Good Practices
of Youth Participation

Mid-term Deliverable Report
of the project 'Youth for a Just Transition'

realised for DG REGIO
within the Junior Professionals Programme

Authors:
Sylwia BORKOWSKA-WASZAK
Stavros Errikos DIAMANTOPOULOS
Patrick LAVELLE
Ornella MARTINELLO

June 2020

About the project

This report presents the mid-term deliverable of the "Youth for a Just Transition" project completed within the framework of the Junior Professional Programme. The co-authors have been tasked by the project sponsors -Nicola de Michelis, Director for Smart and Sustainable Growth and Programme Implementation at the Directorate-General for Regional and Urban Policy (DG REGIO), and Éva-Mária Szávuj, assistant to Director General of DG REGIO Marc Lemaître- with the research question of how to maximise the involvement of youth in the preparation, implementation, monitoring and evaluation of the Just Transition Fund (JTF) in different Member States and their targeted territories. Specifically, the project's final deliverable will take the form of a toolkit for the successful participation of young people in these activities. In addition, the co-authors are to support awareness raising actions in at least five targeted Member States together with the teams working on the JTF.

This report comprises the mid-term deliverable of this project. This takes the form of a collection of detailed fiches on 30 good practice examples of successful youth engagement in policy processes. These are drawn from 15 Member States, in addition to three other European countries. They reflect a broad range of methods of youth participation and each has transferable qualities to the JTF context that have merited inclusion in this report. In addition to the project fiches, this report will present a concept note detailing the specificities and challenges of youth participation.

The phase of work leading to this deliverable began with an inception meeting with the project sponsors in DG REGIO in February 2020. Over the subsequent two months, the co-authors engaged in extensive deskwork, which included a review of relevant literature on youth participation, as well as engagement with experts on the topic. This was followed by interviews with colleagues in Directorate-Generals across the European Commission[1], as well as experts and stakeholders in the field of youth engagement. On this basis, over 40 good practice examples were identified. The final two-months comprised of deep dive research into each of these examples, based on which the 30 good practices in this report were selected and prepared.

The selection of the final 30 case studies was conducted on the basis of the following criteria:

1. Transferability and relevance for the JTF context,

2. Quality of gathered information,

3. Geographical balance,

4. Variety in the level of youth engagement,

5. Variety among methods used,

6. Formal/informal character of youth representation,

7. Variety of addressed challenges of youth participation.

---

[1] Interviews were conducted with colleagues in the following Directorate-Generals of the European Commission: Agriculture and Rural Development (AGRI), Communication (COMM), Education and Culture (EAC), Research and Innovation (RTD), Maritime Affairs & Fisheries (MARE)

Table of contents

Youth Participation:
an untapped resource for a Just Transition

1. Introduction

On 11 December 2019, the European Commission adopted the Communication on the European Green Deal[2], setting out an ambitious roadmap towards a new sustainable growth policy for Europe. This growth policy 'is based on ambitious climate and environmental objectives and on participatory processes bringing citizens, cities and regions together in the fight against climate change and for environmental protection'[3].

The transition to a climate neutral continent will affect regions differently, some of which are less equipped to deal with its effects. Therefore, the Just Transition Mechanism, including a Just Transition Fund, has been established to ease the economic and social impacts of the climate transition on these territories, so as to **ensure no citizen is left behind**. The success of this initiative will rely on the ownership and buy-in of the concerned territories and their citizens. The Communication on the Just Transition Fund is clear that it 'will be implemented through shared management in close cooperation with national, regional and local authorities and stakeholders'. This will support shared ownership of transition strategies and provide 'the tools and structures for an efficient management framework'.

In this context, **young people have a particularly important role to play**. First, from a rights perspective, young people have a right to participate in decision-making that impacts their future, particularly in the climate change context, where they more than any other generation will bear the greatest costs of its impacts. Second, young people have a key role to play in fostering intergenerational dialogue. This is particularly pertinent for many transitioning regions, as even with well-designed plans, policymakers often start from a place of mistrust towards younger generations. Furthermore, a successful transition will be one that offers true revitalisation and hope for the future to communities. Such success requires the achievement of sufficient opportunities and good alternative jobs for young people from transitioning regions so as to overcome the challenges of high out-migration of young people seen from many deindustrialised communities. Therefore, meaningful participation of young people in the decision-making process of the Just Transition Fund, as well as buy-in in its implementation, is particularly crucial.

2. Generational justice - Why youth participation is needed

European institutions and organisations have repeatedly emphasised the significance of youth (here understood as 15-30 years old)[4] participation to foster young people's active citizenship, to enhance their integration and inclusion, and to strengthen their contribution to the functioning and development of democratic debate.[5] Within this framework, one of the main goals of the **European Union Youth Strategy**[6] is to enable young people to be the architects of their own lives. Moreover, the first dimension of the Strategy - to "engage" with youth - aims towards meaningful civic and political participation of young people.[7]

There is no universally accepted definition of youth participation. Most of the commonly used definitions are based on Article 12 of the United Nations Convention on the Rights of the Child (UNCRC), which recognises children and young people's right to have their views taken into account when decisions affecting

---

[2] Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions: The European Green Deal (COM(2019) 640 final)

[3] Proposal for a Regulation of the European Parliament and of the Council establishing the Just Transition Fund (COM/2020/22 final)

[4] This report is following the definition typically used in European statistics, see e.g. the Eurobarometer 455 on European Youth (2017), https://ec.europa.eu/commfrontoffice/publicopinion/index.cfm/survey/getsurveydetail/instruments/flash/surveyky/2163

[5] https://pjp-eu.coe.int/en/web/youth-partnership/participation

[6] Resolution of the Council of the European Union and the Representatives of the Governments of the Member States meeting within the Council on a framework for European cooperation in the youth field: The European Union Youth Strategy 2019-2027 (2018/C 456/01)

[7] https://ec.europa.eu/youth/policy/youth-strategy_en#:~:text=The%20EU%20Youth%20Strategy%20is,most%20of%20youth%20policy's%20potential.

their lives are made.[8] Other definitions refer to the process whereby young people can engage and influence these decisions, or their outcome.[9]

'Through active participation, young people are empowered to play a vital role in their own development as well as in that of their communities, helping them to learn vital life-skills, develop knowledge on human rights and citizenship and to promote positive civic action. To participate effectively, young people must be given the proper tools, such as information, education about and access to their civil rights.'[10]

Youth participation requires structures in which young people are able to express their views as well as the engagement of decision-makers to listen and take those views into account.[11] Throughout the process, young people need targeted support – be it from youth workers, facilitators or even their peers – to ensure their participation is meaningful.

However, youth participation should not be pursued just to abide by the internationally recognised fundamental right to participate and be involved in public decision-making. It also brings **substantial benefits to the democratic life of communities**, which may go beyond the group of youngsters involved in a specific project and expand to the society as a whole.

The more groups in a community are accepted as legitimate members, the more inclusive, pluralistic and safe it becomes: thus, youth participation contributes to the sound functioning of our democracies and the sustainability of policies affecting young people's lives. [12] Young people can offer any policy a longer perspective during its creation phase as well as innovative, fresh and inspiring ideas which can improve the end result to the benefit of the society as a whole. Therefore, including their voices in the creation, implementation and evaluation of policies and programmes helps decision-makers to make more informed decisions.

Young people have a lot to give: according to the EU Youth Report, the younger generations are the best educated ever and especially skilled in using Information and Communication Technologies and social media. These skills are crucial in today's and tomorrow's world; making the most out of these skills will be a major step forward towards ensuring younger generations' place in the transition to a climate-neutral, digital EU.

As the Commission stated in 2018: 'Europe cannot afford wasted talent, social exclusion or disengagement among its youth. Young people should not only be architects of their own lives, but also contribute to positive change in society. For young people to reap the full benefits of EU actions, these need to reflect their aspirations, creativity and talents, and respond to their needs.'[13]

3. Barriers and challenges to youth participation

The benefits of youth participation in all aspects of policy are substantial. Despite the evidence that there is a need and a value in making young people part of devising and implementing policy, there are barriers and challenges that hinder the development of ensuring youth participation in a systemic way.

Identifying these barriers and challenges is a prerequisite for a meaningful engagement of young people. Within the scope of this report, a number of barriers to youth participation were identified as the most common among those which the selected 30 good practices provide a solution to.

---

[8] D. Moxon: Options for Youth Participation at the British Council: Discussion Paper 2019

[9] T. Kiilakoski: Perspectives on youth participation, Analytical paper (2020) Partnership between the European Commission and the Council of Europe in the field of youth

[10] https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-participation.pdf

[11] A. Crowley and D. Moxon: New and innovative forms of youth participation in decision-making processes (2018) CoE

[12] Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on promoting young people's full participation in education, employment and society COM(2007) 498 final

[13] Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on engaging, connecting and empowering young people: an EU Youth Strategy COM(2018) 269 final

Barriers can be systemic, when they are related to how institutions and society perceive and engage youth; or linked to how young people perceive their role in society or the obstacles they see to a meaningful, structural participation in public debates and policy-making.

Systemic barriers

A **lack of trust** in young people's potential and of not fully understanding their interests and needs is one of the main barriers that prevents young people's voices from being heard and acted on.

Resistance of institutional actors, a bias that young people are not interested, and the **adult-centric** perception that young people's opinions and abilities are not well developed, not valuable enough and somehow should be subordinate to adults' steering, can lead to a total absence of structures – formal and informal – for youth participation.

It can also lead to a **tokenistic approach**, which jeopardises existing participatory processes, where engaging with youth is purely seen as a symbolic activity or a procedural requirement, a box-ticking exercise, without any potential for meaningful contribution on the substance or any follow-up.

Even when young people do have a forum to participate in the lives of their communities, often the **lack of a credible feedback mechanism** deprives them of a tool to make public authorities accountable for the follow-up and implementation of young people's ideas. **Language and culture** play a major role, too: generational gaps make it difficult to understand young people, their need and values, and pose the challenge of identifying the right communication channels and style to attract their interest.

Youth-related barriers

The lack of trust on the side of institutional actors is, in turn, reflected in young people's belief that any of their contributions would not be taken seriously nor have any real impact on their daily life. This represents the main youth-related barrier to youth participation: young people feel that even if they express their needs and preferences, **their voice is not heard** and does not bring about change. The lack of trust becomes therefore reciprocal.

Moreover, young people might **lack information and skills to benefit from participation opportunities**, as well as knowledge on the specific topic at hand. These elements contribute to make it difficult for them to keep their interest and motivation for long periods: they do not feel valuable and valued enough to contribute their time and effort. Consequently, more confident and skilled young people are more likely to become involved, leaving already vulnerable and isolated segments of youth behind.

In addition to these substantive and psychological barriers, **socio-economic** ones play a role. Socio-economic exclusion and democratic exclusion go hand in hand. Youth struggling with disadvantages are generally less active citizens and have less trust in institutions. **Logistical** and **administrative** factors can also play a role. Time, transport, scheduling and financial compensation are often not considered and can pose barriers.

4. Enablers – With young people, not for young people

The selection of good practices presented in this report demonstrates that in order to have a meaningful youth participation, it is crucial that institutions overcome their stereotypes, trust young people and their abilities, and **empower them to lead the change**.

Young people have opinions and ideas about the development of their communities, but they need to be listened to and to be trusted. They need to be given the opportunity to make a change, be empowered and entrusted with the means and tools to implement their own ideas and develop **ownership** over their projects.

Youth-centred approaches should replace youth-focused ones, which conceive young people as objects of public policies rather than agents and engage with them only for "youth-related issues". It is important to make youth participation a priority, make it **regular and continuous**, and embed it in institutional structures

and policy-making processes, as well as integrating youth input in a wider range of topics of their concern.

An effort to *youth-ify* **institutional actors** and adapt their communication style when they reach out to young people through innovative, original means would contribute to a better reciprocal understanding.

Lastly, young people **need clarity about their roles and responsibilities**: a clear setting, clear instructions, rules and an explanation of what is expected from them is crucial to frame their participation and sustain their interest and commitment.

5. Typology of participation

Youth participation comes in different forms, at different levels and depths, and with different methods. In the youth participation context, a recurrent typology [14] focuses on two elements to classify youth participation: first, the **agent initiating the process**, be it youth itself or adults (hence the distinction between youth-led and adult-led processes); second, the **level and depth of the engagement** and therefore the actual influence on decisions that youth may have, i.e. whether young people are informed, consulted, or have an active role in decision-making.

Building on this, the typology presented in this report represents a step forward aiming to fully capture how deeply youth is engaged and at which stage they could influence policy-making and implementation. The following levels and depths of youth participation were identified:

1. **Engagement**, enabling youth to get involved, raise awareness about a specific policy, to be consulted or involved in preparing recommendations for a policy.
2. **Co-creation**, whereby young people come up with their own ideas, recommendations and/or projects to address specific issues and provide solutions to challenges.
3. **Implementation**, whereby youth is given the space, trust and means to carry out their own projects.
4. **Monitoring and evaluation**, whereby youth is given the tools to make public authorities accountable, monitoring policy implementation and assessing its results.

The selection of good practices hereby presented covers all these four levels.

Moreover, the good practices represent a wide array of forms of participation, differing in terms of:

1. **Scope** (the cases cover various scopes of territory: from EU-wide, national, regional to local);
2. **Method** (the cases use a variety of methods of youth participation, from simple workshops to established, innovative methodologies including a set of stages and action points);
3. **Digitalisation** (most cases involve youth during offline events, while some use online tools);
4. **Duration** (the cases vary from participation of a few hours-long to processes in excess of one year).

It is also important to highlight that various forms of participation may be relevant for involving different target youth groups. In the good practices gathered in this report, there are:

1. **Age** (the targeted groups vary from 11 to 35 years of age, usually limiting the target to the stage in education (primary school, secondary school, university students) or to young workers;
2. **Inclusivity** (some cases are targeted at or pay particular attention to excluded and silent groups, e.g. refugees, minorities, disadvantaged youth, young people with disabilities etc.);
3. **Expertise** (some cases are targeted at young professionals or students in particular disciplines);
4. **Organisation** (some cases addressed pre-existing youth representation structures, while some recruited volunteers or used informal networks);
5. **Size** (some cases focus on a dozen young people, while others involve several thousand participants).

The collection of 30 best practices of youth participation in ambitious policy actions follows. The table below illustrates an overview of the gathered cases, including details described above. The table is designed to enable quick comparison between the cases and to allow the reader to find cases closest to their interests.

---

[14] Hart, R. (1992) Children's Participation from Tokenism to Citizenship. Florence: UNICEF Innocenti Research Centre

No	Project	Country	Method	Scope	Age group	Targeted youth group	Number of young people involved	Level of participation	Youth struc-tures	Digitali-sation	Duration	EU fun-ding
1	**Kecejme do toho (Have Your Say)**	CZ	structured dialogue	Local, national	15-26	general	35,000	co-creation	no	offline, online	2010-2015 (5 annual cycles)	no
2	**Ungeklimarådet (Danish Youth Climate Council)**	DK	youth council	National	18-	youth with a background in climate issues	unknown	co-creation, monitoring	yes	offline	two year terms	no
3	**Comhaire na nÓg (Youth Council)**	IE	youth council	Local & National	12-17	local representatives, 20% seldom-heard youth	31	engagement	yes	offline	2002-ongoing, two year terms	no
4	**Barents Regional Youth Council (BRYC)**	SE, FI, RU, NO	youth council	Inter-national	18-30	regional representatives	16	engagement	yes	offline	2004-ongoing	no
5	**House of Youth Representatives (HYR) Project**	CY	youth parliament	national	18-35	general	66	co-creation	yes	offline	2016-ongoing	no
6	**European Youth Parliament: Power Shifts**	EU	youth council	European	16-30	general	100-1,000	co-creation	yes	offline	2015-ongoing	no
7	**Ichmache>Politik**	DE	digital	Local, national	12-27	general	>1,000	engagement, co-creation	no	online	2014-2017	no
8	**Ju & Me – The Reverse Mentoring Project**	DE	reverse mentoring	local	14-25	general	11	implementation	no	offline/online	2019-2020 (18 months)	yes
9	**Social Entrepreneurship Challenge on eHealth**	DE	competition	Inter-national	19-35	students, young professionals	28	co-creation	no	offline	2019, 4-days event, annual since 2017	no
10	**Vocation Labs: Co-creating an ESF project**	EE	workshops	national	unknown	students in vocational education and training (VET)	12	co-creation, evaluation	no	offline	2019, 3 one-day workshops	yes
11	**Democs for Schools**	IE, UK	experimental/immersive dialogue, game	Local	16+	school students	1,189	engagement	no	offline	2005-2006, the game: 2,5h	no
12	**Next Energy - New talents, new ideas, new growth**	IT	call for talents and ideas, call for growth	national	22-35	young entrepreneurs and graduates in specific fields of study	119	implementation	no	offline	2019-2020 (annual cycle since 2015)	no
13	**School of Open Cohesion**	IT	participatory civic monitoring	national, inter-national	13-19	secondary school students	26,000	monitoring	yes	Offline/online	2013-ongoing (annual cycles)	yes
14	**Young professionals' participation in the Dutch Climate Agreement**	NL	policy co-design, lobbying	national	16-35	young professionals, students	Un-known	engagement, co-creation, implementation	yes	offline, online	2018-2019	no
15	**ÖREK 2030 – Austrian Spatial Development Concept**	AT	deliberative consultation	national	18-35	young experts	18	engagement, co-creation	no	offline	2019-2021 (ongoing)	no

16	**Youth active locally - participatory tools for students**	PL	debates, creative workshops, animators educational classes,	local	13-18	secondary school students	6,761	engagement, co-creation	no	offline	2017 (repeated in 2018 and 2019)	no
17	**Gaia Municipal Plan for 'All Youths', More voice to youth**	PT	structured/constant dialogue	local	13-30	local youth, geographical representatives	~500	engagement, co-creation, implementation, evaluation	no	offline	2017-ongoing	yes
18	**Com'ON Cluj Napoca**	RO	participatory budgeting, iap2 model	local	14-35	informal groups	750	engagement, co-creation, implementation	no	offline	2014-2015, 18 months	yes
19	**Thessaloniki Local Plan of 'Activities for the city and the youth 2018-2019'**	EL	participatory budgeting, iap2 model	local	13-30	general	unknown	co-creation	no	offline	2018-2019	no
20	**If I was the mayor' Youth participatory budgeting in Colle di Val d'Elsa**	IT	participatory budgeting	local	16-25	representative random sample of local youth	unknown	co-creation	no	Offline/online	2009	no
21	**TBI: Youth, City and the Heritage**	SI	youth-led deliberative consultation	local	20-25	young local experts	60	engagement, co-creation, implementation	yes	offline	2015-ongoing	yes
22	**Implementation of the Youth Guarantee in Slovenia**	SI	government working group	National	15-25	representatives of the 15-25 years olds	unknown	co-creation, implementation, monitoring & evaluation	yes	offline	2013-ongoing	yes
23	**Deliberative Discussion Day (DDD)**	FI	deliberative discussion	national	14-29	general	unknown	co-creation, evaluation	no	offline	2008-ongoing	no
24	**RuutiBudgetti**	FI	participatory budgeting	Local	13-17	secondary school students	11,645	co-creation, implementation	no	offline	2013-ongoing (annual cycles)	no
25	**SILTA - A bridge to youth entrepreneurship**	FI	cooperative entrepreneurship	Local	16-21	young entrepreneurs	60	implementation	yes	offline	2017-2019	yes
26	**LEADER Youth Fund and Local Youth Action Team**	FI	youth fund, gate approach	local, regional, inter-national	13-25	local youth	22	co-creation, implementation, monitoring & evaluation	yes	offline	2010-ongoing	yes
27	**POSH: Pioneers of Sustainable Hope**	UK	ambassadors programme	Local, regional	11-19	general	>2,000	engagement, co-creation, implementation	no	offline	2015-ongoing	no
28	**MH:2K Oldham: Young citizen researchers exploring mental health**	UK	citizen researchers	local	14-25	volunteers among local youth	>600	engagement	no	offline	2016-2017, repeated in 2017-20018	no
29	**Participatory Arts with Young Refugees**	UK	participatory arts	local	16-23	young refugees	120	engagement	no	offline	2002-2008	no
30	**EU Datathon 2019**	EU	datathon	Inter-national	18-35	students, young professionals	99 teams	co-creation	no	offline, online	2019, 6 months (annually since 2017)	no

KECEJME DO TOHO

Kecejme do toho (Have Your Say)

Project ID:

Country: **Czech Republic**

Region: **Nationwide**

Promoters: **Czech Council of Children and Youth, National Parliament of Children and Youth**

Age of target group: **15-26**

Targeted youth group: **General youth population**

Stage of youth involvement: **Co-creation**

Methodology: **Structured Dialogue**

Duration: **2010-2015 (5 annual cycles)**

Website: **www.kecejmedotoho.cz**

Contact person & details: **Jan Husak jan.husak@crdm.cz; Michaela Doležalová michaela.dolezalova@crdm.cz**

Summary

Project Kecejme do toho (Have Your Say) aimed to provide structured participation and dialogue for young people between 15 and 26 on policy topics. It organised discussions, workshops, working groups and other kind of events, where young people discussed topics that impact them on national and EU level and engaged with policymakers.

The 'wow!' element

This is a best practice in youth-driven selection of topics and development of policy proposals. It engaged a wide population of young people using a unique mixture of online and in person activities, including local workshops, open air festivals, events in music clubs, bar camp, as well as formal discussions and consultations. All activities were based on principles of equality and partnership between young people, experts and policy-makers, with the latter prepared on how to optimally discuss with young people.

Results/Impact

✓ Reached approximately 35,000 young participants over five years who proposed, discussed and voted on many different topics. Issues raised and discussed included university fees, youth unemployment and support for young families.

✓ Concrete policy follow-up was mixed. On university fees, they were the only youth group to present to a parliament committee and the Department of Education. On many other topics where they engaged with various experts and policymakers, their impact was hard to assess. Outcomes from the project were reflected in the state Youth Strategy 2014 – 2020 and cited in documents of the EU´s EESC.

✓ With the establishment of a permanent Structured Dialogue with Youth by the Czech government in 2015, one of the project's initial goals, organisers decided to stop the initiative. Organiser also wished to avoid cannibalising funding sources from small local groups motivated by the project to do similar work.

Transferability to the JTF context

This project offers a successful multi-stage youth-driven process in engaging young people in dialogue on issues identified by them, which could be transferable to the JTF context. It has motivated similar projects on local level and in other countries (e.g. Germany).

It's unique activities to attract youth engagement are particularly pertinent in overcoming the challenges of engaging less active youth.

Organisers highlight that an important lesson in running such an initiative is to be flexible to the needs of young people and not only those of the organisers.

Strengths & key challenges addressed

The project was an iterative youth-driven process, which integrates a meaningful sense of youth ownership, equipment of youth with factual information and engagement with decision-makers, resulting in concrete policy recommendations by youth.

One of the challenges in young engagement is successfully getting young people to engage. The project was particularly strong at designing unique ways to engage young people, such as an open air concert launch event, and workshops in unique settings.

The youth-led nature of the project and the fact topics were brought forward by youth, increased youth interest and likelihood of participation. It was a truly nationwide event, with events in a broad range of regions.

Limitations of the project

The project involved a large amount of administration and technical work from its small organising team.

Long processes, such as that used in this project, can demotivate many youth from staying active throughout the whole process.

Kecejme do toho (Have Your Say)

Context

The project was gradually launched from mid-2009. In the context of the newly formed National Working Group for the Implementation of the EU Structured Dialogue within the Ministry for Education & Youth in 2010, it was decided to connect the project with Structured Dialogue. Organisers choose to discontinue the project in 2015 when the Czech government introduced a permanent Structured Dialogue with Youth.

Objective

1) Promoting youth involvement in decision-making, and demonstrating that it is important and can be successful.

2) Active citizenship education for young people.

3) To attract the Ministry of Education to set up a permanent structure for youth engagement.

Activities

The annual cycle, corresponding to the school year, consisted of:

1. Looking for Topics – Young people suggested topics of interest both online and at events. This included a large launch event, such as an open air festival in a park in Prague in the first year. The most frequently proposed topics were then identified and put to a selection vote online.

2. Information Base – Mini-analyses of the selected topics were prepared by youth involved in the project and published online.

3. Online discussions – On their website and on social media.

4. Workshops – Organised in various regions (usually 15-25 people). Ca. 3 hours, resulting in a draft opinion on the topic.

5. Discussions with Experts – A public event with 30-50 people. Youth presented their draft opinions and experts shared perspectives. Amendments could be made if all sides agree.

6. National Conference – Discussions on the outcomes of the workshops. It culminated in a final jointly agreed text that represented the views of young people throughout the project.

7. Presentation of Outputs - Opinions from the National Conference published online. Outputs receiving majority support in an online poll were presented to political representatives, ministries, media organisations and stakeholders.

Methodology of youth involvement

The project was youth-directed and used a participatory pedagogy. Key stages in its iterative process included:

Topics – aimed to give a voice to young people and allow them to select the issues of social and political importance to them, before any engagement with experts and officials in the later stages.

Information Base – supported participant's knowledge development on the topics to foster factual discussion. These mini-analyses presented topic development, pros and cons, and the opinions of political and public figures.

Workshops – A key stage of the process. Young people are acquainted with the mini-analysis on the given topic, brainstorm, discuss, and agree and draft an opinion. Experts and policymakers were not invited so as to avoid outside influences on the opinion of young people participating. Organisers tried to target the workshops to different audiences and interests, for example by holding one in a climbing centre and a skateboard performance.

Discussion with experts – Usually an expert or practitioner both in favour and against were invited, as well as a neutral expert. Organisers also tried to involve politicians of different political views. They sought to set this up as a partner dialogue, with young people as equal partners who can speak openly.

Actors involved (target group and partners)

The project was run by the Czech Council of Children and Youth. The project was built on existing youth structures, cooperating closely with the National Children and Youth Parliament, youth organisations, and student and university associations.

The project was open to all young people. It was not specifically balanced to be representative. However, organisers placed particular focus on attracting Roma youth, young people with disabilities, and youth from rural villages. To attract participants, they engaged with active youth in each area (e.g. youth organisations, youth workers), local media and schools and asked them to spread information about the events. They also tried to look for youth with experience in the given topic under discussion.

For workshops and expert discussions, participants from previous rounds were invited as well as some new participants. All participants from previous rounds were invited to National Conference, in addition to some new participants.
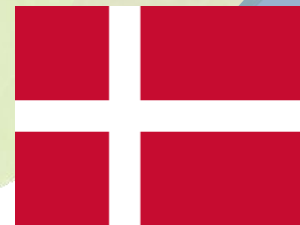
Ungeklimarådet (Danish Youth Climate Council)

Project ID:

Country: **Denmark**

Region: **Nationwide**

Promoters: **Ministry of Climate & Energy, Danish Youth Council (DUF)**

Age of target group: **Young adults**

Targeted youth group: **Youth interested in climate issues**

Stage of youth involvement: **Co-creation, monitoring**

Methodology: **Youth Council**

Duration: **Permanent (two year terms)**

Website: **https://kefm.dk/klima-og-vejr/ungeklimaraadet/**

Contact person & details: **Monika Skadborg (Chairperson), monika.skadborg@gmail.com**

Summary

The Danish Youth Climate Council is an independent youth-led advisory board to the Minister for Climate & Energy. The Youth Climate Council gathers input from young people across the country and formulates concrete policy proposals to the minister who they meet several time per year. There are also local level Youth Climate Councils in some cities.

The 'wow!' element

Its unique quality is the formal connection to the Minister for Climate, whilst at the same time remaining independent (international peers often have one of these but lack both elements). This independence is ensured by members appointed from democratic youth-led orgnaisations and by applying an arms-length principle in support from the Ministry to the Youth Climate Council.

Results/Impact

✓ Young people's ideas are included in the decision-making process through meetings with the Minister at least twice per year, the ability to add briefings to the Minister's briefing box and the ability to make official submissions to legislative proposals. The meetings support accountability by having a meaningful dialogue about why (or why not) the Minister will support their ideas.

✓ Last year, Council members attended approximately 80 external debates/events which were a mix of gathering input from youth, raising awareness (among youth, businesses and other audiences), and debating concrete proposals with politicians, NGOs and other stakeholders.

✓ Young people are invited to take part in the implementation of those policies the Minister agrees with, as is now happening with the formulation of new official guidelines on a healthy and sustainable diet.

Transferability to the JTF context

This is a pertinent model for meaningful policy engagement with young people that could be transferred to policy contexts such as consultation in the development and implementation of territorial just transition plans. Whilst Denmark's long history of democratic youth participatory structures enabled the establishment of such a structure, the establishment of a similar youth climate council in Poland demonstrates this model's transferability.

The model is not procedurally difficult and of low cost.

Strengths & key challenges addressed

This example uses the traditional youth council model but with several effective innovations. The formal connection to the Minister is innovative. It provides a formalised meeting at least twice annually and an obligation on the Minister to reply to proposals, ensuring meaningful engagement. At the same time, the Council enjoys independence with an arms-length principle applied in support to it from the Ministry.

The Council's formalised structure benefits its activities on the external dimension, with the Council enjoying enhanced capacity for public profile, as well as support from the Ministry.

Limitations of the project

While satisfied that members appointed by the Ministry were appointed on merit, Council members consider that an independent system of appointment of all members would be beneficial for credibility reasons.

This method engages a group of engaged young people, and uses them as a conduit to a wider youth audience. This may be less relevant as an approach in certain contexts and depending on objectives.

Ungeklimarådet (Danish Youth Climate Council)

Context

The Youth Climate Council was established following successful lobbying by the Danish UN Youth Delegates and the Danish Youth Council. It arose from their desire to address the gap between youth and policymakers, as they felt youth engagement primarily comprised of processes and demonstrating, but lacked opportunities for youth to be invited to the table to give meaningful input.

Objective

1) Gather input from young people on climate solutions.

2) Influence Denmark's policies through participating in formal processes and giving inputs to policy makers.

3) Influence public discourse through attending debates, writing opinion pieces to newspapers, organising events etc.

Activities

1) Engagement with the Ministry

The Council's Terms of Reference require them to meet the Minister at least twice a year and hand over their recommendations. These meetings have developed into larger public events, with 80 young people attending the last meeting, which was also livestreamed online.

In addition, the Council is able to have their recommendations put in the Minister's briefing box.

They are also on the department's consultation lists and therefore can make official submissions to legislative plans.

2) External Strategy

As representatives of youth, Council members attend events around the country to discuss with young people and gather their input. Input is also gather via online channels.

The formal channel created by members appointed from youth organisations has led to greater prominence of climate issues on the internal agenda of such organisations and the development of various policies by them.

Members seek to raise publicity and attention by partaking in debates and writing articles. Their formal status has benefited them in carrying out such activities.

Methodology of youth involvement

The Council runs independently and manages its own business. They set their own agendas, with the Ministry providing administrative support and information where relevant. A chairperson is appointed from among the members and is responsible for coordination.

The Council meets every two months. Meetings are usually combined with a presentation by experts, the Ministry or a relevant company. A large amount of the Council's work is completed in smaller working groups on different topics (e.g. nature based solutions, food systems etc.).

The Council runs on a consensus based model. Draft recommendation papers are consulted with relevant youth organisations to ensure alignment with their ideas and to give stronger democratic legitimacy.

Members have a two year mandate. A rolling mandate system, with half of the Council members changed each year, helps to overcome the challenge of personnel change and lack of institutional knowledge often faced by youth organisations.

Articles and speeches are written collaboratively between Council members. The geographic spread of members is used to cover many local events so as to avoid being capital-centric.

Actors involved (target group and partners)

Council members are appointed on a voluntary basis. Just over half are appointed by the Ministry of Climate & Energy, which received close to 400 applications in the last call. The others are appointed by relevant youth organisations. They aim to ensure a balance – gender, geography, specific area of interest (e.g. food systems, energy, legal etc.).

Ministry of Climate & Energy – Supports their activities, provides funding and arranges briefings by experts and civil servants upon request.

Danish Youth Council (DUF) - an umbrella organisation of 75 youth-led organisations (e.g. scouts, student councils).

4 other youth-led organisations who appoint members: Student strikers, young farmers, young energy experts and young nature experts.

Other examples of best practices using a youth council methodology of youth involvement

Comhairle na nÓg (Youth Council)

Country: **Ireland**

Promoters: **Department of Children and Youth (DCYA), Local Authorities**

Age of target group: **12-17**

Targeted youth group: **General youth population**

Stage of youth involvement: **Engagement**

Duration: **Permanent (two-year terms)**

Website: **https://www.comhairlenanog.ie/**

Contact person & details: **Dr Linda O'Sullivan, Linda.OSullivan@dcya.gov.ie, citizenparticipation@dcya.gov.ie**

Summary

Comhairle na nÓg is Ireland's formalised structure of youth councils for young people under the age of 18, with one in each of Ireland's 31 local authority areas. They aim to get young people's voices heard in two ways: working on young people's topics; and acting as a consultative forum for decision-makers. Its design principles are embedded in academic work and agreed in consultation with NGOs and stakeholders.

Activities and results

At an annual AGM in each local authority area open to local youth, a Committee of young people is elected and topics selected that will form the basis of the Committee's work for the coming year. In addition, this Committee serves as a consultative forum for local authorities on the development of services and policies relevant to youth. Every two years, the 31 Councils gather for the national youth parliament and elect a National Executive to perform a parallel function at national level. Each Youth Council has a salaried Coordinator responsible for its delivery, supported by a designated national support team in the Department of Children and Youth.

Transferability to the JTF Context

This offers a well-developed model of use of local youth council's as a consultative mechanism that could be replicated in transitioning regions on relevant topics. In particular, it offers a good model for engaging seldom-heard young people (e.g. children in care, ethnic minority, living in poverty, not in school), with a dedicated strategy and toolkit for ensuring they make up at least 20% of participants.

Barents Regional Youth Council (BRYC)

Countries: **Sweden, Finland, Russia, Norway**

Region: **15 Barents regions**

Promoters: **The Barents Euro-Arctic Council (BEAC)**

Age of target group: **18-30**

Targeted youth group: **Regional representatives**

Stage of youth involvement: **Engagement**

Duration: **2004-present**

Website: **www.barentsyouth.org**

Contact person & details: **Elizaveta (Liza) Vassilieva elizaveta@barents.no**

Summary

A common trend in all four countries is that young people leave the Barents region. The BRYC works towards making this trans-national region more attractive for youth. Its mission is to strengthen youth cooperation in the Barents region and to empower young people to be active participants of the societies in which they live.

Activities and results

BRYC activities help young people to participate in important meetings and conferences held in the Barents and in the Arctic where youth can express their opinions with policy makers and be actively involved in decision-making.

The council meets twice per year to discuss youth activities in the region, inform each other of news from their respective regions, and plan and arrange a large annual youth event. In 2019, they organised a conference on sexual health, a summer camp on female empowerment and equality, and an annual event on 'nature vs technology'. Participants also bring the outcomes of these meetings to their local level, and work with to improve the living conditions in their localities.

Transferability to the JTF Context

This example offers a source of inspiration for developing youth councils for transnational regions affected by the transition, and indeed for a collection of transitioning regions more generally, allowing peer-to-peer exchanges and consolidation of efforts to address challenges such as high outward migration of young people.

Sources (Comhairle na nÓg): This fiche was prepared on the basis of an interview with Dr Linda O'Sullivan, as well as from materials available on the website https://www.comhairlenanog.ie/, particularly from two toolkits: https://www.comhairlenanog.ie/wp-content/uploads/2013/04/Comhairle-na-nOg-Toolkit-2nd-edition.pdf and https://www.comhairlenanog.ie/wp-content/uploads/2014/10/Seldom-Heard-toolkit.pdf.

Sources (BRYC): The fiche has been prepared on the basis of the BRYC Annual Report 2019, and other information available on the website http://www.barentsyouth.org/.

Other examples of best practice using a youth parliament methodology of youth involvement

House of Youth Representatives' (HYR) Project

Country: **Cyprus**

Promoters: **Cyprus Youth Council, Cyprus Youth DiplomaCY**

Age of target group: **18-35**

Targeted youth group: **General youth audience**

Stage of youth involvement: **Co-creation**

Duration: **2016-present**

Website: **www.voulineon.com**

Contact person & details: **voulineon@gmail.com**

Summary

HYR brings together 66 young Cypriots in a simulation of the national parliament, to deliberate and submit ideas to relevant stakeholders. The aim is to include young people in the decision-making structures of Cyprus and give them an opportunity to express their proposals and co-shape the policies of their country. It has received the SALTO award for youth participation.

Activities and results

Participants are divided into five committees. In each relevant Ministry, a person acting as a contact point coordinates with the project organisers to provide 3 potential thematic points for discussion by each of the committees. Young Cypriots decide the final agenda via a questionnaire, selecting one of these themes for each of the 5 committees. Following deliberations within the committees, the plenary votes on the proposed ideas. Decision-makers and other relevant stakeholders attend the deliberations. Ideas passed by vote in the Plenary are promoted by Youth Representatives to stakeholders and government officials via meetings and further activities, including at Parliamentary Committees of the Cypriot House of Representatives when matters of relevance are being discussed.

Transferability to the JTF Context

This offers a good model for implementation of a youth parliament structure for consultation, which could be replicated at regional level in transitioning regions. In particular, the links to Ministries and policymakers offer a replicable model for meaningful engagement whilst using a youth parliament model.

Power Shifts

Region: **Pan-European**

Promoters: **European Youth Parliament (EYP), Innogy Stiftung für Energie und Gesellschaft (Innogy Foundation for Energy and Society)**

Age of target group: **16-30**

Targeted youth group: **General youth audience**

Stage of youth involvement: **Co-creation**

Duration: **2015 - present**

Website: **https://eyp.org/**

Contact person & details: **Valeriya Boyko, Project Coordinator for Organisational Development and Capacity Building, v.boyko@eyp.org**

Summary

The Powers Shifts project is run by the European Youth Parliament (EYP), one of Europe's largest youth networks present in 40 countries, in cooperation with the foundation of one of Germany's largest energy suppliers. The project gets participants across Europe to explore and discuss European energy policy. All stages of the project are youth driven, with all events organised and facilitated by youth for youth.

Activities and results

The project has a multilevel approach. The project ties in with some existing EYP sessions across Europe (11 events in 11 countries 2019) at which certain committees are assigned an energy-related topic. Participants are guided by a young volunteer through an experience-based methodology involving teambuilding, committee work and a general assembly at which they present their solutions in the form of resolution. The resolutions and discussions of these committees are analysed at a "Power Lab" in Berlin each year by 12 young people selected from across Europe. They summarise and present the ideas in a "Young Energy Opinion" paper, which is shared with decision-makers and stakeholders.

Transferability to the JTF Context

This is an excellent example of partnering with an existing organisation with a presence and volunteer base on the ground in delivery of activities. Rather than starting from scratch, this project shows the utility of linking in with an existing organisational framework and methodology, allowing focus to be directed towards content and bridging the gap between young people's solutions and policymakers.

Ichmache>Politik

Project ID:

Country: **Germany**

Region: **Nationwide**

Promoters: **Deutscher Bundesjugendring (German Federal Youth Council – DBJR)**

Age of target group: **12-27**

Targeted youth group: **General youth population**

Stage of youth involvement: **Engagement, Co-creation**

Methodology: **Digital participation**

Duration: **October 2014 - April 2017**

Website: **https://ichmache-politik.de/demografie/**

Contact person & details: **Tim Schrock tim.schrock@dbjr.de, Enno Strudthoff enno.strudthoff@wechange.dm**

Summary

This project of the German Federal Youth Council used digital methods (the ePartool) to support young people's participation in policy-making relating to the development of the federal demographic strategy. Consultation with young people via the ePartool was structured in 'participation rounds' which lay out the different phases, from an introductory information phase through to follow-up stages, which outlined the (re)actions from policymakers to the contributions of participants.

The 'wow!' element

This represents a good practice on how to involve young people in developing policies using digital tools. One of the strongest attributes of this model is that it has a feedback loop so young people know what happened with their contributions and why. They can also see what impact their contributions have had.

Results/Impact

✓ Over 1,000 contributions were collected and bundled centrally via the ePartool, voted on and prioritised, and on this basis were presented in the relevant working group of the demographic strategy. The reports and recommendations of this group were presented at events to among others, the Chancellor, the Interior Minister, and the Minister for Agriculture, Environment and Health.

✓ There is evidence that young people's views shaped the selection of topics included in the demographic strategy. The project advises that, usually, political stakeholders dealt seriously with youth's inputs and provided feedback, although some needed encouragement to recognise and take the inputs into account.

✓ The ePartool has been translated into several languages and has been used for a variety of projects regionally and nationally, and in other countries. At present, the Ukrainian Youth Council are translating it into Ukrainian.

Transferability to the JTF context

The ePartool has been used in a wide variety of consultations at various levels in Germany, and in other countries. It offers a good example of best practice using digital methods with it offering the possibility to engage a large number of young people.

Given the challenge in some JTF contexts of geographical and mobility challenges, as well as those of engaging less heard youth, such digital solutions could be beneficial.

Its feedback mechanism is a good example of how to foster a feeling of meaningful engagement, which may be particularly relevant for individuals and regions who feel this is currently lacking.

Strengths & key challenges addressed

A challenge in youth participation is that different young people like to be able to participate in a variety of different ways, at different times, in different contexts. A strength of the project was the variety of methods used, the ability to partake as an individual or in groups, the combination of offline and online components, and the ability to join at different stages.

Participant feedback appreciated the information provided on the website on the topics as having helped them to make informed judgements.

Young people value transparency. The project had a strong emphasis on explaining what they are being invited to participate in and what might be the outcomes over what timeframe. Participants were pleased that reactions from decision-makers and impacts are visible within the software.

Limitations of the project

The ePartool is a good consultation tool for collecting the ideas and proposals of youth and presenting them to decision-makers who then develop them. It is less effective for interactive policy communication, a back and forth exchange. It has not been undergone development in five years, is unavailable in app format and is difficult to use on a phone.

Ichmache>Politik

Context

In 2012, the German government launched a dialogue process for the development of a federal demographic strategy. In ten working groups, representatives of the German states and municipalities, associations and social partners, business, science and civil society, discussed and specified thematic priorities, and drew up concrete proposals. In October 2014, the working group, "Youth Shapes the Future" was established with the task of giving young people a voice in the process. Youth participation was implemented in two projects: the Ichmache>Politik|Demografie project of the DBJR and the regional Youth Demography Dialogues of the Leuphana University of Lüneburg.

Objective

The project aimed to gather the topics, demands and opinions of young people, to discuss them seriously and - where appropriate - to incorporate them into the recommendations for action to the federal government

Activities

At the heart of the participation process were the participation rounds using the ePartool.

The process started in 2015 with a collection of topics that were important to young people in the further development of the demographic strategy, which were taken into account when setting the fields of action for the working group. Two phases of participation followed on the basis of the delimitation of the main areas of work.

The first, from May-October 2015, focused on the public image of youth and on services for young people, both physical and digital.

The second phase, from January-October 2016, focused on how best to deal with the demographic changes of importance for youth and on how young people imagine a society worth living in.

Various regional activities took place to accompany both phases. In 2015, barcamps were held in Hanover, Westernohe and Potsdam. In 2016, workshops were held throughout Germany. Their results were incorporated into the participation rounds.

Ichmache>Politics publicised the results of the participation rounds, and obtained and published the reactions to the results of the working group, the coordinating government office and the Working Group for Child and Youth Services (AGJ).

Methodology of youth involvement

Consultation with young people was via the ePartool digital tool and was structured in 'participation rounds':

INFORMATION: Young people deal with a certain topic locally and in their own way. The ePartool offers background information and methodical help.

QUESTIONS AND INPUTS: Usually starts with a very general question on how they feel about the topic, moving on to how they would like to see the given issue area improved. All text, image, audio and video inputs are gathered online on the ePartool. This is combined with off-line workshops whose inputs are added to the output from online for the next round.

VOTE: On the ePartool, participants vote on the inputs they consider most relevant. Given the large number of proposals, most participants stop before voting on all proposals, therefore the system ensures each proposal is seen and voted on by a similar number of people. The outcome is a ranking.

REACTIONS & IMPACT: DBJR selects the most important issues based on voting and forwards them to national and EU decision makers. Political stakeholders take the results into consideration and give feedback. All such documents are published online.

FEEDBACK: A special feature is that young people can follow step by step what became of their contributions, including how their views and contributions linked to those raised by other young people, how the topics and issues were voted on, and ultimately how they were presented to policymakers and the outcome. Follow-up reactions, feedback and responses to the original inputs are presented in the format of an interactive timeline.

Actors involved (target group and partners)

All German residents aged 12-27 could use the online tool as individuals, in self-organised group, or for example as a school class. Groups received greater 'voting weight' based on their size.

DBJR did not maintain records on the numbers involved and their background. Organisers state that they did not aim per se to ensure participation was representative, however the system's flexibility was designed to maximise engagement across groups.

The DBJR was the software developer of the ePartool and managed the Ichmache>Politik consultations.

Ju&Me - The Reverse Mentoring Program

Project ID:

Country: **Germany**

Region: **Leipziger Muldenland (Saxony), Wesermünde-Süd (Lower Saxony)**

Promoters: **The two regions' Local Actions Groups (LAGs)**

Age of target youth group: **14-25**

Targeted youth group: **General**

Stage of youth involvement: **Implementation**

Methodology: **Reverse mentoring**

Duration: **2019-2020 (18 months)**

Website: **https://www.clusterverein.de/jume/**

Contact person & details: **LAG Leipziger Muldenland, regionalmanagement@leipzigermuldenland.de**

Summary

The "Ju&Me" pilot is a reverse mentoring project, training **young people** to **become mentors advising local political leaders**, administrators and business managers on specific topics related to local development. The project, which is funded under the LEADER Programme of the European Agricultural Fund for Rural Development (EAFRD), runs in Leipziger, one of the regions in transition pre-identified as a potential beneficiary of the Just Transition Fund,

The 'wow!' element

Local youth contribute to the **re-skilling** of local leaders, helping them learn new digital skills and become familiar with the latest technologies and social media. Most importantly, young people are given the opportunity to express their point of views with local leaders, who through this closer engagement **understand and recognise the youth perspective**, which in turn then feeds into local development policies.

Results/Impact

✓ In the last year, 11 young people were trained as mentors and advised 12 managers from their own regions.

✓ At the beginning of the process, managers voiced their low expectations and their strong belief that young people would not be interested in shaping their region. Such preconceptions disappeared as a result of their mentors' passion and commitment, and it was observed that the managers began to show a more open approach to youth and their needs.

✓ Young people showed a great interest in having the opportunity to actively contribute to the management and development of their region. Many of them report an increase in their self-confidence and regional knowledge through the project and, therefore, started to be active in other participation projects, some even in the Local Action Group (LAG).

Transferability to the JTF context

The Commission identified investments in digitalisation, **upskilling and reskilling of workers,** and active inclusion of jobseekers as important priorities in the transition out of emission-intensive industries in the region of Leipziger.

Involving young people to give trainings to develop digital and communication skills can be a win-win situation: allowing adult workers to learn skills that would prove useful for their professional reconversion, and employing **young people to share their knowledge of the digital era**.

Throughout its implementation, a few elements emerged as necessary pre-conditions to be able to transfer the reverse mentoring model to other rural or urban contexts:

- Full-time coordination (at least 30 hours/week) for the training and facilitation of the tandems;
- Local cooperation partners in the field of regional management and economic development;
- Cooperation partners in the field of youth work.

Strengths & key challenges addressed

Through the training and reverse mentoring opportunities, young people themselves managed to overcome initial resistance felt by mentors, challenge their distorted perception that young people's opinions and abilities are not well developed and somehow should be subordinate to adults' steering, and gain eventually the trust of their mentors.

The mentoring sessions focused on specific themes aimed at filling the age and value gap, including:

- Addressing a young target group, including how to **reach out and communicate with young people** in the world of social media;
- **Understanding the values of a young person**, such as their participation in democratic life and local development, the protection of the environment, and the fight against climate change.

Limitations

The pilot involved a limited number of tandems. To achieve a larger impact, a greater number would be needed.

Ju&Me - The Reverse Mentoring Program

Context

Local decision-makers should inspire young people and future professionals to contribute to the development of their region. However, the reality is that often they have very limited contact with youth because they often lack precise knowledge of young people's interests and values. As a result, local development is rarely tailored precisely to younger generations' needs.

Objective

The "Ju&Me" pilot project contributes to regional management of demographic challenges by involving young people in local planning, development and decision-making processes, as well as by motivating them to participate.

The project aims to:

- Support decision-makers to integrate the youth perspective into their work;
- Enrich regional development projects with youthful perspectives;
- Enable and encourage young people to participate on the ground in various bodies;
- Support regional and inter-regional cooperation for the implementation of networks;
- Promote cooperation projects in the field of youth participation and regional development.

Young people are able to communicate their views to decision makers, to assess and give their input to regional development projects.

Activities

Activities included:

- Selection of participants and recruitment of project managers,
- Kick-off event,
- Initial and follow-up trainings for mentors and mentees,
- Tandem matching and subsequent monitoring, facilitating and coaching of the tandems,
- Meetings to exchange feedback, take stock of progress and evaluate achievements,
- Closing event with handing over of certificates,
- Preparation of factual report and mentoring guide (ongoing).

Methodology of youth involvement

The reverse mentoring method shifts the usual learning perspective and trains young people to become mentors of local adult political leaders, administrators and business managers.

Mentoring stands for a mutual relationship with qualification and learning effects for mentees and mentors.

Mentors support and accompany mentees in their 'development' for a certain period of time. This involves individual advice and feedback, guidance and behavioural support, the transfer of strategic knowledge and experience, and support in network development.

The tandem relationship between mentee and mentor is a hierarchy-free relationship. In this protected surrounding, learning and experimentation can take place, in particular informal knowledge can be transmitted and potential skills and competencies can be discovered and developed.

Actors involved (target group and partners)

The main actors involved are local young people aged 14-25 on the one hand, and local political leaders, local administrators and business managers on the other.

One of the main distinctive features of the project is the involvement of local actors, including the German Rural Network and the Regional Management Authorities. The whole LEADER ecosystem is there to support its implementation, through the two Local Action Groups (LAGs) of Leipziger Muldenland and Wesermünde-Süd.

External service providers were crucial for the management and implementation of the project on a full-time basis.

Social Entrepreneurship Challenge on eHealth

Project ID:

Country: **Germany (international)**

Promoters: **Young Leaders for Health (NGO)**

Age of target group: **19-35**

Targeted youth group: **Students and young professionals**

Stage of youth involvement: **Co-creation**

Methodology: **Social Entrepreneurship Challenge**

Duration: **4-days event, annual since 2017**

Website: **www.youngleadersforhealth.org**

Contact person & contact details: **board@youngleadersforhealth.org**

Summary

This annual international competition run by Young Leaders for Health (YLH) gives students and young professionals a voice as they brainstorm solutions to problems in the field of eHealth with multidisciplinary peers. With each annual edition the thematic approach changes in order to tackle relevant global health challenges. This fiche concentrates specifically on the 3rd edition of the challenge in 2019, which focused on 'Non Communicable Diseases (NCDs) and Air Quality'.

The 'wow!' element

During the course of the four-day challenge, participants are part of an interdisciplinary team, along with other students and young professionals from across the globe. With the help of designated mentors, participants work on their project ideas to find concrete, sustainable solutions that can be implemented in the field of eHealth.

Results/Impact

✓ 28 students and young professionals divided into six interdisciplinary groups and developed six sustainable and deployable projects for a selective jury panel.

✓ The jury chose the project DEEP BREATH as the most promising. This project was awarded and supported by the YLH to help it in being implemented in reality.

Transferability to the JTF context

This competition model could be used to allow young people - students and young professionals - to invent solutions related to the transition challenges in the course of an event of a similar length.

The form of a challenge/competition, where the best solutions get awards, is motivating for participants. The format attracts the attention of the youth, media and policy-makers.

Strengths & key challenges addressed

Young people were involved in both the roles of organiser and participant, which enables added empowerment, as well as the valuable experience of collaborating in international, multi-disciplinary teams.

The high-quality preparation of participants was visible both before the event (educational materials on e-Health and its barriers, air pollution and NCDs, design thinking, associated start-ups, etc.), and during the event (interactive keynote speeches and workshops by leading global health practitioners).

The initiative provides support for the winning ideas to be implemented in reality.

Limitations of the project

Follow-up of the remaining initiatives is unclear.

Social Entrepreneurship Challenge on eHealth

Context

The topic 'NCDs & Air Quality' was chosen by the YLH committee as there is an urgent need for readjusting the global course. Eight million lives are lost annually due to polluted air. This number is set to increase by 50% in the next 30 years if no aggressive interventions are undertaken. The majority of the disease burden of air pollution can be attributed to NCDs, primarily causing cardiovascular disease, chronic obstructive pulmonary disease (COPD), and lung cancer. The high burden of disease combined with the rapid worsening of the situation calls for swift solutions.

Solutions to these problems could be delivered by the emerging field of eHealth. eHealth exists at the intersection of technology and healthcare and provides a platform for rapid innovations that can be deployed globally. By encouraging the participants to use eHealth tools when tackling Air Quality & NCDs, the project aims to find solutions that can address real world problems.

Objective

The YLH Social Entrepreneurship Challenge on eHealth invites students and young professionals to develop tools offering practical, innovative and sustainable solutions for public health problems.

Activities

The Challenge involved the following stages:

1. Three experts in the fields of eHealth, air quality, and NCDs provided the participants with input in the form of keynote speeches.
2. Additional workshops by four workshop conductors aided the teams in the design and presentation of their projects.
3. Equipped with the necessary knowledge, the participants were divided into six groups that had two days to develop a project they were passionate about.
4. On the last day of the Challenge, a three minute pitch of the project ideas followed by a four minute Q&A response was presented to the three jury members.
5. At the end of the event, the jury chose the most promising project.
6. This project was awarded and supported by YLH to help it in becoming reality.

Methodology of youth involvement

During the course of the four-day challenge, participants are part of an interdisciplinary team of students and young professionals from across the globe.

The unique programme affords participants the opportunity to partake in interactive keynote speeches and workshops led by well-known global health practitioners where they strengthen their understanding of the depth and complexity of the theme being tackled.

Furthermore, with the help of designated mentors, participants work on their project ideas to find concrete, sustainable solutions that can be implemented in the field of eHealth.

After being assigned into interdisciplinary groups guided by a designated mentor, they compete to develop and pitch sustainable and deployable projects to a selective jury panel.

At the end of the event, one team is selected as a candidate to receive additional support to further develop and deploy their project ideas.

Actors involved

Target group:

- Participants: 28 students and young professionals from 18 countries and various backgrounds and disciplines.
- Organising committee: 14 students and young professionals from 11 different professions with a broad range of backgrounds including political and social sciences, economics, and public health.

Partners of the Challenge for 2019:

Vocational Labs: Co-creating an ESF project

Project ID:

Country: **Estonia**

Promoters: **Estonian Youth Work Centre**

Age of target group: **not specified**

Targeted Youth Group: **Students in Vocational Education and Training (VET)**

Stage of youth involvement: **Co-creation, evaluation**

Methodology: **Workshops**

Duration: **2019**

Websites with examples of mobile workshops:
nursery,
metal and wood,
virtual reality

Contact person & details:
Riin Saluveer (DG EMPL)
riin.saluveer@ec.europa.eu

Summary

Vocational Labs is a project financed by the European Social Fund in Estonia. This project, formally entitled 'Introducing working life for youth and targeting young people at the risk of exclusion', aimed to find new and interesting ways of how young people could get to know different vocations.

Young people were strongly involved in the process of developing the final service offered within the ESF project 'mobile workshops' which can be repeatedly used in different job fairs or in schools lessons, to be organised by various organisations.

The 'wow!' element

The project is an example of how youth can be effectively involved in implementation of EU funding. Young people were involved at various stages: co-creation, validation of the ideas, test workshops, and in feedback to the service. They had a chance to interact with practitioners specialised in the field: representatives of ministries, educational institutions and other stakeholders.

Results/Impact

✓ Young people had their say on what would be feasible to implement and what not in the mobile workshops introducing different vocations. For example, they suggested more 'hands-on' methods, and even use of virtual reality.

✓ On this basis, tender documents for the rollout of the mobile workshops were formulated, with the requirement that the methods used in the workshops should be initially trialled with a group of young people in advance of wider rollout.

✓ As such, the mobile workshops introducing different vocations (biomedicine and nursing, youth work, metal and woodwork) were carried out using methods co-created by youth.

Transferability to the JTF context

This project focused on vocational education, which is relevant for many JTF regions as they need to adjust to a climate-friendly economy.

It offers a replicable model of involving young people in the co-design of projects to be funded from EU funds, so that vocational professions are presented in an attractive, modern way to potential students.

It also offers a good blueprint for use of focus groups, as well as a possible model for engaging youth in the evaluation of projects implemented with JTF funding.

Strengths & key challenges addressed

The co-creation process involved different interested parties; brainstorming of the service to be delivered within the ESF project was done together with stakeholders.

The requirement to test the product with the target group, before finalising it, proved useful. For example, the length of the mobile workshops was adjusted to fit with school schedules as a result.

The involvement of partners working directly in the field added value to the final outcome. For example, the Nurses' Union was consulted on the video that is used in the mobile workshop to introduce the nursing occupation.

Limitations of the project

Young people may be afraid to speak out in co-creation workshops involving senior representatives of NGOs and stakeholders. The role of a trained facilitator is important.

Vocational Labs: Co-creating an ESF project

Context

'Introducing working life for youth and targeting young people at the risk of exclusion' is a project financed by the European Social Fund in Estonia. To develop the final service of mobile workshops, young people and different partners were strongly involved in the process.

Objective

The objective of the project was to find new interesting ways of how young people could get to know different vocations, in particular biomedicine, nursing, youth work, metal and woodwork.

Activities

The process of co-creating the 'mobile workshops' included the following steps:

1. 3 one-day workshops, each with a different focus (wood industry, metal industry and healthcare) led by a consultant, and attended by the young people and partners working directly in the field.
2. The consultant created visual pictures of the ideas from each of the workshops of potential solutions.
3. Another meeting was held – to introduce the visual pictures from the individual workshops to the participants of all three workshops. They could give feedback on which ideas were the strongest, and which had the greatest potential.
4. On the basis of this, tender materials were put together.
5. The tender partner developed the workshops. This included test workshops with around 10 young people, on the basis of which the structure of the workshop was developed to be clearer and more suitable for the youth audience.

Around a year after the co-creation phase, the following activities were held:

6. The final service of mobile workshops was launched, and offered to external stakeholders within the ESF project.
7. An evaluation report was ordered. This involved focus interviews with young people participating in the service, as well as with the teachers and supervisors.
8. The results of the report were shared with those offering the service, so that they could adapt, adjust and improve the service according to the feedback from youth.

Methodology of youth involvement

The main areas of vocational education to be included in the project were selected using recent reports from the jobs and skills forecasting system OSKA.

Young people were involved in different stages and in various ways: in co-creation, in validation of the ideas, in test workshops, and in feedback to the service through focus groups.

The elaboration phase included 3 one-day co-creating workshops, each with a different thematic focus.

The workshops included relevant stakeholders working in the particular field: NGOs, enterprises, youth workers, teachers and the ministry representatives.

The workshops were guided by a consultant using co-creation and visualisation methods.

The suggested solutions were tested with a target group.

Actors involved

Targeted group

In the development of the idea, a group of 12 young people participated in the three co-creation workshops.

Recruitment

In order to find participants, emails were distributed via Student Unions to various mailing lists, as well as through VET schools and youth centres. There was no need to carry out a particular selection process.

Partners

- NGOs, e.g. The Estonian Association of Youth Workers,
- Representatives of respective industries (e.g. the Tartu Health Care College, The Merkuur company, the Nurses' Union),
- Representatives of ministries,
- Science Agency,
- Estonian Qualifications Authority,
- Employment Agency.

Democs for Schools

Project ID:

Country: **Ireland & United Kingdom**

Region: **Various**

Promoters: **New Economics Foundation / Talk Shop**

Age of target group: **16+**

Targeted youth group: **Secondary school students**

Stage of youth involvement: **Engagement**

Methodology: **Experimental/immersive dialogue, deliberative consultation**

Duration: **1 April 2005 – 1 March 2006 (individual games last ca. 2.5 hours)**

Website: **https://playdecide.eu/**

Contact person & details: **Perry Walker, perryw@talkshopuk.org**

Summary

Democs (DEliberative Meeting Of CitizenS) is a part-card game, part-policy-making tool that enables small groups of people to learn about and then discuss and deliberate on complex and technical public policy issues. The Democs for Schools project in 2005/2006 developed the existing adult Democs game into an age-appropriate one specifically for secondary schools on scientific topics.

The 'wow!' element

Unlike most public engagement activities, which access relatively few people, Democs aims at a very broad lay participation, engaging people in the contexts where they normally get together. Participants do not require preparation or prior knowledge, with card decks designed by experts to enabled individuals to learn, share experiences and values, and understand those of others on complex topics, all within the context of an enjoyable game-based setting.

Results/Impact

✓ Two versions of the game were trialed with school students in Ireland and the United Kingdom in 2005, with a final version developed in 2006. 30 schools participated in the project (1,189 participants). The votes from each game were returned to NEF, collated and displayed on their website.

✓ Based on feedback surveys from participants, 81% of students considered that they had enhanced their scientific knowledge, 63% of students thought that they understood more about contemporary scientific decision-making and ethical issues, and 70% of students had been able to evaluate the impact of scientific developments or processes on people, communities or the environment.

✓ The project's focus was primarily pedagogical. There was thus no noted policy follow through from this particular Democs initiative.

Transferability to the JTF context

This method is highly transferable to different contexts. The Demos for Schools project compliments existing Demos initiatives aimed at young adults, offering a breadth of comparators aimed at youth of all ages. Democs games have been created on a wide range of issues from cloning to climate change, in numerous European languages (via the EC DECIDE and FUND research projects), and have been used in a wide range of social contexts like government consultations, schools, churches, pubs, healthcare and medicine, and science festivals. The administrative costs involved are very low.

Given the complexity of transition related issues with multiple actors and conflicting interests, such a game-like approach could allow youth in JTF regions to discuss and appreciate the complexity of the issues and the multiple points of view involved. The approach is very accessible and its game-like nature fosters a relaxed environment.

Strengths & key challenges addressed

This method is more open to wide participation than traditional ones, with low formal barriers of entry and no prior knowledge required. While it provides a facilitation role for teachers, facilitators are not necessary. No speakers or experts are needed. The design of the game, complete with simple instructions, is made to enable people to organise their own events.

It has an interactive and enjoyable format. Its structure as a game, with 'rules' for play, can make it feel familiar and creates space for those less experienced discussing issues, and prevents the loudest voices dominating.

Limitations of the project

The focus was on participant involvement and empowerment rather than on feeding into policy-making. Organisers concluded that if run again, policy makers should be identified as key stakeholders at the beginning and results should be written in a way that easily feeds into the policy making process.

Its emphasis on grassroots organisation reduces the likelihood of representative outcomes. It is also counter-cultural for many teachers who reported difficulty handing over to the pupils to run their own discussion.

Democs for Schools

Context

First piloted in 2001 for adults, Democs has been used since in mass national campaigns and at grass-roots for educational purposes. The game was inspired by shortcomings of existing methods (e.g. open space technology, world café) on technical topics where knowledge of citizens is limited. In 2005, the Democs for Schools pilot study was launched with a range of kits produced on scientific topics (e.g. animal experimentation, GMOs, climate change). They were trialled at the BA Festival of Science in Dublin and revised for piloting in schools in Britain in 2005/06.

Objective

1) Developing a Democs game specifically for school contexts and youth workers; 2) Enhancing students ability to understand sensitive & complex scientific topics, and form opinions through discussions with others; 3) Enabling students to vote on what they would recommend, and suggest new policy options.

Activities

Several groups of 4–8 play at once for 1 to 2.5 hours.

Step 1: Teacher introduces Democs to students. Conversation guidelines are developed by students or presented by the teacher.

Step 2: Students (in pairs or individually) read and answer questions from an information sheet on the topic, to develop their knowledge and understanding of the topic.

Step 3: Story Cards – the dealer deals the cards. The students take it in turns to read their two cards to the group. They then make a list of views and concerns of each character as a group.

Step 4 & 5: Information & Issue Cards – For both rounds, each student reads the cards they are dealt. They then choose two cards important to their story character and unwanted cards are put to the side. They discuss why their cards are important.

Step 6: Clusters – Students categorise the cards in groups based on the topics that emerged and the linkages made in discussions.

Step 7: Voting – Either students fill out a voting grid and rate policy positions, or the group try to form a consensus position.

Step 8: Debrief & Follow up – Each group presents their discussion. In groups, students decide on follow-up options to take e.g. write a letter, newspaper article or leaflet/poster.

Each game's votes were sent to NEF, collated & displayed online.

Methodology of youth involvement

Deliberation takes place without experts. Game materials are created in advance by experts and aim to 'manage cognitive load'. Information is presented in 'bite size' chunks on various sets of cards that present a collection of viewpoints. As such participant preparation is not required, with the game aiming to be open and accessible to all. The cards make it feel like a game, avoid passivity and promote collaboration. Teachers, who are supported by a briefing booklet, are required to maintain neutrality and balance – indeed, facilitation is not strictly required. The simple game design and its location flexible nature aims to ensure a safe space that will appeal to inexperienced participants and give people the confidence to organise their own events. An equal number of cards per participant aims to ensure equality of participant voices.

Story Cards – Fictitious stories about people & situations, usually with an ethical dilemma. Based on real issues/possibilities.

Information Cards – These are facts about the subject. These come from experts and reliable sources of information.

Issue Cards – These are different viewpoints and opinions on the subject: pros, cons, questions, dilemmas. Its unlikely participants will agree with all of them – they are there to make them think and discuss. Selection of cards by participants offers space to discuss issues and opinions without disclosing personal information.

Blank Cards – Participants can add cards to the deck with information they feel is missing. It provides both an avenue for input, whilst ensuring the knowledgeable participants do not dominate, as all participants are dealt an equal number of cards.

Actors involved (target group and partners)

The project was managed by the New Economics Foundation (NEF), in partnership with the Centre for Science Education at Sheffield Hallam University. Sciencewise ERC (a programme of the UK Department of Business & Skills) provided expertise and funding to the project. Today, Democs is adapted for use across Europe in several languages through the PlayDecide brand.

Game kits were suitable for 16+. Democs aims at a very broad lay participation and to ensure location is not a barrier, with people able to play it in the contexts where they normally get together, schools in this case. It is aimed at a wider audience without any specific expertise on the topic. Conversely, a group who are knowledgeable on the topic may find it frustrating and limiting.

'Next Energy' - New talents, new Ideas, new Growth

Project ID:

Country: **Italy**

Promoters: **Terna (grid operator), Fondazione Cariplo (philanthropic organisation)**

Age of target group: **22-35**

Targeted youth group: **Young graduates in the fields of Engineering, Mathematics, Physics, Statistics and Economics, and young entrepreneurs**

Stage of youth involvement: **Implementation**

Methodology: **Calls for Talents and Ideas**

Duration: **4th edition, September 2019 – July 2020**

Website:
https://nextenergy.cariplofactory.it/en/

Summary

Next Energy promotes talented young graduates and professionals by supporting the development of their innovative projects in fields related to the **energy transition**. It is aimed at new graduates in the fields of Engineering, Mathematics, Physics, Statistics and Economics under 28 years old (Call for Talents), as well as teams of young innovators, start-uppers and innovative companies to be supported through an incubation programme ("Call for Ideas") and through engagement with Terna ("Call for Growth").

The 'wow!' element
Innovation and digitalisation of energy solutions are at the core of the initiative. The areas of interest for the three calls include: environmentally friendly technologies, and their integration into the Italian electricity system; environmental integration of infrastructure, new construction and operation materials; and systems designed to integrate and manage the demand for electric mobility into the grid, e.g. Vehicle to Grid.

Results/Impact

The Call for Ideas has received 55 applications. Among the pre-selected innovative ideas are: *Artificial Intelligence Monitoring*, a software system for monitoring and predictive maintenance of industrial plants; *NE.M.E.SYS. New Mobility Electric SYStem*, which produces innovative energy accumulators for sustainable mobility and massive energy storage; and *Generma - Blue Energy* that has developed and patented Blue Energy, an innovative technology that allows the conversion of wave motion into electricity.

The Call for Growth has garnered the interest of over 64 applications by mature startups. Among the selected startups with the highest potential is *Enerbrain*, which has developed software and hardware solutions for the sustainability and energy efficiency of buildings.

Transferability to the JTF context

Among the potential key actions – identified by the Commission in the context of the European Semester - that could be target by the Just Transition Fund are:

- **Investment in the deployment of technology and infrastructures for affordable clean energy, energy efficiency and renewable energy**, including in industrial sites that emit high GHG with the aim to reduce emissions;
- Investment in the creation of new firms , including through **business incubators** and consulting services;
- Productive investments in SMEs, including **start-ups**, leading to economic diversification and reconversion.

Similar calls could be used by Member States for the **implementation of the Territorial Just Transition plans** at the national and regional level. They could be targeted for **local young graduates and young innovators below 35 years old**.

Strengths & key challenges addressed

Young people do not just take part in the transition: they lead it with their ideas. This initiative, in its 4th edition, provides concrete opportunities to young people to learn skills and develop their innovative projects in the field of energy transition.

The partnership with the grid operator responsible for managing the electricity flows in Italy is a key distinctive feature of the model. This organic approach creates a strong link between the promotion of young talented professionals, the development of innovative ideas and the acceleration of start-ups on one hand, and the concrete implementation of innovative high-tech solutions and modernisation of the electricity grid on the other.

Limitations of the project

A clearer follow-up on the winning projects could help clarify the impact of the funding.
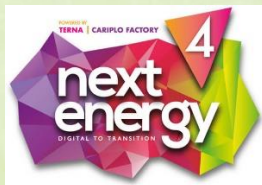
'Next Energy' - New talents, new Ideas, new Growth

Context

The world of energy is undergoing a period of intense change. In response to this, Terna is aiming to **facilitate the transition to a more efficient, safe and sustainable energy system by investing in young people**.

This phase of the energy transition brings with it new challenges, such as the advanced digitalisation of processes and assets, and the **need to guarantee a secure supply and affordable energy service for businesses and families**. Environmental, social and economic sustainability remains the key element in these new challenges and energy system scenarios, and consequently represents the basis for the NEXT ENERGY Call for Talents and Ideas.

Objectives

The initiative's main objectives are to **promote the development of talented young professionals**, to **support the development of innovative projects** in fields related to the theme "**A leading role in energy transition**" through research and adoption of new solutions and technologies that can make the electricity system flexible and responsive to changes, as well as able to improve its safety, efficiency and sustainability.

Activities and methodology of youth involvement

Under the Call for Talents, ten new graduates were awarded a grant of €1,500 per month for a six-month internship. This included a structured training focused on the Italian electricity system, innovation, project management and safety, as well as "on the job" training at one of Terna's offices, as part of a team engaged in innovative management projects.

Under the Call for Ideas, ten teams of innovators and/or start-ups were selected for a three-month incubation programme at an accelerator/incubator selected by Cariplo Factory S.r.l. according to the needs of each team and/or start-up and their location. At the Final Event the best project will be awarded a €50,000 voucher, which can be spent exclusively on services provided by the Cariplo Factory S.r.l. and its chosen accelerator, to develop the project's acceleration and move to the market process.

Under the Call for Growth, five start-ups were selected for access to the Open Innovation platform managed by Cariplo Factory S.r.l. as part of a programme aimed at defining potential areas for synergy between the start-ups and Terna, and at designing a pilot project and testing activities which may eventually be implemented through a specific agreement with Terna.

Target youth group

The **Call for Talents** is aimed at young, new graduates who have earned a degree in Engineering, Mathematics, Physics, Statistics or Economics. It targets those under 28 years old, who will join Work Groups focused on the **development and management of innovative projects**.

The **Call for Ideas** is aimed at existing teams of innovators and/or start-ups who are developing projects based on initiatives and/or technologies with a TRL (Technology Readiness Level) of 3 to 6, and include at least one member who is under 35 years old. They will be supported through an **incubation programme**.

The **Call for Growth** is aimed at start-ups that have already developed a client portfolio, have successfully tested at least one prototype or have a marketable product/service, and are therefore able to offer innovative solutions to suit Terna's specific fields of activity. Such start-ups should work mainly in the EU and are developing projects based on initiatives and/or technologies with a TRL level of 6 to 8.

Actors involved

Terna Group is one of the leading grid operators for energy transmission in Europe, managing 73,000 km of high-voltage lines. It is responsible for managing the electricity flows in Italy, from power stations to large consumption centres. Terna plays a leading role in facilitating the Italian energy transition and is engaged in developing innovative high-tech solutions and in modernising the electricity grid.

The **Cariplo Foundation** has been engaged in philanthropic activities for over twenty years, with a passion for art, culture, scientific research, social aspects and the environment. At present, it focuses on providing support for young people, on community welfare and personal wellbeing, and on developing projects in cooperation with non-profit organisations.

Cariplo Factory is the key company of the Cariplo Foundation. It was founded in 2016 at the former Ansaldo site in Milan with the aim of creating an open innovation hub based on the transfer of skills between SMEs, large corporations, innovative start-ups, incubators, accelerators, universities and researchers. Cariplo Factory promotes, develops and implements open innovation projects and initiatives aimed at promoting the development of young talented professionals, as well as acceleration programmes aimed at supporting start-ups that are delivered based on an organic and collaborative approach.

Sources: The main source of information on the project was the Next Energy website.

School of OpenCohesion

Project ID:

Country: **Italy**

Promoters: **Italian Ministry of Education, European Commission, National Statistics Institute, Italian Senate, Calabria, Campania, Sardegna, Sicilia and Toscana Regions**

Age of target group: **13-19**

Targeted youth group: **Secondary school students**

Stage of youth involvement: **Monitoring**

Methodology: **Participatory civic monitoring through open data, training and competition**

Duration: **Since 2013, every school year**

Website: **http://www.ascuoladiopencoesione.it/en/content/about-asoc**

Contact person & details: **European Social Fund, European Regional Development Fund**

Summary

The School of OpenCohesion (ASOC) is an innovative **educational programme and civic challenge** aimed at promoting and developing principles of active citizenship in Italian secondary schools using Open Data on projects funded by European and Italian resources. With their civic monitoring research, all the participating schools take also part to a **national competition**. Awards include educational trips to European institutions in Brussels, guided tours of the Italian Senate, and training opportunities.

The 'wow!' element

In teams, students begin their adventure in **designing a project of civic monitoring and research of European and Italian public funding**. They develop skills that help them understand and describe how public policies—and cohesion polices in particular—affect the communities in which they live. ASOC is about public policy, digital skills, statistics and storytelling, but also about cross-functional skills such as critical thinking, problem solving, teamwork, and interpersonal and communication skills**.**

Results/Impact

Through participation, students develop their understanding of the importance of civic monitoring and of the tools they have available to exercise it. They realise that in the use of public funds there are lights and shadows and that each of them can become a sentinel in their locality.

To date, ASOC has had 7 editions involving **more than 26,000 students and 2,000 teachers**. The project has been recognised by the Open Government Partnership as a best practice in engaging citizens in the policy process.

The 2019-2020 school year features the first **international ASOC pilot** with the support of the European Commission (see under Transferability).

Transferability to the JTF context

The ASOC programme offers a methodology which is potentially transferable to any EU Member State when it comes to the civic monitoring and research on projects receiving EU and national funds. The Italian model has already attracted interest in other Member States.

The **European Commission (DG REGIO)** issued a call for expressions of interest to Member States, on the basis of ASOC Italian model, in order to start a European pilot during the ASOC19-20 edition. The first international dissemination of the ASOC approach, its tools, and content took place in **Bulgaria, Croatia, Peloponnese, Thessaly, Ionia Nisia (Greece), Alentejo (Portugal), Catalonia (Spain)**.

The methodology could be incorporated in the way JTF implementation at national level will be monitored, thus ensuring the participation of young students and a virtuous circle of accountability towards the youngest generation that have the highest 'interest share' in the transition and liveability of their region in the future.

Strengths & key challenges addressed

ASOC **empowers young people to make public authorities accountable for how their EU and national funds are spent**, by offering them a concrete opportunity to develop key skills in understanding and managing open data. Students get to experience teamwork, learn new digital skills, discover how public funds are spent in their community, and engage with other citizens and leading personalities in verifying and discussing how effectively these funds are spent.

The link with community level is crucial: the civic monitoring research focus on projects close to the local area where young people live. At the same time, young people feel connected to all the levels of the EU governance: regional, national, European.

Limitations of the project

Participation to the programme is based on an application process. It could have a wider impact and contribute to a societal change if introduced in the school curriculum.

School of OpenCohesion

Context

ASOC was launched in 2013 as part of **OpenCoesione**, the government initiative on cohesion policy in Italy, coordinated by the Evaluation and Analysis Unit (NUVAP) of the Department for Cohesion Policies of the Italian Presidency of the Council of Ministers in collaboration with the Italian Ministry of Education and Research and the Representation of the European Commission in Italy. The portal provides **access to searchable data** on funds allocated and disbursed, locations, thematic areas, programming and implementing authorities, the timing required to complete operations and disbursements for each operation. Citizens and stakeholders are thus able to verify how funds are being used to meet the needs of the territories involved.

The first ASOC **pilot** project was carried on during the 2013-2014 school year with the aim of promoting and developing principles of active citizenship in Italian schools starting from Open Data on projects funded by European and Italian resources.

Objective

ASOC aims to engage young people and promote the successful outcome of projects financed by way of cohesion-policy funding. Young students have the opportunity to develop new skills **to design a project of civic monitoring**, collect and analyse data, and report on the results of their study. **Teachers have the opportunity to re-skill** through a **25-hour training programme and a certification recognised by the Italian Ministry of Education**.

Activities

ASOC is both an educational programme and civic challenge about public funding, digital skills, statistics and storytelling, but also about cross-functional skills such as critical thinking, problem solving, teamwork, and interpersonal and communication skills.

This educational programme is organised in <u>four lessons</u> that include **an on-site civic monitoring visit**, **events to be organised during the Open Government Week**, and **a final public event**. The syllabus is organised based on a mixed model that includes both open online courses (MOOC) and project-based working groups using social networking, blogging, and online sharing activities.

Participants work in teams. Each team carries on a **research work on a specific theme** starting from a project financed by cohesion policies. This project is to be selected based on data published on the <u>OpenCoesione</u> web portal in order to assess how public policies are working to improve the local community.

The ASOC educational programme contents can be used as a part of a **work-study programme** for approximately 50 hours of activity.

Methodology of youth involvement and Actors involved

<u>ASOC engages students, teachers and civil society at large.</u>

Participation in the project is open to students of all types of secondary schools (high schools), who participate in teams (i.e. entire classes, smaller groups within a class, or groups of students from different classes) with up to 25 students. Students have the opportunity to fill the **role** best suited to their skills and experience: the project manager, the social media manager, a blogger, a designer, etc.

The teams involved in the project are guided by the **main teacher**, eventually supported by a **second teacher**. Teachers accompany their students and have the opportunity to obtain a certification for a training programme recognised by Italy's Ministry of Education.

ASOC is also aimed at **civil society**, which plays a fundamental role in establishing priorities and finding potential solutions to a community's needs. Students **meet** with journalists, famous artists, and other experts, and participate in **workshops, seminars** and other **public events** designed specifically for them. ASOC is an important point of contact for:

1. **Journalists** who make use of open data and are interested in access to new sets of data
2. **Citizens** interested in getting more involved in their community
3. **Citizen journalists** using digital media to play a role in telling the story of the community in which they live
4. **Stakeholders** looking to be better informed on the progress of public works and who are able to offer a closer look into the monitoring of the works themselves

Schools that participate in ASOC may be assisted in their area by <u>ASOC territorial networks</u>, comprising the **European Direct Information Centres (EDICs)**, European Documentation Centres (EDCs), by the **"Friends of ASOC" NGOs and associations**, and by experts at **ISTAT (National Institute of Statistics) regional offices**, who are trained on the issues of civic monitoring and cohesion policy along with the participating students and teachers.

Selecting one or more sources of support from the regional networks is not mandatory, but it is highly recommended in order to enhance the quality of the studies and improve the experience for the students involved.

Young professionals' participation in the Dutch Climate Agreement

Project ID:

Country: **The Netherlands**

Promoters: **Youth organisations: Klimaat en Energie Koepel (KEK) and Jonge Klimaat Beweging (JKB)**

Age of target group: **16-25 and 25-35 years old**

Targeted youth group: **Students, young professionals**

Stage of youth involvement: **Co-creation, implementation, evaluation**

Methodology: **Equal negotiation position as professional organisations**

Duration: **2018-2019 (1.5 year)**

Website:
**KEK: www.klimaatakkoord.nl,
JKB: www.jongeklimaatbeweging.nl**

Contact person & contact details: **Fons Janssen,**

info@gd4y.org

Summary

When the Dutch Climate Agreement was in its infancy and still flexible in its structure, students and young professionals successfully advocated to sit at the table for any climate-related discussion. Youth participation in the policy process brings more creativity and public support, and changes the dynamics of incumbent stakeholders. Moreover, youth are now better engaged in the follow-up of the prepared documents: policy implementation and evaluation.

The 'wow!' element

The youth proved to be a valuable partner during policy-making by effective crowdsourcing and facilitating open dialogues between stakeholders. This could not happen in the same way with professional negotiators, who might have more interest in the present than in the future.

Results/Impact

✓ Youth participation is becoming standardised in the local Regional Energy Strategies that all regional and local governments set up with local stakeholders, making youth participation on climate-related policy structured on sectoral, national and local level.

✓ Young professionals from various sectors (industry, energy, housing, mobility, agriculture) gave feedback on the human capital agenda for the group Labour Market & Schooling, used also in the 'top-sectors' of the national Human Capital Agenda.

✓ Young professionals had a more progressive action plan and vision than traditional stakeholders. This was especially visible in the Agriculture, Industry and Energy groups. Parts of it are included in the Dutch Climate Agreement, signed by KEK.

✓ Some of youth's recommendations were included into the final policy documents:
1) Open review governance by the Dutch Climate Agreement Platform;
2) Citizen participation principles for renewable energy in housing renovation plans;
3) Subsidy for young farmers taking over family farms to make them more sustainable.

Transferability to the JTF context

Similarly to the Dutch Climate Agreement, the JTF relates to the topics that will directly affect young people, who are currently working in related sectors, and who could contribute to policy-making in a meaningful, expert way.

This good practice offers useful lessons learned on how to effectively involve youth in negotiations of policy preparation and implementation:
1. Create a position for a youth participant at each decision making level (also on the top level).
2. Let youth and existing youth organisations decide together how they want to choose their representatives, based on democratic legitimacy of youth and competence.
3. Let stakeholders bring along a young person from each organisation, to highlight the collaboration between generations; or form a young shadow council.
4. Have an independent secretary team promoting the guidelines for inclusive participation & stakeholder alignment via creative tools and non-plenary rooms.

Strengths & key challenges addressed

Key challenges addressed:

1) Improving government understanding that meaningful youth participation on the same level as other stakeholders enables better outcomes and is not just an exercise for ticking inclusivity boxes.
2) Understanding the position of young workers in unsustainable business models, and looking together as to how to transition the sector or company from within.

Main strength: With hackathon-style meetings and digital collaborative documents, new perspectives and ideas were brought to the table.

Limitations of the project

The follow-up of the Dutch Climate Agreement, a year after the finalisation, was still rather unclear and slow. Without a clear follow-up it is hard to keep momentum with the number of active volunteers.

The Dutch Climate Agreement negotiations were not very transparent apart from the national citizen meet-ups halfway through. This lowered public trust in sound climate policy. What helped to build the trust was the government's commitment to the Regional Energy Strategies.

Young professionals' participation in the Dutch Climate Agreement

Context

The social infrastructure and ecosystem of youth organisations working in the area of climate and environment is well developed in the Netherlands. The awareness on climate change is relatively high. Next generation NGO's (JKB, Urgenda) and business are positively and constructively working on building the future they want to see, playing a more proactive role than a typical watchdog.

The "Jonge Klimaat Beweging" is an association of youth organisations with nearly the same size as the National Youth Council. It thus represents a large part of societal active youth.

There are relatively few young people in trade unions (+/- 10% of membership below 35 years), which have just started to think about social resilient green jobs. Besides this, there are many research and network associations, but they are largely not focused on society. This gave room for a cross-sectoral young professional foundation specifically for sectoral policy, whose aim it would be to reach the climate mitigation goals, and which has no affiliation with the social democratic or socialist ideology.

Another important aspect for the context is that the Netherlands has had a long history of multi-stakeholder policy trajectories, called "polderen".

Objective

The objectives of the Dutch Climate Agreement differed for particular actors involved.

Government: Having a concrete and holistic policy package for reaching the national climate law 2030 ambition and 2050 target; activate civil society to speed up climate action and build public support.

JKB: Uniting and representing the voice of youth organisations to stop climate change and realise a sustainable future with a world that has central principles of future robustness, climate justice, youth participation and empathy.

-> JKB functioned as the youth representation on sustainability

KEK: Connecting and empowering young professionals to contribute to maintaining a livable planet for future generations.

-> KEK functioned like a think tank to have a meaningful contribution towards the climate discussion, to inspire young professionals so that they accelerate the transition within their own organisation, to create a better common understanding and use it to create impact.

Methodology of youth involvement

The methodology can be summarised in the following principles:

- Offer youth the possibility to participate as an equal stakeholder.
- Give youth the space for self-determination on how they want to organise themselves with the existing youth organisations and groups.
- Organise multi-stakeholder gatherings with active participation (mostly workshops and small group dialogues, and short plenary and short synthesis).

Activities

JKB was involved in the following activities:

1. Shaping and updating yearly the Youth Climate Agenda, and discussing the topics from the Dutch Climate Agreement with its members.
2. Setting up capacity building programmes with the Ministry of Foreign Affairs to let youth in the Global South build their own Youth Climate Agenda.
3. Facilitating monthly discussion meetings with all national political youth organisations (usually in background scenes) about various topics within sustainability. Indirectly building support in each political party.

KEK was involved in the following activity:

1. CEO & young professional common letters of intent and short term action.

KEK + JKB were involved together in the following activities:

1. Common initiative Jong RES Nederland to professionalise youth participation in local climate and energy policy.
2. KEK + JKB: Building a Youth Climate Platform to monitor the progress of the Dutch Climate Agreement targets (ongoing talks with the Minister of Economic and Climate Affairs).

Actors involved

Target group:
- JKB: Youth organisations with a social/cultural, political or interest background
- KEK: Young Professionals (graduation to 35 years)

Recruitment:
- Young people organised a bottom-up selection process to choose who will represent them in the negotiations, based on democratic legitimacy of youth and competence.
- In practice, they set up vacancies via LinkedIn, allowing young people to volunteer and vote for their candidates.

Partners:
- All civil society participating in government-supported round tables, discussing how they could contribute to achieving the 2030 climate targets (49-55% GHG emission vs. 1990 levels).

ÖREK 2030 – Austrian Spatial Development Concept

Project ID:

Country: **Austria**

Region: **Nationwide**

Promoters: **Austrian Conference on Spatial Planning (ÖROK)**

Age of target group: **18-35**

Targeted youth group: **Young people, Youth workers**

Stage of youth involvement: **Enabling, Co-creation**

Methodology: **Deliberative Consultation**

Duration: **2019-2021 (ongoing)**

Website: **https://www.oerok.gv.at/oerek-2030**

Contact person & details: **Paul Himmelbauer, ÖROK, himmelbauer@oerok.gv.at**

Summary

For the first time, young experts from all provinces of Austria have been asked to co-shape and co-design the guidelines of the new Austrian Spatial Development Concept (ÖREK 2030). The young people selected to participate - and the concept as a whole - put emphasis on current social and technological challenges, as well as on climate-friendly spatial development. Before the document is finalised in collaboration with all the relevant stakeholders, the process leading to the elaboration of ÖREK2030 will include several thematic workshops and a 2-day conference. The young experts will have (and are having) an active role throughout the process.

The 'wow!' element

18 young people were allowed to draft the first chapter of the publication, which includes the mission statement of ÖREK 2030, and via thematic workshops with senior experts, they will also have a co-creating role in the document as a whole.

Results/Impact (Since the process is still ongoing, anticipated results are also included)

✓ Active role of 18 young experts in drafting the first chapter of the concept.

✓ Inclusion of young people in thematic workshops focused on drafting the publication's chapters and shaping ÖREK 2030.

✓ Integration of the perspectives and expertise of young people in the concept as a whole, which may lead to the inclusion of innovative ideas on spatial development (anticipated).

✓ Empowerment of youth in co-designing key policy recommendations and improvement of their knowledge on spatial development (anticipated).

Transferability to the JTF context

This project demonstrates a way of involving future generations, and especially youngsters with expertise on a specific field, to the long-term planning of a concrete policy.

It also provides a model on how to include youth perspectives in the design of policies within a context of transition. For example, within a JTF framework, young experts on energy production or regional development could co-design the shift toward a climate-neutral economy in their region using a similar methodology.

Finally it also indicates ways in which young people are involved with different levels of intensity to a project, based on their "suitability" to do so without, nevertheless, preventing all voices from being heard.

Strengths & key challenges addressed

1. In addition to the 18 young experts directly involved in the project, a participatory channel (via a "pre- Conference" for young people) was developed for all 120 young applicants who had applied to join the young experts team. **2.** Members of the young experts team have expressed satisfaction with the extent of their involvement -so far- in the process. **3**. At least 1 expert from each Austrian province was included in the young experts team and the majority of them come from rural areas **4**. The work on the project has adapted to COVID-19 circumstances with the thematic workshops taking place online. **5.** The young experts involved take decisions by consensus in order to represent youth with a common voice.

Limitations of the project

The Austrian Spatial Development Concept has a non-binding character and the project is still under way. Therefore, at this time, it is difficult to foresee what impact the involvement of young people will have on the final product.

ÖREK 2030 – Austrian Spatial Development Concept

Context

The Austrian Conference on Spatial Planning (ÖROK), is an organisation established by the Austrian federal government, states (Länder) and municipalities to coordinate spatial development at the national level. Every ten years, it provides the country with a concept concerning spatial development: the Austrian Spatial Development Concept (ÖREK). The overall process leading to the elaboration of ÖREK is participative, involving different actors from national, provincial, regional and local levels. The focus of ÖREK2030 is on proactive handling of expected social, environmental and technological transformation processes and in particular, on spatial-related challenges such as climate protection, adaptation to climate change and the transformation to a decarbonised society.

Objective

In order for spatial planning in Austria to be future-oriented, it is essential for it to include the perspectives of young people. As a result, the main goal of the project is to involve young experts in the elaboration of the concept and enable them to participate actively in the co-creation process. The anticipated outcome is that this will benefit the end result as a whole, bringing in innovative ideas and different angles to tackle existing problems.

Activities

1. Kick-off workshop among the 18 young people forming the young experts team. The team split into the 5 main thematic fields (regional and local economic areas and economic systems; spatial and social cohesion; spatial resources; vertical and horizontal governance; implementation and instruments) that will shape the concept. A mission statement was formulated after the first workshop.

2. Co-creation in writing the first chapter of ÖREK2030.

3. Participation of young experts in online meetings and workshops with relevant stakeholders in all 5 thematic fields. (ongoing)

4. Young people will participate in the Conference on Spatial Development and the Young Expert's Conference. Via this process, they will contribute even further to the co-development of the concept. (planned)

5. Young experts will be empowered to co-create a communication strategy which will allow for OREK2030 to be effectively disseminated to different groups (e.g. schools, journalists). (planned)

Methodology of youth involvement

Following an open application process, a representative group of young experts is selected. After the kick-off workshop amongst them, during which they receive support from facilitators, the young experts split into the 5 thematic fields that shape the overall concept.

Thematic workshops for the young experts and co-creation sessions with senior experts take place. Hence, the basics for updating and reflecting on ÖREK2030 are examined in a narrower framework. During this process all participants have an opportunity to contribute to the co-creation of the concept.

The end result of this process is discussed in two conferences: one specifically for young experts and one including all stakeholders.

Actors involved (target group and partners)

The other main actors involved are the following:

- Young people born or living in Austria,

- Austrian Conference on Spatial Development (federal organisation coordinating spatial development at national level in Austria),

- Austrian Conference on Spatial Development members (federal ministries, provinces, associations, social and economic partners),

- Think Tank, consisting of national and international experts,

- Expert-team responsible for the process design and the elaboration of the Concept.

The young experts are selected from those 18 and 35 with an interest in spatial development. Most of the participants have a background in urban and regional planning, architecture, landscape planning, social science or other similar fields of study. At least 1 expert from each Austrian province was selected.

„Młodzież Aktywna Lokalnie"

Youth Active Locally – participatory tools for students

Project ID:

Country: **Poland**

City: **Warsaw**

Promoters: **The Civis Polonus Foundation**

Age of target group: **13-18**

Actors involved: **Students of middle schools and high schools**

Stage of youth involvement: **Engagement, co-creation**

Methodology: **Debates, creative workshops, educational classes, animator**

Duration: **2017 (repeated in 2018 and 2019)**

Website: **http://civispolonus.org.pl**

Contact person & contact details: **Olga Napiontek olga.napiontek@civispolonus.org.pl**

Summary

Youth Active Locally is a project providing educational lessons, creative workshops and animators' support for middle and high school students in four Warsaw districts, so that they come up with their own ideas on what to change in their neighbourhood. The project aimed at increasing the influence of young people on their surroundings by using the two tools: the Warsaw participatory budget and the 'local initiative' – a mechanism providing material support for activities performed directly by citizens in their neighbourhood.

The 'wow!' element

Young people had an opportunity to gain knowledge and constructive experience in undertaking grassroots local activities as a response to the real, diagnosed needs of young people from a given district.

Results/Impact

✓ 6761 students and 40 teachers in 28 schools broadened their knowledge about participatory budget and local initiative, spread during 299 classes on to this topic.

✓ 150 students increased competences regarding analysing and discussing problems and needs of local environment, and strengthened skills regarding finding solutions to local problems.

✓ A *Catalogue of Youth Ideas* was published, presenting concrete project ideas of young people, which responded to diagnosed local problems and needs, and which could be funded within participatory budgeting and local initiative.

✓ Young people submitted 24 projects to the Warsaw participatory budget and the local initiative mechanism.

✓ Teachers raised awareness that young people can create and submit project ideas.

Transferability to the JTF context

It seems important for the JTF implementation to engage school students in the debate on what kind of tools and mechanisms are available on the local and regional levels to influence their neighbourhood.

The methodology of the project could be used to reach the students at schools to spread the knowledge on tools available for young people to get involved in the JTF and other sources (e.g. participatory budgeting), and to help them create ideas solving problems they see around themselves.

Strengths & key challenges addressed

Key strengths:
1) Students prepared for getting involved during dedicated classes, and supervised by animators, who guided them during creative process.
2) The results of the ideas were summarised in a publication and presented during a festival, so their dissemination was relatively broad.

Key challenges addressed:
1) Initial unwillingness of teachers to cooperate and devote classes to local issues and participatory budget. This was addressed by cooperation with the district authorities to emphasise the importance of the project, training teachers in a very inclusive and accepting way, and preparing simple and attractive lesson plans for them.
2) Student involvement was high in the beginning, but hard to keep over a longer period of time (e.g. to finalise and officially submit projects).

Limitations of the project

Lack of information on which projects and ideas by young people were finally funded.

Substantial support of external animators needed in order to make it easier for young people to prepare projects.

Youth Active Locally – participatory tools for students

Context

The Warsaw participatory budget and the 'local initiative' mechanism are two tools available for citizens to come up with projects to be funded from the City's budget. The latter is a mechanism providing material support for activities performed directly by citizens in their neighbourhood (e.g. rakes, seeds and pruning shears for citizens gardening on a public field).

However, an active use of these tools by young people is still limited. For this reason, the City of Warsaw prepared the Young Warsaw Programme. A city with a climate for young people 2016-2020'. Within this programme, the city funds educational lessons and workshops dedicated to participatory tools. This fiche describes a project realised in four city districts. In parallel, other organisations realised similar activities in the remaining 14 districts.

Objective

The aim of the project was to increase the self-governance of young people by using the opportunities inherent in the mechanisms of participatory budgeting and local initiative.

Activities

1. **Information meetings** for teachers in each district;
2. **Educational classes** devoted to the local initiative and participatory budget:
   a. on the idea of taking grass-roots civic and local government activities, and also aimed at bringing the two mechanisms closer,
   b. on voting in the participatory budget and analysing submitted projects;
3. **An information campaign**: posters on participatory budget hung on the boards of the student council.
4. **Youth debates** in each district about problems and needs of young people, organised by the Youth District Councils and student governments.
5. **Creative workshops**, aimed at selecting and specifying the topics on which young people would like to work, and preparing initiatives for the participatory budget and local initiative under supervision and with the support of the an animator.
6. **Making films** promoting the civic budget in cooperation with the Youth District Councils.
7. **Training** for employees of cultural, sport and non-formal education institutions from both districts - in the scope of using the civic budget and local initiative.
8. **Festival of young people's projects**, where they could present their experiences and ideas to their peers, teachers and others.

Methodology of youth involvement

Information meetings for teachers about the role of civic activity of young people in the district and their possible involvement in the mechanisms of the participatory budget. Teachers also learned about the presentation of interesting examples of grass-roots youth activities financed (i.e. from the participatory budget) and received ready-made lesson plans.

Debates for students from all schools in the district, during which they discussed the problems and needs of young people in their community.

Creative workshops, during which young people generated ideas for solving a problem / meeting a specific need, created a list of possible actions and assessed their effectiveness in the context of effective problem resolution, as well as the costs associated with a given solution. At each workshop students worked in **task groups**, preparing thematic initiatives.

Individual supervisor, an animator who devoted 12 hours to working with young people - supported them throughout the creative workshops. The animators helped in refining the idea, describing it in the form of a request to the participatory budget/local initiative, and then promotion during voting or official procedure. It was during the work on ideas that young people, with the support of an animator, decided whether the implementation of their idea is better served by the mechanism of the participatory budget or local initiative.

"Festival of young people's projects": it is important that young people who put effort into creating projects/initiatives feel appreciated. Hence, the festival offers an opportunity to present their experiences and ideas, and receive a message that their activity (regardless of the effect, i.e. whether they were able to formally submit a project to the participatory budget / carry out a local initiative or not) is something extremely valuable.

Actors involved

Target group:

Students of middle schools (13-15) and high schools (15-18), without additional selection – full classes were involved.

Partners:

The project was delivered by a non-government organisation, and funded by the City of Warsaw. The tasks were prepared together with district authorities and schools, in active cooperation with teachers.

Gaia Municipal Plan for "All Youths",
More Voice to Youth

Project ID:

Country: **Portugal**

Region: **Gaia**

Promoters: **Municipality of Gaia**

Age of target group: **13-30**

Targeted youth group: **Young people of Gaia**

Stage of youth involvement: **Engagement, co-creation, implementation, evaluation**

Methodology: **Structured/Constant Dialogue**

Duration: **2017-now**

Website: **www.cm-gaia.pt/pt/cidade/juventude/**

Contact person & contact details: **Gil Nunes, gil@cm-gaia.pt**

Summary

In 2017, on the initiative of Gaia's municipality, a yearlong structured dialogue session was held in the city. This led to the consultation of young people from all 15 parishes of Gaia, during which, youth agents, NGOs and relevant local actors were involved. The process led to mapping out 8 key priorities (employment, education, health and wellbeing, creativity and culture, social cohesion, participation, volunteering and youth sector and the world) that became the foundation of "Gaia's Municipal Plan for All Youths".

The 'wow!' element
The project had a significant impact on the development of the city and decision-makers have been engaged in it from its inception. Young locals shaped the city's municipal Plan and all priorities set therein, leading to concrete participatory actions. Gaia's Youth Council-with the facilitation of municipal youth workers- drives the project and examines if the pledges made in the Plan are being implemented.

Results/Impact

✓ Approximately 500 young people from all social groups and parishes of Gaia were involved during the structured dialogue.

✓ Concrete actions to follow-up on all 8 main priorities set in the Plan have been taken. In all of them, young people were directly involved.

✓ One of the several initiatives taken by municipal authorities in accordance with the commitments in the Plan, was a participatory budgeting scheme, in which, the percentage of funds directly managed by young people, is constantly increasing.

Transferability to the JTF context

This project highlights an innovative way in which local/regional authorities can take the initiative and meaningfully involve young people in both the creation and the implementation of policies.

Within a JTF context, this approach can help ensure that young people are involved throughout the policy cycle and have a key role in designing, implementing and evaluating future-oriented policies.

It is also a good example of how a representative sample of young people –including usually excluded social groups- can take part in youth-centred initiatives. Finally, the work done in Gaia can also provide a model of involving a wide range of local and national actors which collaborate so as to truly empower future generations.

Strengths & key challenges addressed

1. Due to Gaia's heterogeneity, a significant challenge was to reach and include all youth groups. The project managed to take action and involve youth from all parishes of the city as well as otherwise excluded groups such as foreigners or inmates. **2.** All actions taken in accordance to the municipal youth plan included the direct participation of young people. **3.** Gaia Youth Council monitors all of the Youth Office's activities and has the power to make suggestions and corrections. **4.** The project enriches the pool of information on which decision-makers rely upon to design policies and empowers young locals to promote the priorities they deem as important.

Limitations of the Project

The process requires a long and continuous commitment from all relevant stakeholders to be successful.
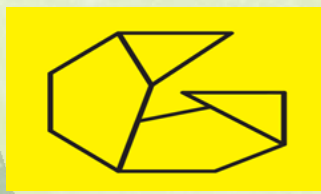
Gaia Municipal Plan for "All Youths",
More Voice to Youth

Context

In 2017, the municipality of Gaia, based on the principle that youth policies must be co-managed and co-produced by young people, launched in the city a yearlong structured dialogue session titled "More Voice to Youth". Within this framework, the young people of Gaia had an opportunity to have a critical impact in shaping the policies implemented by the city, acting as designers and as implementing actors of the change they want to see in their city.

Objective

The main aim of "Gaia's Municipal Plan for All Youth", is to empower young people. Hence, by adopting the proposals presented by them, a vision is put in place for the future of Gaia according to which, every activity related to youth is completed with the direct participation of young people.

Activities

Some of the activities taking place are the following:

- Gaia introduced a project on **participatory budgeting** respecting in this manner the priority given by the Plan to social cohesion and participation.
- With the support of professional football player Ricardo Quaresma, 15 **scholarships** have been awarded to local students.
- **"Elderly need you"** is a volunteering scheme put in place during the COVID-19 pandemic leading to the provision of assistance to elderly from young people (e.g food supplies, fighting isolation etc)
- **"Erasmus EU/ON"** promotes a meaningful dialogue between young people, policy makers and youth experts. With the participation of more than 600 young people, its aim is to support youth participation, empower young people to contribute to the innovation of youth policies, and discover EU values.
- A **band contest** and several artistic events for local youth.

Methodology of youth involvement

The process started with a structured dialogue session called "More Voice to Youth" which lasted 12 months and involved 500 young people and other local actors, such as secondary school students, NGOs, youth actors, local agents and health experts. This group came up with 8 interlinked priorities which shaped the municipal plan of Gaia. During this process, the selection of young people included as many different groups as possible. Reaching otherwise excluded groups was facilitated by the establishment of Social Observatories from the part of universities.

The following are methodological principles that apply throughout the project and the relevant activities:

- All the initiatives are implemented with the contribution of young people and following young people´s ideas and contributions.
- All activities have evaluation forms giving young people the chance to evaluate them and make improvement suggestions.
- The monitoring of the Youth Council is constant and it has the power of changing or reverting Youth Office decisions.

Actors involved (target group and partners)

The project targets all young people in the Gaia region aged between 13-30 years old. The main actors involved are:

- Municipality of Gaia (initiator)
- Gaia Local Municipality Youth Council (setting the agenda, evaluating policies)
- Gaia Elementary Schools (involved in the structured dialogue process)
- University of Porto, (Social Observatory of Gaia)
- NGOs (Youth organisations involved during the structured dialogue process)
- IPDJ,Youth National Authority of Portugal (Cooperating with Gaia)
- Erasmus+ (Contributing in several projects among which Erasmus EU/ON)
- CPLP, Portuguese Community of Portuguese Speaking Countries and OIJ, Iberoamerican Youth Organisation (exchanges of views, best practices, cooperation)

Com'ON Cluj-Napoca

Project ID:

Country: **Romania**

Region: **City of Cluj-Napoca**

Promoters: **PONT Group**

Age of target group: **14-35**

Targeted youth group: **Informal groups of young people**

Stage of youth involvement: **Engagement, Co-Creation, Implementation**

Methodology: **IAP2**

Duration: **2014-2015, 18 months**

Website: **www.comoncluj.ro, www.comoneurope.org**

Contact person & details: **András Farkas, andras.farkas@pontgroup.org**

Summary

Com'ON Cluj-Napoca was the first participatory budgeting project in the country to focus on informal groups of young people, while granting them public resources to implement initiatives they designed themselves. In this framework, young participants were given the opportunity propose concrete ideas, and once their technical suitability and viability was assessed by the local council, a direct democratic process followed for the locals to select the initiatives to be carried out.

The 'wow!' element

The implementation of the initiatives proposed was done by the young people who came up with the ideas. This democratic exercise was the first to be conducted online in Romania, while this project was also the first to empower informal groups of young people to receive local public funding for their initiatives.

Results/Impact

✓ Young people received more than 120,000 EUR for their initiatives and the project mobilised 248 informal groups totaling over 750 young individuals. Some of the informal groups formed for the purposes of the project developed into youth organisations, such as environment-focused activist groups.

✓ Out of 437 initiatives proposed, 117 received funding and almost 19,000 people in total participated in the voting process. One of the most prominent initiatives led to young artists receiving funding for public space artistic interventions.

✓ Following this attempt, the city moved on to complete two more similar initiatives in which all residents were included, enhancing further the overall culture of participation.

Transferability to the JTF context

This participatory budgeting exercise is an illustration of how to empower young people in coming forward with creative ideas, while obtaining the approval of the local community as a whole for the selection of those that will be implemented. In this manner, young people are allowed to lead projects, set priorities, indicate optimal ways of allocating funds, while concurrently getting assistance in realising their own ideas.

Moreover, this project indicates ways to engage with and directly involve informal groups of young people within a participatory budgeting framework. Given that the majority of youth in JTF regions are not engaged via traditional channels such as youth councils and formal youth organisations, this is an important element of the overall transferability of the concept. Hence, use of this model within the JTF context could help both societal approval and full-scale youth participation.

Strengths & key challenges addressed

1. The city had previously tried a pilot project of participatory budgeting, which was more limited in scale and impact. Overcoming previous difficulties, Cluj-Napoca successfully implemented the first city-scaled participatory budgeting initiative in Romania.

2. The participation channel provided to citizens was simple and easily accessible leading to the engagement of more people than initially expected. The project showed that online participatory budgeting can be successful even in contexts in which the general public might not be familiar with similar processes.

3. The submission of ideas had to be done in Romanian but linguistic help was available to ethnic minorities.

Limitations of the project

The process works best at local/regional level. At national level, the voting process might become a competition between regions within the country.

Implemented projects, as in most participatory budgeting exercises, were not allocated a significant amount of funds.

Com'ON Cluj-Napoca

Context

As European Youth Capital for 2015, Cluj-Napoca participates in the Network of European Youth Capitals (NYEC).The NYEC promotes the active involvement of young people in local and regional development as well as in participatory and decision-making processes. Com'ON Cluj-Napoca (participatory budgeting for youth) took birth in this context.

Objective

The main goal of Com'ON Cluj-Napoca is to develop social cohesion in the urban area by empowering young people in developing and implementing ideas for their community.

Additional aims were

- to provide financial support for actions of informal groups of young people,
- to develop intergenerational trust in the urban community though the validation of ideas which appeal to the majority,
- to develop trust between local authorities and the population by delegating decisions on public funds towards all members of society.

Activities

1. Awareness raising activities (via schools, regional media etc.) focusing on young people and the possibility to elaborate and implement small-scale ideas (max funding of 1,000 EUR)
2. Sessions with young people and facilitators about how they perceive their communities and what initiatives they could take in their regions.
3. Young people were encouraged to come forward with specific ideas regarding community action, To do so, they had to form groups composed of at least 3 persons and each of the informal groups could propose ideas to be implemented.
4. Young people were assisted in developing their ideas further while the local council assessed the technical suitability (potential legal or logistical impediments) of the endeavors proposed. The municipality also provided help in adjusting those ideas in order for them to be eligible in the voting process.
5. Young people (above the age of 18) took part in a digital voting process regarding the allocation of existing funds for proposed initiatives.
6. The initiatives with the most votes received funding and proposing groups organise and implement them while receiving the necessary support from local authorities and facilitators.

Methodology of youth involvement

INFORM: the first stage is about letting target groups know about this participatory process, its stages and any other aspects of concern for envisaged young people. Informing shall be conducted on a broad scale using every possible communication channel.

CONSULT: Interaction about societal needs and about how these needs can be answered by young people directly through various initiatives.

INVOLVING INITIATORS (ACTIVATE): Enable young people to become active and propose ideas, and creative debates aiming to turn ideas into proposals.

COLLABORATE: Creating additionality and a general open approach towards all the initiatives proposed.

EMPOWER: Putting the final decision in the hands of the public.

IMPLEMENT: Financial award, assistance and support for informal groups in implementing their idea, personal presence of facilitators and coordinators as a support for implementing initiatives.

These steps are elaborated based on the Spectrum of Public Participation Model develop by the International Association of Public Participation (IAP2).

Actors involved (target group and partners)

The project addresses informal groups of young people aged between 14-35.The project also engages the overall population (as decision-makers on which initiatives proposed by young people will get funding)

Young people: initiate, design and implement the proposals.

Municipality: providing funding and eligibility checks.

Process Coordinators: a legal entity (NGO, PONT Group) responsible for the whole project management cycle.

Facilitators: experienced in working with groups of young people.

Partner organisations: legal entities involved in promoting the process further but also in mentoring groups of young people with the proposed and voted initiatives.

Additional cases using participatory budgeting for youth involvement

Thessaloniki Local Plan of 'Activities for the city and the youth 2018-2019'

Country: **Greece**

Region: **Macedonia/Thessaloniki**

Promoters: **Municipality of Thessaloniki**

Age of target group: **13-30**

Stage of youth involvement: **Co-creation**

Methodology: **IAP2 Public Participation Spectrum**

Duration: **2018-2019**

Website: **www.kedith.gr/en/youth**

Contact person & details: **Zafeiris Sidiropoulos, zafeiris.sidiropoulos@gmail.com**

Summary

This project led to the elaboration of the local youth plan of Thessaloniki, which was co-designed along with young locals and had as a main objective the establishment of a channel of communication between the youth and the stakeholders of the city. It started as a spin-off of a similar participatory mechanism in Cluj-Napoca within the framework of the collaboration established between European Youth capitals called Com'On Europe. While using the same methodology (IAP2) as in Cluj-Napoca, the project in Thessaloniki had a broader scope, since on top of the participatory budgeting scheme, it expanded to the creation of active structures of participation via a concrete local youth action plan.

Activities and results

The Youth Plan was carried out by 3 major activities: **1**) The Participatory Budgeting for Youth, which was a mechanism to distribute municipal funding for youth projects, **2**) The establishment of the Municipal Youth Council, an advisory body to the Municipal Council, **3**) The creation, after a series of structured dialogue meetings between the Municipality, other local stakeholders and the youth community, of Thessaloniki's Youth Centre.

Transferability to the JTF Context

The project created for the first time in Greece a concrete funding channel for youth NGOs and youth groups, based on an open and transparent process according to which, the youth community sets the priorities and decides on the allocation of the public budget via (digital) voting. It can be replicable in 2 ways: First, It provides a model on how to adapt to local needs interesting projects that are being implement elsewhere in the EU, even in areas without extensive experience on youth involvement. Secondly, apart from ensuring on funding that the municipality was not in the driving seat of this project, it indicates a way in which young leaders can take the initiative and design transition schemes themselves, while bringing concrete results.

'If I was the mayor'

Country: **Italy**

Region: **Tuscany**

Promoters: **Colle di Val D'Elsa municipality**

Age of target group: **16-25**

Targeted youth group: **local youth (representative random sample)**

Stage of youth involvement: **Co-creation**

Methodology: **Participatory budgeting, Open Space Technology**

Duration: **2009**

Website: **http://www.comune.colle-di-val-d-elsa.si.it/it/amministrazione/partecipazione/progetto-giovani**

Contact person & details: **partecipazione@comune.collevaldelsa.it**

Summary

'If I was mayor' was the first participatory budgeting experiment ever carried out in Colle di Val d'Elsa launched in November 2009 by the municipal Administration, with the goal of directly entrusting part of the municipal budget to young residents. The project aimed at bringing the young citizens – aged 16-25 - closer to the responsibilities of the local government by inviting them to make choices concerning a small part of the budget (20,000 euro) targeted to youth activities. The initiative fit in the local administration's wider community planning strategy and the regional approach to participatory governance and policy making, culminated with the establishment of the **Tuscany Regional Authority for Participation** in 2013.

Activities and results

The groups worked in 4 official meetings, plus other sessions self-organised by the participants, including some on social networks. Plenary sessions and subgroup meetings, following the general methodology of the **Open Space Technology** (OST), characterized the entire experience. All of the processes were self-managed by the participants, with the proponents acting as facilitators. The local community was involved and contributed with specific expertise. The process gave life to permanent (a youth centre and a low-cost gym), seasonal (public night transportation in the weekends), and even occasional initiatives (cultural events).

Transferability to the JTF Context

The experience had a great influence on the programming methods of youth activities. Because of its capacity to sustain the relationship between the Administration, the community and the younger part of the population, it could offer a **methodology for a partnership** between local administration and youth for the implementation of the Just Transition Plans.

Sources: The fiche on the Thessaloniki Local Plan of "Activities for the city and the youth 2018-2019" was prepared based on: (1) information provided by and interview with Z.Sidiropoulos. (2) Research on the following sources: http://www.kedith.gr/en/youthparticipatory-budget/.
The fiche on 'If I was the mayor' is based on information on project available on participedia: https://participedia.net/case/120.
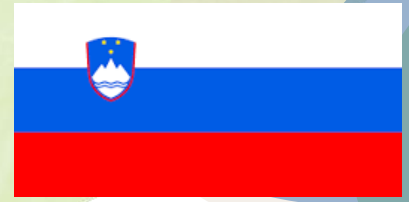
TBI: Youth, City and the Heritage

Project ID:

Country: **Slovenia**

Region: **Idrija**

Promoters: **Idrija 2020 and Idrija Youth Centre**

Age of target group: **20-25**

Targeted youth group: **Young local experts**

Stage of youth involvement: **Engagement, Co-Design, Implementation**

Methodology: **Deliberative Consultation**

Duration: **2015-now**

Website: **www.tbi.si**

Contact person & details: **Matevž Straus, matevz.straus@id20.si**

Summary

This project is a response of an international group of young people to the identified demographic, socio-economic, and spatial challenges of Idrija, a city with a former mining industry. TBI combines ideas from the fields of architecture and urban planning and merges them with youth participation. The group of young people involved, by designing and proposing more than 60 innovative and interlinked (architectural and social) projects, created a vision for Idrija in the 21st century based on its rich heritage.

The 'wow!' element

This is a youth-led and youth-created project, showcasing a way to make use of the comparative advantages of a region –and especially of its heritage- to create opportunities for young locals. Via a long-term process involving the participation of several stakeholders, a vision for the city's future to be implemented by young people has been put in place.

Results/Impact

✓ Creation of a vision consisting of 60 interconnected projects/proposals, 20 of which have been either fully or partly implemented. Young people were directly involved in all of those that got implemented (e.g a local building was renovated to establish an additional co-working space for youth organisations, a culinary festival was re-thought in line with the vision's proposals and research on adapting traditional miners' houses to be used as housing opportunities has begun).

✓ Local and international young people, as well as students from both the Faculty of Architecture and the Faculty of Social Sciences of the University of Ljubljana were directly involved in the preparation of the 60 initiatives.

✓ Idrija's municipal developmental strategy resulted in a very similar vision and uses as a basis the analysis conducted by TBI.

Transferability to the JTF context

TBI provides a model focussing on how young people involved in the local community can use their knowledge of the region they live in -as well as their scientific skills- to create a multi-faceted vision aiming to solve societal problems, such as youth unemployment.
Moreover, the overall scheme is highly transferable within a JTF framework since it indicates a way to take advantage of the mining heritage of a region so as to mitigate the side effects of a significant transition to greener methods of production.
TBI also is an example of how to establish a close cooperation between authorities (both local and European) and youth organisations on the initiative of young people.
Finally, it can be used as an example of how different programs and institutions (universities, municipalities, Erasmus+) can complement each other for a common goal, especially within the context of a region in transition such as Idrija.

Strengths & key challenges addressed

1. Addressing spatial, economic, social and cultural elements/challenges of an area in parallel and not separately.
2. Facilitating social innovation while concurrently protecting and promoting cultural heritage.
3. Involving young people not just in idea generation, but also in research-based problem definition and presentation.
4. Receiving support from different stakeholders and including local citizens in innovative ways, while ensuring that young people remain in the lead of the project.

Limitations of the project

1. The approach requires significant research, and planning, prior to working with young people.
2. A long-term commitment by participants is necessary and for the young people involved technical expertise and a strong connection with the local area are needed.

TBI: Youth, City and the Heritage

Context

Idrija is a small town (6,000 inhabitants), which was home to the world's second largest mercury mine until its closure. A successful electro-industry emerged after the closure of the mine.

Since 2015, Idrija has entered a demographic crisis as the number of young people residing in the city is constantly decreasing. Despite its rich heritage, Idrija is struggling with showcasing its rich mining history in a more creative, and experience-oriented way, while skilled young people lack employment opportunities. In this framework and at their own initiative, young locals launched TBI so as to reverse this negative trend.

Objective

Via the 60 initiatives forming the vision for the future of the city, the goal of the young group launching TBI is to make use of the comparative advantages of Idrija and of their own expertise so as to create a prosperous economy, opportunities for young people, and empower local actors.

Activities

- Kick off stage: Gathering of materials and preparation for a workshop. Moreover, locals were asked to identify in an interactive map in a public space: (i) areas of Idrija they enjoy, (ii) areas they don't and (iii) areas in which they see great potential for development.
- (2016) 2 workshops take place in Idrija gathering a group of 30 international young people, which worked for half a year on the sociological, spatial, economic, environmental and cultural analysis of Idrija and proposed a vision based around 60 concrete and interrelated proposals, for the future of the town in the 21st Century. The workshop phase also directly involved students from both the Faculty of Architecture and the Faculty of Social Sciences of the University of Ljubljana in the preparation of the 60 initiatives (TBI's projects were used as case studies by the departments).
- (2016-2017) Exhibitions presenting the vision and the concrete proposals take place, while one of the project leaders was employed by the municipality of Idrija in order to incorporate aspects of TBI in the developmental strategy of the town.
- (2018) Publication of a book on TBI.

Methodology of youth involvement

TBI's method is a step-by-step process of defining the issues, conducting interdisciplinary analyses, presenting results and implementing proposals – by and for young people.

Initially, young people **engage with the public**, present case studies, collect ideas and gather "on-site" information. This process provides a starting point for establishing project goals.

Then, young people, in **discussion with local stakeholders**, are in the position to get information from the municipality, getting to know the local political environment, and understand the existing possibilities and limitations.

Young people collaborate to design urban plans, small projects, local initiatives and future architecture ideas.

Finally young people **merge the ideas** created, based on the specific possibilities and limitations of the local environment. Ideas are developed in a scalable way - every big project starts with a small and low-cost initiative.

## Actors involved (target group and partners)

The main target groups of TBI are the following:
- Young people from Idrija between 20 and 25 years old
- Local decision-makers
- Local heritage institutions

The main Actors involved:
- Idrija 2020 and Idrija Youth Centre: The project's leaders
- University of Ljubljana: Students from different departments involved in the preparation of the 60 initiatives)
- Museum of Architecture and Design in Ljubljana: Hosting TBI's exhibitions
- Slovene Ministry of Environment and Space
- Municipality of Ljubljana: Incorporating parts of the vision in the city's developmental strategy
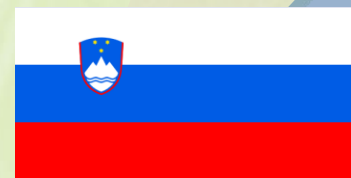
Implementation of the Youth Guarantee in Slovenia

Project ID:

Country: **Slovenia**

Region: **Nationwide**

Promoters: **Government Ministries, Mladi Plus (youth trade union), MSS (National Youth Council)**

Age of target group: **15-25**

Targeted youth group: **Representatives of 15-25 year olds**

Stage of youth involvement: **Co-creation, implementation, monitoring, evaluation**

Methodology: **Government Working Group**

Duration: **2013-present**

Website:

Contact person & details: **Tea Jarc, tea@mladiplus.si**

Summary

Representatives from the youth sector are directly involved in developing, implementing, monitoring and evaluating the implementation of the European Youth Guarantee in Slovenia. They sit on the governmental working group responsible for such work, and as such have been able to have an active say in and to shape its implementation.

The 'wow!' element

Stakeholders from the Slovenian youth and NGO sectors, whilst holding some criticisms, consider this a best practice example of engagement, and feel meaningfully engaged throughout the whole cycle. While similar coalitions and advisory bodies exist in other Member States, the Slovenian example seems to be one of the very few, if not the only one, where stakeholders feel that this has proven to be a useful tool to keep public authorities accountable. It enabled the civil society sector to be informed about the process and contribute, as well as to provide criticisms and express their opinion.

Results/Impact

✓ Of the 55 measures that comprise the Youth Guarantee in Slovenia, youth stakeholders can identify many measures, which they feel they had an impact in shaping. They identify two in particular that they strongly advocated for and that were, they say, very difficult to agree. These were to hire more labour inspectors and to give subventions to employers hiring young people on open-ended contracts.

✓ The civil society actors involved led the corresponding information campaign and this approach proved to be successful: according to a 2014 Flash Eurobarometer survey, young people in Slovenia are much more aware of the scheme than other nationalities.

Transferability to the JTF context

This is a replicable example of implementation of an EU initiative at national level using principles of shared ownership, participatory processes and open democratic processes.

The high satisfaction of youth stakeholders is encouraging.

One limitation however is perhaps that the JTF may involve a broader variety of perspectives and disagreements than those that existed for the Youth Guarantee, as well as other age groups.

Strengths & key challenges addressed

The working group became part of institutional structure enabling young people to sit around table with decision makers on a regular basis and discuss implementation and action. It is not tokenistic. Young peoples' contribution is taken into the account and they have a certain power, with youth actors feeling that they can influence decisions.

It is a good example of meaningful engagement of representatives of unemployed youth, a traditionally less heard group in decision-making.

Limitations of the project

Youth stakeholders feel there is room for more transparency into how the real decisions are taken. They feel that often approval, non-approval or limitations are communicated back to the Working Group without a sufficient explanation or without detail as to where exactly in the government machinery such decisions were made. As organisations with limited resources and lack of access (outside the Working Group) they lack information, knowledge and resources to influence such decision-making.

Implementation of the Youth Guarantee in Slovenia

Context

In the context of the financial crisis, the Council adopted a recommendation on establishing a youth guarantee in April 2013. This recommendation aims to secure a smooth transition for young people from school to work, support labour market integration and ensure that no young person is left out.

Since the youth guarantee emerged on the agenda, a coalition of NGOs and organisations in the youth sector in Slovenia sought an active say in its shaping. This helped to result in a governmental working group consisting of organisations in this coalition on the one side, and representatives of the relevant ministries on the other.

Objective

The European Youth Guarantee is a commitment by Member States to guarantee that all young people under the age of 25, within four months of becoming unemployed or leaving formal education, receive a good quality work offer to match their skills and experience; or the chance to continue their studies or undertake an apprenticeship or professional traineeship.

Activities

The working group meets 3/4 times per year. This cross-sectoral group is involved across the whole process including:

- Designing measures,
- Implementing some of them (active in field helping young unemployed people),
- Measuring (measuring stats, which measures worked, in which regions did they work etc.),
- Assessing did the measures reach their target.

At the same time, non-government organisations represented in the working group retained the space to express their own views and criticisms in reporting to the European Commission on implementation.

In addition, of the 55 designed measures that comprise the Youth Guarantee in Slovenia, some involve young people in their very implementation. For example, youth trade union Mladi Plus, who are represented in the Working Group, train young people, as well as help unemployed young people to increase their employability and ease their transition to the labour market.

Methodology of youth involvement

In the framework of the Working Group, groups representing young people are directly involved in a governmental structure in developing, implementing, monitoring and evaluating the implementation of the youth guarantee in Slovenia.

In addition, these youth organisations support activities to promote and inform youth about the possibilities they have under the Youth Guarantee.

Some of the 55 measures involve young people in their very implementation, such as:

- Supporting active citizenship among youth in order to increase their employability and youth employment,
- Project learning for young adults (PUM-O) - involving school drop-outs and NEETs.

Actors involved (target group and partners)

Non-governmental stakeholders involved include:

- Mladi Plus (Slovenian member of ETUC Youth) – a trade union organisation lead by, working for and with young people. Its 1,400 members are pupils, students, young unemployed and precarious workers up to 35 years. It is part of Slovenia's association of free trade unions (ZSSS),
- MSS (National Youth Council of Slovenia) – the umbrella organisation of national youth organisations in Slovenia.
- Mreža MaMa – the umbrella organisation of youth centres,
- National Student Union – the organisation representing students in Slovenia,
- Zavod Ypsilon – an organisation supporting youth employability and youth entrepreneurship.

Members from the government sector include:

- Ministry of Labour, Family, Social Affairs and Equal Opportunities,
- Ministry of Education, Science and Sport,
- Ministry of the Economic Development and Technology,
- Ministry of Culture,
- Ministry of Agriculture, Forestry and Food,
- Public Employment Services.

Employers groups are also occasionally represented.

The cross-sectoral nature of involvement on the government side is praised by youth stakeholders as bringing different sectors into the discussion and as avoiding the working group becoming restricted to 'the usual suspects'.

Deliberative Discussion Day

Project ID:

Country: **Finland**

Region: **Nationwide**

Promoters: **Finnish Youth Research Society, the Regional State Administrative Agency of Southwestern Finland, the regions of Satakunta and Southwest Finland**

Age of target group: **14-29**

Targeted Youth Group: **General youth population**

Stage of youth involvement: **Co-creation, Evaluation**

Methodology: **Deliberative discussion**

Duration: **2008-ongoing**

Website:
https://www.youthresearch.fi/research-projects/youth-work-evaluation-tool

Contact person & details: **Anu Gretschel, anu.gretschel@youthresearch.fi**

Summary

DDD is a method engaging young people and decision-makers in a constructive dialogue as equal partners. It enables young people to evaluate, re-shape or improve practices based on their experiences. The participatory channel created by DDD, leads to proactive negotiations among all stakeholders on how basic services provided by municipalities can be adjusted to fit young people's needs. Currently, DDD is used as a youth work evaluation tool in Satakunta and Southwest Finland. There, based on the principle that those most affected by a policy should have a role in assessing it, young people evaluate the youth work of the local municipalities or NGOs and are included in efforts to improve them.

The 'wow!' element

Young people are involved in a "participatory forum" allowing them to express their views and improve or co-shape policies that concern them directly. Their perspectives are included in the pool of information shaping decision-making processes.

Results/Impact

✓ More than 80 municipalities and NGOs have applied this method as a tool to evaluate youth services.

✓ Several ideas developed during DDD have been implemented, such as (i) the extension of local youth club working hours, (ii) the increase in the number of summer jobs provided to young people (aged 15-17), and (iii) the provision of improved information on youth-related activities and events by the municipality (after the initiative of the Uusikaupunki youth council).

✓ The overall process "educates" young people about decision-making processes while concurrently strengthening a feeling of community. Moreover, the provision of direct feedback to decision-makers narrows the gap between them and young people, while widening the perspectives of both sides.

Transferability to the JTF context

An approach similar to DDD could have a meaningful impact within a JTF framework.

This is due to the fact that it provides an evaluation tool for policies put in place by regional decision-makers, which allows them to be adapted based on young people's reactions.

In addition, it could help young people have a meaningful role in fine-tuning transition policies that concern them directly and introduce keys insights (such as the daily life experiences of local youth) in the pool of information that will shape the design of a future oriented strategy in their regions.

Strengths & key challenges addressed

1. A diverse group is involved including young people who do not use the services, fostering pluralism and inclusiveness.

2. The roadmap produced, ensures accountability of decision-makers and young people to solve the problems in question and allows young people to follow-up on the implementation of their ideas.

3. The information young citizens need to engage meaningfully in the DDD is provided by their peers avoiding a potentially tokenistic approach taken by older tutors.

4. Organising the evaluation as a regularly repeated process secures follow-up for the issues raised and brings positive side effects for both young citizens and decision makers leading to a more sustainable service production.

Limitations of the project

A DDD session has to be organised on a yearly or a biannual basis to have an impact given that a "one off" approach would not bring meaningful results.

Deliberative Discussion Day

Context

Consulting young people in Finland has a firm legal basis, with the 2006 Finish Youth Act underlining the need for youth to be directly involved and heard in the handling of local and regional youth work and policies. The origins of developing the DDD are rooted in these principles, and the method assists local actors in including young people's viewpoints in the evaluation of youth work, as well as in identifying services in need of fine-tuning or a change of direction. The Finnish National Youth Council Allianssi led the launch of DDD into the youth field, with the Finnish Youth Research Society also involved in developing it.

Objective

1. Give youth a chance to engage in face-to-face discussions with decision-makers on how to improve services, creating in this manner a "participation channel".

2. Involve youth in the evaluation and development of services they use.

3. Produce user-based knowledge to be used in decision-making processes.

4. Assist decision-makers to improve the quality of services they deliver.

Activities

1. Activate young people to participate, especially those not belonging in formal groups or not using the services. This can be done for example via the use of various models such as street-based methods or through various schools.

2. Facilitated debates take place with the use of speech circles, discussion-workbooks, and green or red cards.

3. Young people meet decision-makers and youth workers, and raise proposals. For example, youngsters from a neighbourhood of Lahti a few years ago, requested the development of activities and outdoor places of assembly. Their requests were acknowledged, and the municipality promised to start some activities immediately.

4. Ideas are transformed into action via the use of a roadmap. Young people are encouraged to participate in the realisation of the actions proposed (e.g by being offered adult support to do so).

Methodology of youth involvement

- The process begins by **activating** a diverse group of young people (20-50) to participate. This group should also include youngsters not making use of the services evaluated or belonging to any formal groups such as local youth councils.
- In the DDD itself, the **group work** phase starts with young people being called to evaluate local services acting as "experts by experience". Initially, they debate in smaller groups so that meaningful and inclusive discussions can occur. Facilitators and the process itself help each opinion to be considered as it arises, and encourage a deliberative dialogue where all voices are heard and valued. After this reflection period, young people come up with ideas on how to ameliorate the services.
- In the **invitation** stage, young people meet with youth workers and decision-makers in person to raise their development proposals. This can be initiated by a statement, question, or proposal prepared by young people in advance. Facilitators play a key role in enabling a symmetrical relationship between youngsters and adults (e.g. ensuring there is a majority of young people in the discussion). There, young people have the chance to make development proposals and potential improvements to the services in question.
- Lastly, plans developed by the young people and services reviewed are included in a **roadmap**. This instrument is used to transform talk into action, including concrete steps and ideas with young people and decision-makers sharing responsibility for implementation.

Actors involved (target group and partners)

- **Young People (14-29)**: diverse groups are involved (from youth clubs, NGO's, schools, youth councils etc., as well as young people not part of any formal group). They have an active role in the evaluation and implementation processes.
- **Facilitators**: Experienced in youth work and familiar with the methodology. They play a key role in several phases of DDD.
- **Decision-makers**: Represent local/regional leadership.
- **Youth workers**: from municipalities or NGO's. They oversee the organisation of the DDD, invite young people and decision-makers and engage other stakeholders in the process. They also support the implementation of the created actions.

Sources: The fiche was prepared based on: (1) Information provided by Dr. A. Gretschel and E. Kauniskangas (2) Research of the following sources: (i) *Cooper, Sue & Gretschel, Anu (2018) Evaluating youth work in its contexts. In Pam Alldred, Fin Cullen, Kathy Edwards and Dana Fusco (toim.) SAGE Handbook of Youth Work Practice. Lontoo: Sage, (ii) Cooper, Susan. (2017). Participatory Evaluation in Youth & Community Work: Theory and Practice*, (iii) https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/54-young-peoples-participation-policy-making-finland#124, (iv) https://www.youthresearch.fi/research-projects/youth-work-evaluation-tool.

RuutiBudjetti

Project ID:

Country: **Finland**

Region: **Helsinki**

Promoters: **City of Helsinki**

Age of target group: **13-17**

Targeted youth group: **All secondary school students in the targeted age group**

Stage of youth involvement: **Co-creation, implementation**

Methodology: **Participatory budgeting, consultative decision-making**

Duration: **2013-present (annual cycles)**

Website: **ruuti.munstadi.fi/en/ruutibudget/**

Contact person & details: **Johanna Laukkanen, johanna.laukkanen@hel.fi**

Summary

In RuutiBudjetti, Helsinki's participatory budget programme for youth, young people aged 13–17 offer ideas, vote and negotiate on which kinds of recreational activities and services young people in Helsinki should have, and how their neighbourhoods, schools and the city itself should be developed. The initiative is implemented locally within each of Helsinki's 16 districts and adapted within each to suit the needs of the young residents of that district. A budget of €150,000 is divided between the districts per year, as well as a city-wide budget of €200,000.

The 'wow!' element

This project offers a very successful example of broad and meaningful youth engagement using participatory budgeting, with 35-40% of the targeted age group in Helsinki involved at some stage in the process.

Results/Impact

✓ RuutiBudjetti involves over 10,000 young people every year; about 35–40% of the age group 13–17. In 2019, it had 11,645 participants and involved 81 schools. In 2019, 60-70 projects were selected that will be executed in 2020. RuutiBudjetti will be implemented for the 8th time in 2020.

✓ City officials consider that RuutiBudjetti has transformed planning and decision making processes relating to youth services. They observe that this youth-led deliberative democracy process is shifting the mindset in the city administration from "working for" towards "enabling and doing with" young people.

Transferability to the JTF context

Participatory budgeting is a model that has been practised in many locations across Europe. In the JTF context, where reaching a large number of youth, especially those who do not traditionally engage with youth engagement structures, will be important, this is a pertinent model.

Additionally, it is a relevant model in addressing the challenge of making citizens feel meaningfully engaged and consulted. This can be particularly important considering the challenges associated with the transition to a climate-friendly economy in many JTF regions.

For regions without experience in participatory budgeting, Helsinki's experience demonstrates the benefit of starting small, piloting and trying out a couple of rounds with small budget/themes. Then step-by-step building the process and scaling it.

Strengths & key challenges addressed

The project engages a large percentage of the total youth population in a meaningful exercise of youth engagement. City officials consider that RuutiBudjetti has resulted in a number of innovative and bold ideas that would not emerge if planning was carried out from the top down.

Decision-making in RuutiBudjetti is based on information collected from the service users (i.e. young residents). This allows limited resources to be allocated in a way that better reflects the needs and priorities of young people. It also increases the perceived legitimacy of the city's work.

Through participation, youth also experience a learning process. They see how public resources are allocated, what it is like to negotiate for limited funding allocation and improve their understanding of decision-making.

The city recognises that the project is a process of continuous learning and development, and each year identifies an area for improvement.

Limitations of the project

Different skill levels in facilitation of the youth working units in different districts has presented challenges.

RuutiBudjetti

Context

RuutiBudjetti was started in 2013 by the Culture & Leisure division within the City of Helsinki's Youth Services section, which oversees the youth participation framework established in 2011. This followed travel around Scandinavia and Europe to explore best practice, with the city following the Bordeaux-Alegre model. It was piloted in 2013 in two districts of Helsinki and since 2015 has taken place in all 16 districts.

Objective

All young people in Helsinki are invited to influence the planning and decision-making processes in the City of Helsinki.

Activities

RuutiBudjetti follows the annual budget cycle of the City: matters are planned and discussed in the first year and implemented the following year.

Phase 1 – Information Gathering: Taking place in spring, this takes the form of an event where classes from local schools take part. Youth workers pose different questions and provoke them to discuss their needs, ideas and feelings on what is missing in their district. The result is a large package of data on the youth's worries, ideas, hopes and wishes.

Phase 2 – Workshops: Between May and September, in smaller groups, usually in schools, young people go through data from their area with help of youth workers and develop concrete ideas and proposals.

Phase 3 – Voting: In October, all school students in the area get to vote on these proposals.

Phase 4 – Negotiations: Young representatives engage in negotiations with city officials where they go through voting results and decide how many of projects can be executed in the next year, and from which budget they can be funded.

Phase 5 – Implementation: Most of the projects are one's where young people are involved in executing them e.g. street festivals, service pilot projects, clubs, courses, and campaigns on current topics (e.g. bullying & improving youth employment).

Methodology of youth involvement

RuutiBudjetti is implemented locally in Helsinki's 16 districts, which are based on the city's youth work units. A budget of €150,000 is divided between these districts per annum, in addition to the ability to use further resources from the district youth work unit's own budget. Due to these small local budgets, since 2017, an additional city-wide budget of €200,000 is allocated for larger proposals (over €1,000).

RuutiBudjetti is based on principles of participatory budgeting and consultative decision-making. Thus, democracy education and working together are key principles.

Young people can participate in various ways: presenting ideas, working on proposals, voting, negotiating and participating in the implementation of selected plans. Often, information collection, workshops and votes take place during the school day.

Young people participating are told an estimated budget for youth services in their area for the following year and the conditions for using the budget. They influence the entire budget of the youth work unit - including the content of activities and the use of working time by youth workers.

The selected activities are planned and implemented with the young people in the area and the young people are fully informed about the activities. A key principle is to ensure that participation is easy.

Actors involved (target group and partners)

RuutiBudjetti is managed by the Culture & Leisure division within the City of Helsinki's Youth Services section. It is implemented by the city's 16 Local District Youth Service units, in cooperation with local upper stage secondary schools.

The initiative aims to engage as many young people as possible. Ideas are therefore collected in several stages, so that as many young people as possible participate.

A key purpose of the initiative is to engage a wider diversity of youth, including underrepresented groups. The city considered that active young people are already successfully engaged by the city's traditional youth engagement tools.

SILTA – A Bridge to youth entrepreneurship

Project ID:

Country: **Finland**

Region: **Keskipiste, Reisjärvi**

Promoters: **Friends Society of the Reisjärven Kristillinen College**

Age of target group: **16-21**

Targeted youth group: **young entrepreneurs**

Stage of youth involvement: **Implementation**

Methodology: **Cooperative Entrepreneurship**

Duration: **2017 - 2019**

Website: **https://silta.rkropisto.fi**

Contact person & details: **Mr. Ville Laitila, ville.laitila@rkropisto.fi**

Summary

SILTA supports entrepreneurship among young people by **bridging ('SILTA' in finnish) the gap between trial entrepreneurship and full-time entrepreneurship**. It provides a cooperative structure through which they can grow their business ideas and receive training, mentoring and peer support.

The 'wow!' element

The SILTA project developed an education model based on **cooperative entrepreneurship**. The cooperative is owned and run by young people. As members of a cooperative called Versosto, young entrepreneurs can run a business alone or in groups, get mentoring and training, develop their businesses and encourage each other.

Results/Impact

In the first-year, the turnover of the Versosto Cooperative was approximately 240,000 EUR. The cooperative is still up and running and currently has over 60 members between the ages 16-21.

The members of the cooperative offer a range of services including filming, photography, marketing support, and many others.

According to a survey of 30 members, 53% 'strongly agreed' and 40% 'somewhat agreed' that the project had increased their interest in entrepreneurship. When asked whether the project had impacted positively upon the likelihood of them staying in, or later returning to, rural areas, 13% 'strongly agreed' and 30% 'somewhat agreed'.

Transferability to the JTF context

The SILTA (Bridge) model can easily be transferred to other areas and countries. As a matter of fact, cooperative entrepreneurship is on the rise in many economies: being highly innovative and flexible, it manages to reach out to all sections of the population and to touch all aspects of human life.

The project idea originates from the ERASMUS + - KA2 Strategic Partnership project "Transinnovation Camp for Youth", where Finnish, Latvian, Romanian and Hungarian young people took part in innovation camps to develop their entrepreneurial ideas and skills. The project supports the European Commission's Entrepreneurship 2020 Action Plan.

Strengths & key challenges addressed

The main strength of the project is to have managed to bridge an existing gap in the entrepreneurial panorama in Finland that is characterised by support of business trials in high school. Once they left schools, young entrepreneurs were left in a 'void', without any support to take their business ideas further and upscale them.

The cooperative– that they own and run themselves – is both a social and economic enterprise. Through this cooperation, young people can bring their creativity and innovation, while having a safety net that is necessary to bear costs and risks at the start of full-time entrepreneurship.

Limitations

As is the case for all cooperatives, attracting and keeping members is fundamental to maintain a consistent cash flow.

SILTA – A Bridge to youth entrepreneurship

Context

Nowadays there are a variety of practical educational business programmes for young people to help them experiment with new business ideas. At the end of these programmes and when their business begins to grow, the young entrepreneurs are often left alone. They may not have support from school or home, or they may not yet be ready to set up a limited company. Thus there is a gap between trial entrepreneurship and full-time entrepreneurship.

Young people's interest in entrepreneurship is high. Many have the interest and desire to develop themselves and learn more skills. They also want to network and to belong to a community of entrepreneurs. SILTA-Bridge is addressing these needs.

Objective

The project aimed to offer young people a community-based entrepreneurial platform where they can implement their business ideas, get support, network with others, and develop their skills.

Methodology of youth involvement

For this purpose, a cooperative called 'Versosto' was set up. It is owned by the young people who are its members. They democratically decide how to run the cooperative and keep in touch through a dedicated WhatsApp group, organising sparring weekends (structured collective feedback and brainstorming sessions) and other activities.

Actors involved (target group and partners)

A network of young people, mentors and affiliated sponsors has been formed around the co-operative.

Activities

Spring 2017 - A weekend entrepreneurship course was held and 40 young people took part. Over the weekend, young people shared their expectations and ideas for action. The WhatsApp group was established and has since become an active peer group for cooperative members and mentors. The group has about 70 members.

Autumn 2017 – A benchmarking exercise was carried out to compare the cooperative with other educational cooperative student societies operating in Finland. A second sparring weekend took place where the Versosto Cooperative was formally founded with about 20 founding members. The project and the cooperative are promoted through their joint website, a blog and social media. Young people take responsibility for producing the content.

Spring 2018 – The young people organised two further sparring weekends with programme's that included inspiring entrepreneurial examples, a chance for participants to pitch and receive feedback on their own business ideas, sports activities, and more.

The SILTA project and the co-operative were presented in nearby municipalities. The young people planned and carried out the presentations themselves.

Autumn 2018 - A study trip to Spain was organised by a team of young people within the cooperative. Trip participants were able to network with local young people, see examples of businesses in operation and learn about how they work.

The businesses that have been created are very diverse. The largest one was a call-centre that eventually grew so big that it became necessary, for risk management reasons, to sell it to a client company. The call-centre was run by three members of the co-op and employed 40 other young people. It now has its operations in Oulu and Fuengirola and is still running.

The members of the cooperative offer a range of services such as filming, photography and the creation of marketing materials. Members of the co-op have also been contracted to create murals for municipalities.

The cooperative has launched another innovative business idea: capitalising on their experience in engaging and inspiring young people, they now provide motivational speakers for events. A full and regularly updated list of services offered by the cooperative is available on their website.

LEADER Youth Fund and Local Youth Action Team

Project ID:

Country: **Finland**

Region: **Northern Ostrobothnia**

Promoters: **Local Action Group (LAG) of Keskipiste**

Age of target youth group: **13-25**

Targeted youth group: **Local youth**

Stage of youth involvement: **Consultation, implementation, monitoring & evaluation**

Methodology: **Youth Fund, gate approach**

Duration: **Since 2010**

Website: **www.keskipisteleader.fi, www.nuorisoleader.fi**

Contact person & details: **Ms. Anni-Mari Isoherranen (Project advisor) anni-mari.isoherranen@keskipisteleader.fi; Ms. Anu Suotula (Project activator) anu.suotula@keskipisteleader.fi**

Summary

For the past 10 years, the Youth Leader Fund managed by the Keskipiste Local Action Group (LAG) has given local youth a tool to change the world they live in. By supporting them in transforming their ideas into concrete projects and initiatives through small-scale financing, young people have a real chance to have an impact in their local area and to influence its development by creating long-term living opportunities for young people.

The 'wow!' element

Young people have a real opportunity to manage their own projects and to learn key project management skills, which they then will apply to other larger EU funds and which will support them in their career progression. This multi-layered approach is an established way of doing things, rather than simply a project. It is at the heart of the *gate method* used by Keskipiste LAG: the fund offered by the Youth Leader Fund is a small gate opening a wide space of opportunities for young people.

Results/Impact

✓ Between 2010 and 2019, LAG Keskipiste has funded over 360 youth projects, 86 of which were youth entrepreneurship experiments. Between 2014 and 2020, over 1,200 young people have been reached through these projects. 22 young members, aged between 13 and 19, are permanently part of the Local Youth Action Team.

✓ From their feedback, it emerges that young people who receive funding feel empowered and trusted to make a real change in the place they live in. This, in turn, makes them stay and come back after their studies, as they see concrete opportunities for them to continue having a leading role in the local community.

✓ Some of the projects have a successful follow-up: e.g. Justimus, a group of three boys, went from receiving a €500 contribution from the Youth Leader Fund to buy a photo camera and start their Youtube Channel, to getting their own show on national television.

Transferability to the JTF context

Local youth should have the space and means to shape the environment they live in. Giving them tools to pursue their ideas and implement small scale projects would make them feel valued and trusted, and create conditions for them to stay and take care of their community.

In this sense, the gate approach developed by the Keskipiste LAG has **already** proved it is **transferable and replicable in other areas across the EU**. It was the main inspiration behind the transnational cooperation project 'Youth Manifesto', which brought together 40 young people from Finland and Scotland to develop and co-design a youth manifesto outlining ways in which communities, protected areas and environmental organisations can meaningfully engage young people in their activities.

Strengths & key challenges addressed

One of the main barriers to meaningful youth engagement is the lack of trust in young people's capacity on the side of the institutional actors. This, in turn, is reflected in a lack of confidence of young people, thinking they do not have the means to make their voice heard and have a real impact on their environment. **Young people have opinions and ideas about the development of their community, but they need to be listened to, to be trusted, and be given the opportunity to make a change.**

The Youth Leader Fund overcomes these barriers and involves young people in the development of their local area by giving concrete, simple, and flexible tools such as low bureaucracy funding and youth boards. This approach demonstrates that when the initiative for action comes from young people, and young people themselves are working for it, the results of the action can be lasting.

Limitations of the project

Due to limited funding resources, the Keskipiste LAG has not yet commissioned a study on the Youth Leader Fund regarding whether young people who received funding stayed in the area or returned after their university studies. This would help understand the real impact of the approach.

LEADER Youth Fund and Local Youth Action Team

Context

The Keskipiste Local Action Group (LAG) is a rural development organisation founded in 1996 operating in 8 municipalities in Northern Finland. It implements the Leader approach under The European Agricultural Fund Rural Development (EAFRD), a local development method which has been used for 20 years to engage local actors in the design and delivery of strategies, decision-making and resource allocation for the development of their rural areas.

The LAG is located in the centre of Finland, an area where the percentage of young people is higher than in the rest of the country. This was the impulse that led local LAG managers to invest in youth: they soon came to the understanding that local development, to be truly sustainable and participatory and to make rural areas vibrant and attractive, had to involve the younger part of the community in a systematic way.

Objective

The Youth Leader Fund has operated for 10 years, financially supporting the implementation of young people's ideas in a tangible way. Local youth are offered the possibility to see their ideas transformed into concrete results and thus to make positive and meaningful change to their own environment.

The main objective is to offer young people a chance to have an impact in their local area, influence its development, and to engage them in locally important actions. This can help prevent out-migration and create long-term living opportunities in rural areas.

The Keskipiste LAG aims to engage local youth in the development of their community by supporting them through small-scale funding opportunities and involving them in a systematic and structural way in decision-making processes.

By teaching young people the basics of project work and making them part of programming and budgeting, this approach enables young people to contribute to making their local environment more vibrant and attractive for youth to live in.

Methodology of youth involvement

The Youth Leader Fund is a small fund that supports young people's own small projects: funding is between 100 and 500 euros per project to develop recreational activities, organise an event or start their own business trials or mini company.

Throughout the process, the aim is for young people to learn how to manage small-scale projects, from the application for funding to planning and implementation, all the way to the reporting phase, as well as to learn skills that they can later demonstrate to apply to larger EU funds.

This multi-layered approach is the heart of the **'gate method'** used by the Keskipiste LAG: a small gate opens many doors. The fund is a small gate opening a wide space of opportunities for young people to apply the newly acquired skills at a larger scale.

The Youth Leader Fund is a **fully bottom-up tool**. Not only do ideas come come from young people, but the participation of local young people is also ensured throughout the process. The selection of projects for funding is made by a **Local Youth Action Team**, where 22 young people aged 13-19 permanently sit (**participatory budgeting**).

The Local Youth Action Team also contributes to the development of the Keskipiste LAG youth strategy and one of its young member sits also on the wider LAG Board, the body that takes decisions on how to use EU Leader funds.

Target group and actors involved

The target group are young people aged 13-25 who are living on Keskipiste LAG-Leader area.

As for all LEADER projects, the involvement of local actors and the whole LEADER ecosystem is crucial for the functioning of the programme.

POSH: Pioneers of Sustainable Hope

Project ID:

Country: **United Kingdom**

Region: **North West England**

Promoters: **Youth Focus North West (YFNW)**

Age of target group: **11-19**

Targeted youth group: **General**

Stage of youth involvement: **Enabling, Co-Creation, Implementation**

Methodology: **Co-production**

Duration: **2015-now**

Website:
https://youthfocusnw.org.uk/what-we-do/pioneers-of-sustainable-hope/

Contact person & details: **Stuart Dunne, s.dunne@youthfocusnw.org.uk**

Summary

POSH is a project centred on the idea of securing a sustainable future and creating a citizenry that takes responsibility for the natural world. 13 young people, elected by their peers and supported from YFNW's staff, run it, while the concept and ideas behind the project have come directly from the young people of Youthforia. The same applies to the work young people do and the projects they get involved in, which are all planned and set by themselves. The project is focused around 2 main actions: firstly, POSH members develop sustainable living education sessions; secondly, they create local campaigns/charters that impact on local policy in 23 municipalities.

The 'wow!' element

POSH is an innovative, youth-inspired scheme providing young ambassadors a platform enhancing their collective voice and impact. Via young people's initiatives, participants interact with decision-makers and push for actions to protect the environment.

Results/Impact

✓ There are more than 80 POSH Ambassadors. Education resources and Eco charters have been created for 23 municipalities. They serve as a tool to hold the municipalities to account.

✓ Ambassadors in 23 local areas received grants via energy companies leading to the launch of initiatives such as the organisation of an environmental summit.

✓ Over 2,000 young people have been involved as secondary beneficiaries taking part in lessons / assembles / events.

✓ In Greater Manchester, young people are organising the city's next Green Summit while they are also holding a youth event with the next mayoral candidates on the theme of the environment to ensure support for their goals from the future Mayor.

Transferability to the JTF context

This youth-led project includes two main elements which can be highly transferable within a JTF context:

Firstly, it provides a guiding example on how to empower young people, to take the initiative and influence directly developments in their area by planning actions on topics that concern them directly. On top of environment-related subjects on which POSH focuses, in other transition areas themes of discussion or political debate may vary (e.g. the need for the creation of employment opportunities for youth).

Secondly it provides a replicable example on how discussions between young people and decision-makers can take place in a meaningful way allowing for the former to have a voice in the shaping of future policy-making and hold local/regional leaders to account for the fulfillment of their promises.

Strengths & key challenges addressed

1. Bureaucratic obstacles (e.g municipalities delaying decision on commitments towards Eco Charters) were overcome with support from project coordinators.

2. POSH provides a platform offering young people credibility, confidence, financial support and opportunities to interact with decision-makers in a non-tokenistic manner.

3. Educational resources created by and for young people take into account the short attention span that some of them may have. By keeping information sessions short and interactive, POSH managed to involve a significant amount of young people.

Limitations of the project

The Charters agreed with municipalities and the set of the commitments included do not create any legal obligations for the relevant stakeholders.

POSH: Pioneers of Sustainable Hope

Context

Pioneers of Sustainable Hope (POSH) was developed in 2018 in the North West region of England, United Kingdom. The area as a whole is experiencing a transition from a petrol-centred energy production system to alternative and greener ways of energy production centred around electric power.

The project is set amid the backdrop of young people's passion to promote environment-friendly activities and lead efforts towards a more sustainable society.

Objective

The overall aim of POSH is to create a citizenry that takes responsibility for the natural world. POSH also aims to raise the awareness of young people on how human behavior can help reverse the damage done to the natural world.

Activities

23 Educational Resources have/or are to be created. These include school lessons or sessions in youth centres where young people talk to their peers about environmental issues.

23 Charters and 23 local Eco Social Action Schemes, one for each municipality, have been produced.

Charters are sets of commitments leading to a partnership agreement of what municipalities will do to address the issues in question.

Eco Social Action Schemes are the actual projects proposed to implement the commitments on the Charters.

Education resources and Eco charters serve as a tool to hold municipalities to account.

46 Local Events (e.g. information sessions with young people on environmental behavior or eco-friendly initiatives such as cleaning canals) have taken place reaching over 2,000 young citizens.

Methodology of youth involvement

The idea of POSH originated from the young people of Youtforia. YFNW staff and local youth workers facilitated discussions with the young people helping them create and shape a scheme that could receive a grant for its implementation. Young people supported the initial funding application by describing the main goals of their vision, and as a result POSH, was created.

A Steering Group of young people, which is elected by the POSH members, manages the scheme and YFNW administers this group. Local youth workers support and facilitate the local POSH young people to create the Educational Resources and Charters.

Initiatives are discussed first at a regional level, then they get implemented locally and finally they take place regionally.

Actors involved (target group and partners)

Young people aged 11-19 years of age, living in North West England. Recruitment was facilitated by each of the local Youth Work teams in the 23 North West municipalities. A diverse group of young people was recruited to become POSH Ambassadors.

Young people design and deliver the educational resources, charters and events in each municipality. **POSH Ambassadors** deliver local social action schemes.

YFNW acts as the central hub supporting young people to run the scheme across North West England while administering the Young People who form the Regional Steering Group.

Local Youth Workers, which are aware of the political situation in each municipality, support the young people to deliver all local activities.

MH:2K Oldham: Young citizen researchers exploring mental health

Project ID:

Country: **UK**

Region: **Oldham, England**

Promoters: **National charity *Involve* and social enterprise *Leaders Unlocked***

Age of target group: **14-25**

Targeted youth group: **Volunteers among local youth**

Stage of youth involvement: **Engagement**

Methodology: **Citizen researchers**

Duration: **2016-17 (pilot), 2017/18 (4 more areas)**

Website: **Involve.org.uk https://www.mh2k.org.uk/ http://leaders-unlocked.org/publication/mh2k-2018/**

Contact person & contact details: **sarah@involve.org.uk**

Summary

MH:2K is a powerful model for engaging young people in conversations about mental health in their local area. It uses an innovative methodology of citizen researchers, empowering young people to:

- Identify the mental health issues that they see as most important;
- Engage their peers in discussing and exploring these topics;
- Work with local decision-makers and researchers on recommendations for change.

The 'wow!' element

The project includes an innovative model of youth engagement on a specific policy area. It offers the citizen researchers a methodology to take the lead in launching debates among their peers, in close collaboration with researchers and policy-makers. It also allows young people formulate and amplify policy recommendations based on the debates.

Results/Impact

✓ In total, the MH:2K Oldham Citizen Researchers recorded **29 findings** and **30 recommendations** in five thematic areas related to mental health. They focus on solutions for improving mental health and emotional wellbeing of young people in Oldham.

✓ The project engaged over **600 young people** in the debate on mental health.

✓ Decision-makers and researchers acknowledged "multiple potential impacts on research, decision-making and engagement practice", with "potential for **significant improvements in health outcomes**". Some consider involving youth on permanent basis.

✓ The creation of a **Task and Finish group** – ultimately reporting to Oldham's Health and Wellbeing Board and including many MH:2K Expert Panel members. There are plans to offer Citizen Researchers the chance to form a reference group for this work.

Transferability to the JTF context

This practice effectively engaged young people into launching debates among their peers on an important social issue. A similar methodology could be used to start dialogue related to the upcoming socio-economic transition, reaching groups of young people that would normally be hard to engage, and identifying local young leaders.

The citizen researchers methodology was designed to be replicable across local areas.

It would allow selecting a group of young people collaborating with policy-makers on a permanent basis, and involving them in debates on Just Transition in their regions. They could be useful in gathering and spreading knowledge among their networks, and in collaborating with local experts on preparing recommendations for JTF implementation.

Strengths & key challenges addressed

The group of Citizen Researchers was well integrated, with some of the young people describing it as a "team" or a "family". This contributed to an open and relaxed atmosphere, aided by the style of facilitation, which enabled good discussions and free debate.

The level of interaction between Expert Panel members and Citizen Researchers worked well, particularly with respect to the Results Day, with both groups expressing positivity about the ability to work together.

Key challenge addressed: Difficulty of reaching young people by social campaigns. This project addressed it by empowering youth to organise events and launch debates in their own networks, raising attention and awareness of a social issue among their peers.

Limitations of the project

Lack of information on the developments regarding the Task and Finish group, as well as follow up on the citizen researchers' civil activism after the project.

MH:2K Oldham: Young citizen researchers exploring mental health

Context

In the UK, mental health conditions affect about 1 in 10 children and young people. 75% of mental health problems in adult life, excluding dementia, start before age eighteen. Given this, it is perhaps unsurprising that young people consistently identify mental health as a priority issue.

Objective

MH:2K seeks to give young people a role in solving this most important of challenges. Focussing on those with mental health issues and from at-risk groups, it empowers young people to shape decision-makers' understanding of the mental health challenges they face and what solutions could look like.

- Stimulating interest, debate and informal learning
- Creating dialogue and exchange
- Filling knowledge gaps
- Reaching new and diverse audiences
- Encouraging collaboration

Activities

In each local area MH:2K involves the following six activities:

1. **Recruitment:** Core team of young people as 'Citizen Researchers' is recruited, including those with direct experience of mental health issues and from at risk groups.
2. **Design Days**: This team is supported to explore key national and local information about youth mental health, alongside their own views and experiences. The Citizen Researchers determine which mental health issues are most significant for their area. They receive training in facilitation and public speaking.
3. **Roadshow**: The Citizen Researchers co-design and co-deliver workshops to engage at least 500 other young people in answering questions about their priority topics. The Roadshow workshops stimulate informal learning and gather young people's views on the issues they face and potential solutions.
4. **Results Day**: The Citizen Researchers analyse and extract key findings from the Roadshow data. They work with local decision-makers and researchers to develop strong, practical recommendations for change.
5. **Big Showcase**: The Citizen Researchers present their findings and recommendations to key stakeholders at a showcase event, involving facilitated conversations about next steps.
6. A **Local Advisory Panel** of key local decision-makers, researchers and other stakeholders informs the project's work throughout its lifetime.

Methodology of youth involvement

The method of 'Citizen Researchers involved the following steps:

- The application process comprised of a simple application form and informal telephone interview
- During three one-day 'Design Days', the Citizen Researchers explored information about youth mental health in Oldham, and decided which topics they want to focus on.
- Over four months, the Citizen Researchers co-led 42 workshops for their peers, engaging 598 other young people in Oldham. The workshops took place at schools, colleges, universities, community groups, youth organisations/ centres, and council/NHS groups.
- During the Results Day, the Citizen Researchers presented findings from the roadshow and worked with the local decision-makers and researchers to write the project's recommendations.
- The Citizen Researchers presented the project's findings and recommendations to a much wider range of stakeholders from Oldham and Greater Manchester. 85 decision-makers and researchers, from 27 organisations, attended on the day.

Actors involved

Target group:

- The core youth group involved **20 Citizen Researchers**, young people aged 14-25.
- In total, MH:2K Oldham engaged over **600 local young people** with diverse backgrounds and life experiences.

Supporting actors: Oldham Council and Oldham Clinical Commissioning Group.

An **Expert Panel** was created at the beginning of the project. Its role is to:

- help identify the information on mental health given to Citizen Researchers at the first Design Day,
- provide the Citizen Researchers with feedback on their choice of focus areas, and identity and invite potential attendees to the Big Showcase,
- help the project to build on, rather than duplicate, existing work on mental health, and to make connections with local organisations working with young people.

It included key local decision-makers and researchers from the area: Greater Manchester Academic Health Science Network, Tameside Oldham and Glossop Mind, Oldham Sixth Form College, Oldham Council, Oldham Clinical Commissioning Group, Healthy Young Minds Oldham, Clinical Research Network Greater Manchester, Central Manchester University Hospitals NHS Foundation Trust, Oldham Clinical Commissioning Group.
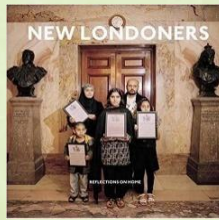
Participatory Arts with Young Refugees

Project ID:

Country: **UK**

Region: **East London**

Promoters: **PhotoVoice in partnership with the Dost in East Ham NGO**

Age of target group: **16-23**

Targeted youth group: **Refugees**

Stage of youth involvement: **Engagement**

Methodology: **Participatory Arts**

Duration: **2002-2008**

Website:
https://participedia.net/case/4375

Contact person & contact details:
<info@photovoice.org>

Summary

This project started in 2002 under the name 'PhotoVoice', and continued in 2008 as the 'New Londoners' project. It focuses on young refugees, and allowing them to express their views by using photography. It also involves mentoring by pairing refugee youth with emerging and successful photographers in the community. The project is an example of the participatory arts methodology.

The 'wow!' element

Allowing excluded groups to express their voice in a creative way, to show rather than say their opinions. It allows participants equal access to the arts as creators, producers, distributors, commentators, and decision-makers – not just as consumers.

It focuses on creating a space conducive for relationship and confidence building, creating a sense of belonging, encouraging personal creativity through multiple means of communication, and facilitating social activities.

Results/Impact

✓ About 120 young people trained in photography skills, leading to different educational, therapeutic, self-development, and advocacy outcomes.

✓ Participatory arts have further been shown to contribute positively to young refugees' self-image, enhancing their resilience and changing attitudes.

✓ Some of the relationships with mentors continue to this day.

✓ The photographs taken within the project were published in the book 'New Londoners'.

✓ The methodology of using photography to amplify voices by various citizen groups affected by diverse social problems, was used in other projects by the PhotoVoice organisation in the UK, as well as in Africa, Asia and South America.

Transferability to the JTF context

Art offers a means to gather the attention of young people on the upcoming transition, and express their opinions on it. It can help them communicate with society and policy-makers, and make their voice gain visibility in social and traditional media.

Some youth will be negatively affected by the transition, e.g. by perceived diminishment of the societal status of aspiring miners. Participatory arts could be used to work on their empowerment and re-establishment.

The upcoming transition may increase conflicts between groups of different interests, including youth. Participatory arts can strengthen communities through familiar cultural practices, bridging differences between groups that come together around their artistic passion.

The transition brings the risk of degradation of urban spaces due to closing industries. Participatory arts can contribute to the liveliness of 'creative cities', as it promotes safe, inviting, and livable neighborhoods; and can also support local economic development.

Strengths & key challenges addressed

Participatory art-making activities can revitalise neglected city spaces and activate public plazas, parks, and underused facilities.

A participatory arts approach to working with young people is most appropriate when:
- the project's primary interest lies in the ownership of the creative process by young people and its transformational potential;
- participants can relate to the project's plans;
- empowerment is a priority;
- there is enough time for consultation and developing outcomes;
- there are feedback mechanisms embedded within the project.

Key challenge addressed: It can be difficult for young people, especially form socially excluded or discriminated groups, to express themselves in a way that is understandable and heard by policy makers. This project uses photography to amplify young people's voices by giving them a creative form of expression and communication.

Limitations of the project

Criticisms of this approach include potential for exploitation, short-term utilisation, and lack of systematic evaluation.
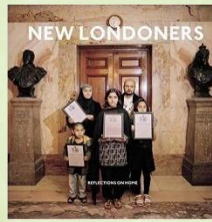
Participatory Arts with Young Refugees

Context

During the processes of resettlement and integration, young refugees are faced with numerous challenges associated with making sense of past experiences and getting accustomed to a new place. These include overcoming trauma, combating negative stereotypes, and struggling with feelings of loneliness and uncertainty (Lockowandt, 2013: 4; Orton, 2009). In addition to these challenges, young refugees often face barriers to full integration, including poverty, poor housing conditions, poor English-language skills, discrimination, social isolation, complicated bureaucratic procedures, and difficulties accessing mainstream services (Lockowandt, 2013: 7).

Participatory arts offer a way of mitigating these challenges. While specific objectives will vary by project, they share the common benefits of building participants' confidence, trust, and sense of identity, as well as increasing their autonomy, independence, and ability to integrate (Couch, 2007: 40).

Objective

The aim of this project was to allow refugees to explore and form an understanding of their prior and current experiences (Kidd et al., 2008: 33).

For the mentees, photography became a means of individual self-expression and storytelling. Photography enabled them to reveal what they were feeling, thinking, and experiencing without feeling pressured to have a verbal dialogue.

Activities

The project began with fifteen pairings between the participants and mentors.

Various methods for recruiting young refugee participants were used, such as advertisements regarding project opportunities, coordinating with organisations that are working with refugees, and art exhibitions, concerts and theatrical performances.

The mentors and mentees would typically meet twice a month in social settings to review the mentee's latest photographs. Through this structure, the pairs gained a rapport and comfort level that facilitated conversations in which the refugees could comfortably reveal the meaning of their photographs.

The main focus of the mentoring relationship was the production of a creative body of work by the young person. The mentors and mentees worked together for around four months. The mentees would mostly take the pictures while on their own, and the mentor would give regular feedback and suggestions.

Methodology of youth involvement

Participatory arts are forms of artistic expression – through media such as **drama, video, and photography** – that actively engage participants in the process of making art.

This engagement occurs along three main dimensions:

1. production, or the actual "making" of art;
2. decision-making, which determines what type of art is produced, and by and for whom; and
3. consumption (NESF, 2007: 2).

Participatory activity goes **beyond consultations** with participants, and 'aims to activate critical thinking and decision-making, transforming participants into active citizens' (Lockowandt, 2013: 3). Projects adopting participatory arts as a method stress shared ownership of the decision-making process, and their activities often address non-arts agendas, such as generating dialogue.

One purpose of participatory arts is **social and cultural inclusion**. This is defined as 'the process by which certain groups are brought from the margins of society to participate more fully in that society through the removal of the barriers' that have been put in place by 'low education, inadequate life-skills, and/or low recognition and status in terms of cultural identity and contribution' (NESF, 2007: 1).

Projects involving arts in public spaces can **activate and redefine shared spaces**, e.g. parks and neighborhoods (Lewis, 2013: 10). Such projects enable participants to re-imagine the possibilities for their communities, take ownership, and re-purpose these shared spaces.

Participatory arts also support **civic engagement** by bringing together people of multiple social and cultural groups to focus on artistic and community-related challenges, bringing collective imagination to bear on artistic challenges while making room for larger common issues.

Actors involved

Target group:
- The young people, aged 16 to 23, come from 10 different countries, with diverse experiences and backgrounds.
- Some had been in the UK for just a few months when they joined the project, others for as long as six years.

Recruitment:
- Mentees had all been participants on previous PhotoVoice projects and were selected as mentees because of their potential as young photographers.
- Mentors were chosen from among emerging and successful photographers in the community.

Sources: The fiche was prepared on the basis of and uses text available at https://participedia.net/case/4375, as well as in the publications:
'New Londoners', Orton, 2009, Lockowandt, 2013, Couch, 2007.

Project ID:

Country: **EU-wide**

Promoters: **Publications Office of the European Union, Romanian Presidency of the Council of the European Union**

Age of target group: **18-35**

Targeted Youth Group: **Students, young professionals**

Stage of youth involvement: **Co-creation**

Methodology: **Data analysis, datathon**

Duration: **6 months (annually since 2017)**

Website: **https://op.europa.eu/en/web/eudatathon/-2019**

Contact person & details: **Simon Steuer, op-datathon@publications.europa.eu**

Summary

The EU Datathon 2019 intended to highlight the potential of linking EU data and national data, as well as to promote innovation and digitalisation opportunities by using open data. Participants develop applications, visualisations and insights using datasets produced by the EU institutions and agencies, available on the EU Open Data Portal, and from other institutions.

The 'wow!' element

The competition resulted in new and original mobile and web applications, and visualisations and demonstrations of applying data science by linking datasets so as to generate new insights. Although the EU datathons are in general open to anyone, in 2019 all participants were 18-35 years old. This highlights the particular interest of this age group in these kinds of activities.

Results/Impact

✓ 99 teams from across the EU participated, out of which 12 were selected as finalists.

✓ Winners of Challenge 1 '**Innovative ideas through EU open data**' was an Austrian team 'The Smartfiles Network'. They made EU and national court rulings digitally more accessible, helping to understand the evolution and connectedness of case law.

✓ Winners of Challenge 2 '**New insights into economics and finance**' was an Italian team 'EconCartography: Economic Cartography for the EU'. They provide intuitive and interactive visualisations to explore the complex landscape of the EU economy.

✓ Winners of Challenge 3 '**Tackling climate change**' was a Greek team 'Chloe Irrigation Systems'. This team created a platform which monitors and optimises irrigation to reduce water waste and cost, while increasing crop yield.

✓ Runner-up team in Challenge 3 was 'Open Data Climate Change Insights' from Germany. They successfully **implemented their app for climate education** after the datathon, which is now open source and used by schools in Germany.

Transferability to the JTF context

The datathon model could be useful tool in JTF regions to pool youth talents and ideas, based on local and regional data and using the potential of local young people (students, entrepreneurs and scientists).

In this way, young people's ideas could address in a concrete, constructive way, place-based challenges related to the expected socio-economic transition.

Strengths & key challenges addressed

Explanatory webinars allowed participants to obtain additional information on the features and datasets of the challenge, which raised the quality of contributions.

Young people were reimbursed for their ideas and projects: The 3 winning teams were awarded € 15,000 each. The runners-up in each challenge won € 7,000 and the third placed teams € 3,000.

High quality contributions were ensured by an independent preselection jury composed of experts from within and outside the EU institutions and agencies using transparent evaluation criteria in four categories: relevance, open data use, solution proposed and excellence.

Limitations of the project

Lack of publicly-available follow-up information on the winning projects.

EU Datathon 2019

Context

European Institutions gather large quantities of open data that could be used for creating solutions to current socio-economic challenges.

Objective

- To find new and suitable approaches and solutions through the use of open data to an identified need or problem.
- To produce innovative applications, including visualisations.
- To showcase opportunities for:
  - concrete business models,
  - social enterprises, or
  - reusability concepts for the open data community.
- To apply big data methodology for generating new insights.
- To stimulate the use of open data issued by public administrations.

Activities

1. **Launch of competition**. The competition started with explanatory webinars addressing the three different challenges and allowed teams to learn more about the datasets they are interested in.
2. **Submission of project descriptions**. Teams registered their project descriptions via an online registration form on their mobile phones or using a web application.
3. **Notification of shortlisted teams**. The project descriptions were assessed in the preselection phase by the jury. All participating teams were notified about the results within their challenge.
4. **Submission of the application**. Shortlisted teams submitted their final proposals for evaluation.
5. **Final conference in Brussels**. The preselected teams (represented by a maximum of two members) were invited to the final conference in Brussels, which included:
   - presentations and demonstrations of the proposal by the teams followed by Q&A;
   - speeches from international open data experts on relevant topics;
   - the announcement of the winners and the awards ceremony.

Methodology of youth involvement

The EU Datathon 2019 consisted of one horizontal challenge and two thematic challenges. Each challenge was organised as a separate competition of equal importance, under the umbrella of the **EU Datathon** competition. Each had separate registration, shortlisting of teams, presentations, and prizes.

1. **Challenge 1: 'Innovative ideas through open data'**
2. **Challenge 2: 'New insights in economics and finance'**
3. **Challenge 3: 'Tackling climate change'**

Participants were invited to develop applications, visualisations and insights using **at least one dataset** produced by EU institutions, agencies and bodies and available on the EU Open Data Portal, and to **combine** it with **at least one dataset** available from the European Data Portal, the European Central Bank, Eurostat Website or the Food and Agriculture Organisation of the UN (FAO).

Actors involved

Target group:

- EU Datathon 2019 was open to anyone (statisticians, economists, researchers, computer programmers, data journalists, data community activists, data scientists, graphic and interface designers, IT project managers, university students and PhD students, etc.), interested in creating a profit or non-profit (social) business model through data exploration and/or in creating open data prototype products based on open and public data.
- EU Datathon 2019 was open to teams based in the EU or in a European Free Trade Association country. Teams were allowed to be composed of one or more individuals, one or more companies, or one or more other legal entities.

The competition was supported by the European Parliament's Preparatory Action "Linked Open Data in the European Public Administration" and the European Commission ISA² programme.
Partners:
- Eurostat;
- European Central Bank;
- European Commission (DG BUDG, DG ECFIN, DG ENER, JRC);
- European Environment Agency;
- European Investment Bank;
- European Investment Fund;
- Food and Agriculture Organisation of the UN (FAO).