on-line (creating a new COP26 Classroom Resource), and being pro-active in establishing formal partnerships with Size of Wales, and Liverpool World Centre that have given matched-funding for Climate Voices\* and bounced off COP26 as a route to engaging schools across UK and internationally\*.

**'Down the rabbit-hole': Partnering with Size of Wales\*\***

**Connection** Size of Wales and its similar MockCOP programme became known via word of mouth to an ICN Trustee. Their director was invited to *Reading Schools' Conference* December 2019 and we followed up by speaking with their education team lead. Potential for collaboration was discussed further.



**COP26 Potential** After the announcement of COP26 in Glasgow we explored more ambitious options and a 'Four Nations' event previously outlined to BEIS was floated. Through meetings with BEIS in 2019, we had been introduced to the Civil Society lead for COP26, and were then invited to *COP26 Cabinet Office* on-line calls and regularly shared learning with Size of Wales.



**Funding opportunities** Size of Wales had a strong funding relationship with Scottish Power, partnering also with the Welsh Centre for International Affairs. Together, we worked up a successful '*Connecting the UK*' proposal with climate conferences running with schools in Wales and England (matched-funding Climate Voices\*\*\*) and a national conference for schools across the Four Nations, a step-up from the final year conference outlined in Climate Voices.



**Partners across UK** ICN spoke with DEC contacts in Northern Ireland and Scotland who were excited to be part of the initiative. ICN also brought in our digital COP26 resource, and experience running online COP conference with Merseyside schools. 15 schools took part in the *Four Nations Conference* including five from our Climate Voices programme



**Youth voice at COP26** Conference resolutions (shown at the end of the article) were taken to a special *Size of Wales Youth Event at COP26*. Given the proximity of Glasgow, our Scottish partner ScotDEC invited schools to COP26. They also participated in the Youth Event and were even interviewed by ITV Good Morning.

*“We took 18 students from 3 schools and 3 teachers, they had an amazing experience, I think it really impacted them for life.”*

\* Partnership Erasmus+ project, International Climate Action Network, led by Liverpool World Centre will continue into 2023.

\*\* Acknowledging The Guardian *Saturday* magazine

\*\*\* Pro-bono and volunteers’ grant fundraising commitment has enabled us to secure JRCT 60% funding and 40% match-funding from 28 funding applications (over 50% successful) over 3 years, amounting to £166,840 total funds.

### *Supporting individual schools, including those from more marginalised areas*

One of the crucial features of CVII has been the highly individual support provided to schools. Even without the challenges of Covid-19 schools faced competing pressures and find it difficult to react to initiatives.

Research evidence across education on the impact of Covid-19 has shown that the digital divide has had a strong impact on the ability of students to engage in online learning. CVII had a commitment to reaching the most marginalised young people and remained true to this commitment, resulting in a quarter of the schools engaged in CVII being those with above average rates of pupil premium allocations. Below are two examples from Lyndon School in Solihull, Birmingham and St Mary Redcliffe and Temple School, Bristol.

In the space of 11 months, Lyndon School developed from engaging in the CVII Solihull Sustainable Schools Conference to contributing to the Four Nations Conference. Lyndon School has an exceptionally committed and creative teacher who was able to move the climate change agenda forward inside the school, however, equally important was the mentoring and encouragement from the CVII team.



## **Lyndon School, Solihull: identifying and supporting proactive teaching staff**

### **Richard Usher**

During 2021 ICN enabled students at Lyndon School in Solihull to form a Climate Action group with the help of an exceptionally proactive Geography lead teacher. The group has begun to influence the wider school community to take climate action, including teachers and the senior management team. Lyndon School had 39.9% of students in receipt of free school meals against the national average of 28%.

Lyndon school initially participated in the Solihull Sustainable Schools Conference, a secondary school event which was facilitated online in November 2020. InterClimate Network provided specialist input and facilitation of a workshop session. ICN built on this with monthly 'TeachMeets' with Solihull teachers during the second COVID-19 lockdown between February and April 2021. The teacher involved expressed the interest from students at the school to find out more about levels of awareness, understanding and action on climate change. They agreed to take part in ICN's Climate Action Survey, which they were able to complete online despite the lockdown and closure of schools for face-to-face learning. With the responses from the survey (327) a new Climate Action group of students had the insights and knowledge of where to prioritise their efforts which have been recycling within school, with particular focus on plastic, and impact this has on the climate. The group developed two core aims:

- To educate students on the impact that their actions have on the environment and the world around them.
- To mitigate this impact by enacting strategies which can be adopted in everyday life at Lyndon by staff and students.

Through this ongoing engagement and close working with a strong teacher ally ICN involved a team from Lyndon in its Four Nations conference in October 2021.

Other impact in the school has included:

- A student presentation to Years 7-10 about the findings from the survey which also educated students on the role that plastic has on the environment and climate.
- A presentation was created and delivered to the Senior Leadership Team on what students had found out and what they thought the next steps should be.

In the immediate future the Climate Action group plan to work with the school site team to increase the number of recycle bins around school and run an information campaign focusing on the role of recycling.

St Mary Redcliffe and Temple (SMRT) School, Bristol has been a partner of CVII since 2019, has a well-established ECO club and engagement across the school through the newsletter. With the advice and encouragement of the CVII team, SMRT now has a well-developed climate action plan with a wealth of activities taking place regularly (see case study below).

One of the activities described, campaigning for green questions to be included in the interview process for the appointment of a new head teacher, demonstrates how well embedded climate action is now among students. This has clearly come from the students and is relevant to them currently. This campaign suggests an ECO group operating at the highest level of the climate action

pyramid with the students, supported by committed senior staff, identifying their own issues, developing and implementing their own action plan to achieve their goal.

### **St Mary Redcliffe and Temple School (SMRT), Bristol: ECO Club leads the way**

#### **Rachel Shepherd**

The ECO Club at St Mary Redcliffe and Temple School is leading the way on Climate Action. Since 2019, ICN has worked in partnership with Climate Leaders (teachers and students) at the school to support their initiatives. In 2021, after running the Climate Action Survey in school, the results have been used by the ECO Club to plan for ambitious outcomes and extend their remit.

They have a regular segment of the school newsletter which lauds their achievements. Most recently, increasing the number of plants inside the building (one per tutor group), planning for more solar panels on the school roof and securing Bio-Bee food waste bins (from GENeco who they were introduced to at the Bristol Schools Climate Conference). Also, a successful petition to the governing body which allowed some of the ECO Club's green questions into the interview for a new headteacher. And now, SMRT have their first ever Eco Council who, having recently met with INNOVATE (food supplier for the school), Premise Team Manager, the school Chef and the Business Manager, are spearheading a reformation of food and waste in school.

Climate Action at SMRT has not been put on hold during the pandemic. Despite the, sometimes, overwhelming challenges and disruptions faced in school these past two years, the ECO Club has become a real agent for change. This motivated team, well supported by dedicated members of staff and the Senior Leadership Team too, are succeeding at weaving sustainability into the school ethos.

#### *Active support for personal and professional development*

Throughout the project, there has been a focus on collaboration and of personal and professional development which has begun within the ICN team and extended to partners. The case study below, written by Rachel Shepherd, a relatively recent associate of ICN, describes the effect this supportive approach had on her engagement with CVII. Rachel was supported in developing her skills from an administrative role, to one of the strong team of ICN associates, bringing her own skills, experience and developing expertise to strengthen the team.

This approach has also been used by each member of the CVII team with partners, teachers and students, contributing to the capacity building across the project.

#### **My Learning Journey 2020 / 2021 with Inter Climate Network:**

##### **Rachel Shepherd, ICN Associate**

My role up to and including the 2019 Conference season was predominantly admin and event support. Then the pandemic hit and I joined the initial planning meeting (most of us still grappling with early familiarisation of Zoom) that began formulating ICN's response to the seismic shift in the old paradigm. I took this opportunity, with unwavering encouragement from Michila, to become more involved. I helped to write the COP26 Classroom Resource designed to take the model Conferences into the classroom. I was proud of what we achieved and the success of the resource which has even reached Australia!

Since then, I have assisted in the organisation and delivery of the online 2021 Conferences, helped with bringing together the 4 Nations for their Mock COP and worked closely with St Mary Redcliffe and Temple School, Bristol during the phases of the Climate Action Survey. How lucky to be part of a team exemplifying such creativity, ingenuity and adaptability.

I have learned such a lot from working with Michila, Cecily and Richard over these past two years. The Comms team have been just fantastic too. I believe all expectations of what we could achieve in these new and changing times were surpassed.

We have all been forced to work in ways we never imagined we would have to sustain and even become expert in (I am nowhere near that yet!). One of the greatest learning curves has been with technology. There has been a lot of learning on your feet particularly getting to grips with the nuances of more than one online Conference platform.

The ambitious programme and a small delivery team meant there were one or two challenges during the online Conferences. Overall, they were a real success. Bringing together a greater number of schools and wide range of panellists. With this technology, we were able to link students from the 4 Nations of the UK for the first Mock COP of its kind.

### *Resource development and effective use*

The materials developed by the CVII team in collaboration with partners are accessible, engaging and relevant to young people. They include a wealth of materials for use with groups in classrooms, workshops and online on each of the four themes (Energy; Food and food waste; Travel and transport; What we buy).

All resources developed have included three stages:

- collaborative development of the materials with young people, ensuring the relevance of these resources to young people and written in an appropriately young-person-friendly style
- piloting and refining the resources, through a consultative process, again with schools and young people
- active dissemination of resources, freely available, with opportunities to give feedback and find out more.

It is clear from the verbal and written feedback, that these resources are highly valued by those who have accessed them and will be able available to continue to trigger change beyond the lifetime of CVII.

The Climate Action Survey (CAS) is an example of the way resources have facilitated the expansion of young people's horizons from the local to the national and international. The CAS was initially developed in collaboration with 9 schools during 2020. It encourages individual schools to engage with climate change. Each school is empowered to undertake the CAS internally, to collect data and to develop their own action plans. This data is then analysed at the school level, before being incorporated into the regional and national levels. In this way students can see the impact of their work locally and also see their own action as part of the regional, national and then international context.

This model of developing interactive materials which can grow beyond their original intention is one of the innovative features of the CVII project and is explained below.

### **Building blocks - using one tool to wide effect**

#### **Cecily Etherington**

The Climate Action Toolkit has provided an opportunity for ICN to develop new relationships with schools.

The online survey has proven to be an accessible tool that has struck a chord with teachers and students alike. They can easily, with no training or prior climate activity, roll the survey out across their school, and many have enjoyed the challenge of getting their peers to complete it. Once an eco-group has taken part, they have become receptive to further activity, for instance Cleeve School in Gloucestershire went on to take part in our COP26 Climate Conference, and then attended our Webinar 'Bringing youth voices into net zero strategy – new approaches'. Frances Bardsley Academy for Girls is another school keen to build on from the survey:

“I would be very interested in a further resource to help us formulate an action plan. We have managed to introduce a couple of plant-based days in the canteen for this month, to tie in with Veganuary, but we would like this to be a more regular thing if possible. Any resources/ideas are very welcome.”

Support eco teams and teachers to enhance their impact in their school - the survey has enabled the eco groups and lead teachers to build support and connections in their school, increasing awareness and recognition for the need for climate action amongst those previously not so engaged:

“Wow, fantastic! Thank you for all of your hard work with this. This is encouraging to read.....This is useful in so many ways; teaching different subjects (e.g. Food/Health, science, Geography), careers, the site team, the eco group.” Balcarras School

Wider dissemination – we created a national report of findings from the survey and this has given us a voice on a wider platform ensured young people’s voices are heard on a wider scale supported other organisations develop activity which is looking to engage with young people on climate change.

### *Commitment to young people’s active involvement in all stages of the programme*

As mentioned in section 4.2, the CVII team has actively engaged young people throughout the project from developing materials to co-facilitating and presenting at conferences and webinars. This process has often extended the planning and resource development processes, however, it has also resulted in more relevant content and equally importantly capacity building for young people in transferable skills. The range of skills acquired includes; analysing and presenting data, raising awareness among peers and ‘more senior’ people, public speaking, action planning and lobbying. This has been at a time when young people have often experienced a reduction in the opportunities available to them, due to Covid-19 restrictions.

The process of working in collaboration **with** partners, rather than developing materials **for** partners has added depth to the relationships as well as building capacity of individuals and teams.

## 5. Recommendations for future initiatives

### *Building on a strong base of online interaction and learning*

The CVII team rapidly developed expertise in online facilitation and learning. Although this development arose through need, it has demonstrated the advantages of online engagement, especially bringing together a wider range of people from different contexts to share and learn together, than would be the case face-to-face.

*It is recommended that online engagement is incorporated into all future ICN initiatives, balanced with direct contact where appropriate.*

### *Balancing depth and reach of programmes*

The CVII team has been constantly balancing the desire on the one hand to engage with partners in depth, developing strong relationships with individuals, following up closely with individuals, teams, schools and organisations, and on the other hand, to take a more light-touch approach, reaching high numbers of people, hoping that they will turn their new learning into action.

Inevitably, the project has involved a combination of these two strategies. Engaging deeply with selected individuals, teams, schools and organisations has been invaluable not just in terms of achieving a level of engagement which has resulted in action plans and significant change, but also in terms of the development of thinking within the team, learning with and from partners. Equally, facilitating conferences, drawing together larger numbers of young people has helped develop the network for climate action and enabled young people to see themselves as part of a wider movement.

*It is recommended that future ICN projects combine these two approaches, ensuring both opportunities for in-depth engagement and also lighter-touch events.*

### *Embedding evaluation into future initiatives*

A significant amount of data was collected from the outset of CVII, however, some adjustments were required at the mid-point to ensure that the appropriate kind of data was collected in the last year to provide evidence of change, as well as evidence of the reach of the project.

*It is recommended that the process of identifying indicators and types of data to be collected could be incorporated into the planning and initial stages of future ICN initiatives.*

### *Defining direct and indirect beneficiaries*

ICN is smaller than many of the organisations with which the CVII project has partnered. The CVII team has fulfilled the role(s) of acting as catalyst, of building the capacity of partners, of providing valuable resources on climate change, of extending partners' networks and of stimulating them to expand their work.

By working in this way, CVII has been able to reach a wider audience and have a greater impact on climate change activity than had they chosen to work in isolation with specific schools. With many of the partners having longer term programmes and more secure funding streams, the impact of CVII when working through partners is likely to have been more sustainable than had ICN worked in isolation with funding for just 3 years.

However, with CVII acting as a capacity building, resource providing catalyst, it is more difficult (a) to assess the specific contribution of CVII to the reported changes observed and (b) obtain complete data on these changes.

*It is recommended that in future funding proposals a clearer distinction might be drawn between direct beneficiaries, with whom ICN project staff will interact directly, and indirect beneficiaries, who will be reached through the actions of partners.*

### *Extending the engagement of young people across all aspects of ICN's work*

CVII succeeded in ensuring that the diverse voices of young people were prominent across the project through the active recruitment and engagement of young people at every stage.

ICN faces the challenge of how these diverse voices can be represented to a greater extent within the team of associates and the Board. There are many challenges, including the current reliance on voluntary contributions and part-time/short term contracts.

*It is recommended that ICN explores ways in which young people, the target group for most of ICN's work, are better represented throughout the organisation.*

## 6. Conclusion

The ICN team and partners implemented CVII in highly challenging, unpredictable times. The Covid-19 pandemic had a radical impact, increasing pressures on schools and reducing opportunities for direct contact between teachers and students in schools, within the CVII team, between the CVII team and the schools and other partners. The CVII team responded by rapidly developing their skills in using remote technology to deliver a creative and engaging programme of workshops, seminars and conferences. They have also turned the challenge of the lockdown travel restrictions, into an opportunity to bring together groups of young people who would not usually meet.

CVII exceeded all of the initial targets, and also developed more resources and facilitating more local and national conferences than were initially planned. In this way CVII has achieved more than might reasonably be expected of budget and a team of this size.

The relevant and engaging materials developed through CVII have added significantly to the resources available to schools and organisations working on climate change. The data collected clearly demonstrates that individual students and schools have been progressing up the levels of the Climate Action Pyramid from initial awareness raising on climate change at the lowest level to driving forward climate actions using their own initiative at the highest level.

Finally, CVII has extended networks and demonstrated the potential for young people to be actively engaged in climate action. The approach adopted by CVII has been highly successful, resulting in considerable momentum for change among young people. It would be beneficial to harness this momentum and to continue the work of ICN, once new funding has been secured.