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of the European Union



Engaging Youth in Sustainable Energy Planning (EYES)

O2.1.Strategy for Engagement of the target groups

WP2 Engagement of the target groups

Task 2.2. Mobilization Campaign

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October 2019



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1. Project concept

The EYES project integrates and evaluates an innovative method of engaging young people to get involved on energy and climate local planning. Why?

Climate change is a global challenge which specifically affects young generations. Local authorities through their strategic planning documents are major leaders dealing with this challenge. Moreover, coordination and integration in the strategic planning process is important for the effectiveness and efficiency of any local authority's action.

Young generations don't usually have a voice on energy and climate planning yet they remain isolated to a particular extent. In addition, vulnerable communities are likely to suffer from climate change effects while they usually have more difficulty having their voice represented. As such, young people from vulnerable communities represent a sector of society that is both hard to reach and especially disempowered on that topic. This is reflected in various social problems such as what is called energy or fuel poverty, which is becoming a rooted social problem in EU countries¹.

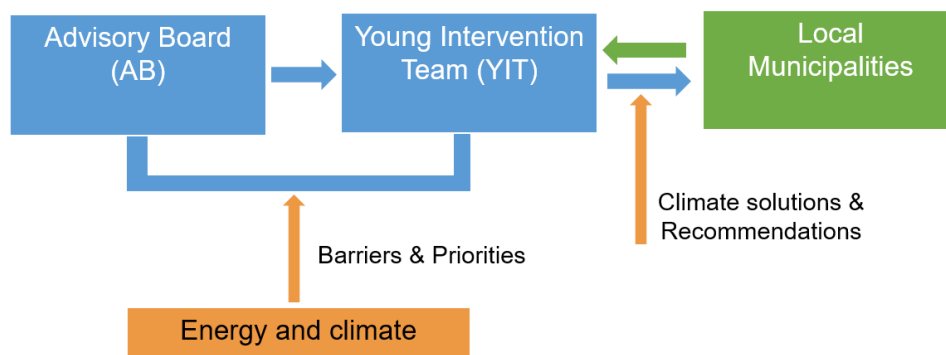


Image 1: scheme of the EYES logic behind each pilot were the YIT works with the support of the AB and Local Municipalities to provide climate solutions and recommendations to the local municipalities and investigate on barriers and priorities young people have to be involved in energy and climate planning.

The EYES proposal: in order to adequately respond to the above mentioned problem, the EYES project intends to integrate and evaluate an innovative method enhancing youth participation on the energy and climate local planning in six pilot cities of the project

¹ Cristina, B., Oriol, G., Joana, M., Aniol, E., Marta, G., Sergio, M. and Radostina, S. (2017). *Atlas of Energy Poverty Initiatives in Europe*. [online] State-by-State Review. Available at: <https://www.ecoserveis.net/wp-content/uploads/2019/02/Atlas-of-energy-poverty-initiatives-in-Europe.pdf> [Accessed 18 Dec. 2019].

consortium notably in Granollers, Spain; Sønderborg, Denmark; Naples, Italy; Lyon, France; Cieszyn, Poland and Varna, Bulgaria.

Through a collective support of stakeholder Advisory Boards (AB during the rest of the document) in each city a network of Youth Intervention Teams (YIT during the rest of the output) is established to work with other peers on identification of key barriers and fears on energy and climate, to identify youth priorities, find solutions and to produce Recommendations for policy makers on efficient energy and climate planning. The participatory process will contribute to foster the capacities and skills of youngsters by learning applications and achieving interrelational cohesion and disciplinary approach while having an impact on the local planning instruments.

2. Engaging Youth in Climate Planning

Although there has been a recent burst of youth engagement in climate actions over all of Europe and the world, materialised into grassroots movements like Fridays for Future² or Extinction Rebellion³, among others, the engagement of youth in climate is still a challenge if we want to go beyond the denounce actions and channel this grassroots political commitment into specific constructive actions. Targeting and involving harder-to-reach groups (HTRG) within the young people is an even bigger challenge, and in these grassroots movements in Europe we don't usually find (or at least in a representative percentage) these harder-to-reach youngsters.

As a framework scheme, the overall EYES methodology comprises different steps:

² Fridaysforfuture.org. (2019). *FridaysForFuture*. [online] Available at: <https://www.fridaysforfuture.org> [Accessed 18 Dec. 2019].

³ Extinction Rebellion. (2019). *Home - Extinction Rebellion*. [online] Available at: <https://rebellion.earth/> [Accessed 18 Dec. 2019].

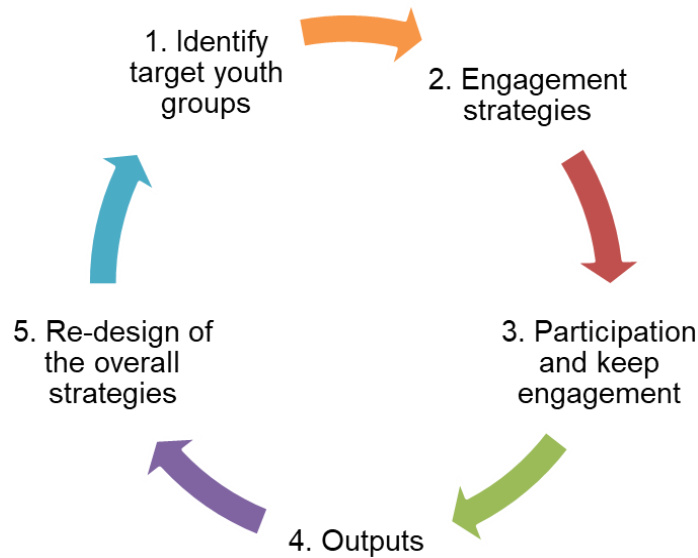


Image 2: scheme of the overall EYES methodology which comprises 5 steps.

This document focuses on key learnings acquired during the project implementation for the first two phases:

- The Identification of Target Groups
- The development of Engagement Strategies

Defining what a „hard-to-reach” group means in every context:

The first step in the development of the EYES methodology was to define the specific strategies for each pilot city to reach the young people and more specifically the harder-to-reach groups. The first barrier was precisely to define what a „harder-to-reach group” meant, as the different cities had very different realities. So in a first step, each pilot had to define the most significant HTRG in their context in order to be able to design a tailored strategy to reach them. In some cases this group was defined as young unemployed people, in others the migrants profile was more important, in others disabled youth were included, etc. This first step is important, as it helps shaping the overall strategy for targeting them, using the right messages and communication channels, and better understanding potential barriers and motivations for their involvement.

In some cases, when the first activities with YIT members were implemented, the engaged youth themselves suggested other HTRG and the ways to reach them that had not been

identified before by the partners. For example, targeting convicted youth in prison facilities and use the project to help them to reintegrate in society. The EYES methodology can help them establish positive relations with other young people from very different backgrounds and with the municipality, so helping them to avoid destructive attitudes towards society or decision-makers and foster the development and understanding of active citizenship in their local community.

Barriers for engagement of youth in municipal planning

There are many barriers for achieving youth engagement in the municipalities' participation processes, and a first fact to be emphasized is that the barriers do not come only from the youth participants, but also from the staff and the inner processes of the administration. So the engagement methodology that is being developed by the EYES projects has to be seen as a mutual process of learning, where both the involved public administrations and the young people are learning from each others' needs, rather than in a vertical learning process led by municipalities and followed by the young people. This hypothesis has been confirmed as the YIT activities have been implemented and they have showed the municipalities' staff different ways of thinking and reaching other youth peers in their city, as well as their creativity in developing solutions.

The first international workshop was implemented in Sonderborg (Denmark) in September 2019, with the participation of one representative of each pilot YIT. It was very fruitful in identifying common barriers and also the different barriers for each group (municipalities and youth). In a common activity where both the pilot municipalities and the YIT members had to identify separately the main barriers and concerns regarding the participation of youth in local planning, it was clear that both municipalities and youth shared the main concerns. Both groups, even if they were not provided with preconceived ideas, identified barriers and concerns on two main key topics: communication and knowledge on citizen participation processes.

To be more precise, they were concretized as follows:

A) Municipalities representatives' group perceived barriers to engaging young people in municipal planning

- Communication barriers:

- o Lack or little knowledge among the municipality on designing tailored messages and channels for youth and especially for HTRG, both to communicate climate change related issues and on citizenship participation rules.
- o The municipalities need to increase transparency and provide more feedback to citizens in order to help them acquire more knowledge about what is being done.
- o It is hard to go beyond the already motivated groups.
- o It is important to understand how to collect opinion of youth groups and better understand their value systems so municipalities can better engage them in their public matters.
- Citizenship participation barriers:
 - o There is a lack of dissemination of the participation processes and different phases, rules, etc.
 - o There is a need to develop trust and understanding about the young generations' views
 - o It is important to showcase the value of youth participation in public matters.
 - o It is key to know how to manage expectations.

B) Youth representatives' group perceived barriers to be engaged or engage more young people into municipal planning

- Communication barriers:
 - o There is a need for mutual understanding on climate issues (rejection of youth demands).
 - o There is a need for more clear guidelines on what the municipalities do and how youth can participate.
- Youth participation barriers:
 - o There is a lack of knowledge on the processes and potential impacts.
 - o There is a lack of knowledge of success cases of youth participation.

- Education:
 - There is a lack of more climate change education in the formal educational curriculum.

The Advisory Board as role models

EYES involves, in each pilot municipality, a group of experts, the Advisory Board, where the members act as role models for the youth members. Their expected role is mainly:

- Provision of knowledge: participation in workshops depending on their knowledge and/or expertise
- Validation for the qualitative indicators on competences and skills gained by the YIT members along the EYES process.
- Motivators and reference models, reference persons to ask questions or ask for help (through emails, phone, or meetings)

The first set of profiles included experts and public professions from the following areas:

- Education
- Social services
- Youth
- Migration
- Environment
- Citizenship participation

After the process was done in all the pilots, we found out that other profiles have to be considered to strengthen the Advisory Boards:

- Many partners ended up seeking collaboration with social science partners, mainly universities or professionals working especially in sociology, ethnology, anthropology. To target and engage youth, we need to better understand the youth value systems to tailor strategies for different profiles. Ethnographic and anthropological studies can have a valuable contribution on this, especially when targeting HRTG. This was deemed useful for targeting the HTRG profiles but also to support YIT members in their activities to better understand the barriers and fears perceived by different youth

groups in order to be able to include those views in the future recommendations to the municipality.

- Another profile that was not included initially but finally many pilots invited were journalists or experts on communication, to guide the YIT members on communication campaigns to engage other youngsters.
- The role of nonprofit organizations was also deemed as necessary, in order to support the young members in defending their recommendations in front of more aged and experienced adults and decision-makers.

Design of Engagement strategies

For the final design of the Engagement strategies, many things needed to be considered:

- The defined HTRG profile. As previously mentioned, each pilot identified different target group.
- The size of the municipality or region since it tailors its intrinsic capabilities (it was very different for Lyon as a metropolitan area with different municipalities, than in smaller cities).
- Past and current initiatives and policies related to the project (on climate and energy planning).
- Local grassroots initiatives and local leaders in the pilot area.
- Local plans and future perspectives planned in the municipality.
- Municipality resources and departments to involved.

It was recommended to consult the Advisory Boards on the Engagement strategies for different target groups depending on their expertise, and also to perform a co-creation session with them to make this consultation but also to engage them from the very beginning so they could feel more committed with the project as they have been part of the design.

Evaluation baseline

An important thing to be considered for the project was to take an evaluation baseline of knowledge and skills of the YIT members, in order to be able to assess the progress at the end. This would also be important to engage the participants, since having a questionnaire where they can provide personal information was thought to make them feel as they belong to a



project and are there is a team that cares about their skills and knowledge and what they can acquire during the project. The evaluation was divided into 2 main indicators:

- Knowledge, motivational factors and barriers: this can be evaluated with a brief survey at the beginning and at the end.
- Skills acquired: this is more qualitative and will be evaluated through defined indicators but using the qualitative opinion of the partners and the Advisory Boards on a retrospective approach at the end of the project.

Case studies of the six cities involved in the pilots are presented at the end of this document (section 4), including information about the local context and the engagement strategies. Before going into deep, conclusions of this engagement phase are summarized in the following section (section 3). Conclusions are extracted from the project experience and especially pilot cases.

3. Conclusions of the engagement phase

Considering the outputs sought by the framework of the Erasmus+ Social inclusion program, after this phase of youth engagement we have found many recommendations to tackle the specific issue of ***New needs of young generations identified and how to promote active citizenship:***

- To be able to participate in climate action they need to have the right tools and knowledge for it, which they themselves currently think is missing, so more applied knowledge should be included both in formal and informal education on practical actions to be done to tackle climate change. The YIT members identified what are the main skills and knowledge they think they need from the partners and from the Advisory Board' members, and can be summarised as follows:
 - Communication skills on channels, messages, but also on how to keep public attention on a specific matter along the time
 - Strengthen leadership skills
 - Networking strategies and skills to be able to engage key local and national influencers in climate campaigns (how to present themselves, how to “sell” a project”, etc.)
 - They think they miss research skills, how to write clearly, and how to talk to municipalities or social actors more experienced and with more responsibilities
 - Strengthen skills to speak in public
 - Specific knowledge on climate change for people that don't study sciences (for example for students of journalism and communication)

Most of the identified learning barriers are related to having the opportunity to develop certain skills, and not that much a lack of knowledge, as young people are very used to searching and analysing information from the Internet. But they need the opportunity to put in place activities that allow them to develop specific skills (critical thinking among them, to be able to analyse the information they learn from different internet channels and better stick to reliable sources). The implementation of the activities in WP3 are expected to provide a suitable framework for developing these skills, and this will be later evaluated within WP4.

Also, this list of learning barriers identified by the YIT members and the municipalities have been considered in the design of the pilot YIT activities of WP3, so they are adapted to real needs of young people.

- Improve communication between municipalities and young people:
 - Create new channels adapted to young people routines, tailored for different youth groups (use the right social networks and other communication channels)
 - Adapt the messages, use their language (image-based contents, internet memes)
 - Better explain the means of participation in the local matters.
- Teach and provide information to young citizens on local decision-making processes (otherwise, they can only provide opinion or denounce on the final outputs of policies, when nothing can be modified).
- Teach and raise awareness among municipalities' staff on the value of youth participation and on how to communicate and create trust among different youth groups.
- Improve transparency and feedback of local projects implemented by the municipality and create coordination strategies with existing grassroots initiatives.

Other valuable learning needs identified during this phase that are more indirectly linked to the “*New needs of young generations identified and how to promote active citizenship*” topic, but that are useful for implementing participation processes as a pedagogical methodology are:

- The project hasn't only identified educational needs of the young people, but also of the municipal staff. To foster active citizenship we also need that the public services:
 - Understand the different youth citizen groups,
 - Value their participation into public matters,
 - Have the right knowledge and skills to communicate and engage with them.

During the project, we have identified that this is also a key factor to engage youth in local planning that has to be addressed.

- At least for this particular topic of climate action, within the pilots of EYES we find significantly higher engagement of women than men in the YITs in all the countries. More strategies to engage men and to find motivational factors for them should be sought. In the case of the existing YITs for the pilots, the EYES project can also be

seen as training for future women leadership, foster skills, competences, self-esteem and networks of young females engaged in local politics or local community matters. However, this can be circumstantial and if the methodology is applied in other context we could find a different profile' structure.

- Many of the countries conceive the YITs (the youth participation “instrument”) as an open group where young people can come and go. It can be difficult to maintain continuous participation, but this open approach allows adapting to the different life stages of the young people, and participating in the local matters even if they cannot commit for a long time. With the age range EYES deals with, the youth profile is often caught between temporary jobs or is subject to the university schedule of exams, etc., so giving flexibility to the participation schemes provide an incentive for engagement.
- Also, many of the pilot municipalities agree that there has to be a flexible border between the Advisory Board members and the YIT members, and they can have different roles according to their expertise (e.g. one YIT member can have a good expertise on communication through social networks, and can deliver a workshop to the other YITs as if he/she was a member of the AB). We find that sometimes, if the engaged young people act themselves as role models, the whole group can connect more with the objectives and the knowledge transferred, as sometimes they can better identify with other peers than with very experienced but very different adults.
- Several pilots also found difficulties to reach HTRG to be engaged in the initial YIT, so they recruited motivated youngsters and the strategy to reach other youth groups to act as “Climate ambassadors” to reach out other profiles thanks to the use of common communication tools, the same language, and taking advantage of the identification with other people from the same age, neighbourhood, networks of affinity, etc.
- Working with youth also implies adaptation to their lifestyles and priorities. Most of the youth involved are either working or studying, and sometimes both. Precarious work and students timing (especially considering exams) can be a barrier for engagement and to maintain their participation. For this reason flexibility is needed, the possibility to participate at different intensities in different phases, or shorter participation period with a good relay to ensure continuity, are options to be considered.
- We also find that if the Advisory Boards, so the body acting as a role model, are composed by young people, with similar ages than the YIT members but with an

additional expertise, it is easier to communicate and to connect with the young people. This, at the time, is useful for the public staff involved who can learn new engagement and communication strategies for targeting youth.

- Strategies for engagement may be very different not only considering cultural and socioeconomic variables, but also regarding the size of the municipality implementing the action. We find very different strategies between large pilots (e.g. Lyon metropolitan area) versus smaller ones (e.g. Sonderborg, where it is more difficult to reach people beyond other existing climate action initiatives).
- For the engagement strategies, passive calls for involvement does not work, there has to be a proactive strategy involving local leaders and different local actors to reach the different youth groups.
- To convince the expert profiles to engage in the Advisory Boards in a voluntary basis, some successful strategies are based on:
 - Presenting a convincing case of the needs and expected results
 - Seek synergies with each Advisory Board member daily work
 - Provide some kind of recognition
 - Clearly present their commitment and tasks from the beginning, while providing space as well for them to contribute and co-create the activities where they participate.

4. Case Studies

The six pilot cases are presented below, including the description of the general context of the municipality and the specific frame regarding youth programs. After the introduction to the site, the development and implementation of a common methodology is explained with the specific characteristic of each pilot reality. Before describing each particular experience and lessons learned, the common methodology is presented.

Methodologies of engagement of each pilot city

The methodologies of engagement of the pilot cities encompass the experience gained in the selective process ensuring the participation of the Advisory Boards and the Youth Intervention Teams at local level. The particular features are described through provision of information about the practical examination working with the target groups as the respective responsible partners answered through the following three key questions:

- A. What did you do to engage the target groups to participate
- B. Lessons learned in the process
- C. Which were the motivation factors for engagement of the target groups

The report hereunder delivers user experience in engaging different target groups as two approaches have been applied for the YITs:

1. To work in one single group of 20 people (applied by most of the partners) to meet regularly, discuss issues, take decisions and to work in a single formation.
2. To form smaller groups of 6-7 people offering the possibility to create local meetings, to bring local challenges, to maximize the dynamic of the groups and to get a comparative observation at local level (applied by ALEC Lyon) thus additional benefits and accomplishments to be achieved.

Synergies have been found out by all partners between the target groups in their efforts to work on climate and energy issues, to meet and discuss and to achieve the desired results followed by the respective public authority.

The realities of the different pilot municipalities are very different in terms of policies, socioeconomic aspects, local stakeholders, size, etc. and these particularities have been taken into account for building each strategy. It is important to note that the conclusion section



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(above) sums up the key ideas and lessons learned from the process that has taken place in each pilot.

4.1. Granollers, Spain

Context

Granollers is the capital city of the Vallès Oriental County, at around 25 km north-east of the centre of Barcelona. The population is 60,981 within an area of 14.9 km² (5.8 sq mi). Granollers forms a conurbation with Canovelles, Les Franqueses del Vallès and the neighbourhood of La Torreta in La Roca del Vallès. It is considered to be situated in the second crown of Barcelona metropolitan area.

Granollers is now a bustling business centre, having grown from a town dominated by Catalonia's textile industry, that was so prominent during the 19th Century. However, in the southern portion of the municipality, the Palou area retains the agricultural characteristics of the past. The historical heart of the city, formerly walled, has two central points of touristic interest: the old market and the church. The city is crossed by the Congost river, a tributary of the Besòs river.

Regarding youth programs; The Adolescent Forum ([L'Arrel](#)) wants to promote the promotion of citizenship and social leadership through the learning of participation, related to individual and collective identity.

Currently, some teens participate as representatives of students in the councils of delegates and school councils, and they also do so from cultural associations and from leisure organizations. Also, the Forum offers them visibility and voice, under the framework of the actions of the Plan for Children and Adolescents of Granollers 2018-2024 and the Local 2019-2022 Youth Plan that impregnate local policies and their planning, by Encourage the participation of children and adolescents in all areas of their lives.

Granollers has a wide range of planning and regulatory tools in force managing the energy / mobility / urbanism sectors: an Urban Master plan in force up to 2032, a Sustainable Urban Mobility Plan currently under review, a municipal Strategic Plan up to 2025, an ordinance of Solar Energy (since 2003), a Water Savings ordinance (since 2007), a Sustainable Energy Action Plan (2009), a Climate Change Adaptation Master Plan (2015), a Green Infrastructure ordinance (2013), and a Landscape Master plan (2011).

Granollers City Council has been involved since 2012 in numerous initiatives on local sustainable strategic energy planning as well as several projects on stakeholder involvement, including awareness of energy saving and efficiency measures at various target groups as

teachers, students, youngsters and citizens in general. Some of these have been: “Championship of energy saving” in sports facilities, schools and cultural centers (2012-2013-2014), “Marathon on energy saving to fight fuel poverty” (2016-2017), and a municipal program to prevent energy vulnerability situations in local households (2016) counted with cooperation of young students of professional training and professional associations and young entrepreneurs in energy and refurbishment sector.

Methodology and lessons learned

A. Engagement actions for target groups’ participation

The AB

In order to engage the Advisory Board members, the potential candidates were invited to join the project considering their knowledge and experience in energy and sustainability issues on the one hand, and also their implication with hard to reach young people on the other hand. The first meeting, as such, was very important to let the potential candidates express their doubts and interests.

The pilot established key tools and channels to work with.

Work channels and tools - AB		
TOOLS	MEETINGS	FREQUENCY
Contacts through the Environment and Green Areas, Granollers City Council communication and information networks	Online	Regular
Advisory board members meetings	Face-to-face: Granollers City Council facilities	Twice per year
Thematic events: workshops, round tables and discussions	Face-to-face: Granollers City Council facilities	Occasional
Other events organized mainly for the YIT but open to public	Face-to-face: Granollers City Council facilities and other places	Occasional

Another important aspect to take into account is that, in order to ensure the engagement of the AB, the Granollers EYES project team is committed to seek synergies with other initiatives and events organized in the Granollers municipality. This is thought to be beneficial in order to involve the AB representatives to meet and discuss issues of actual operation.

As mentioned, at least, two meetings are planned per year and they are thought to be key to engage the AB because they offer a space to co-create, learn and network

The YIT

One of the strategies to target the YIT was to present the project concept (objectives, targets, methodology, etc.) to other municipality departments: Education, Youth and Community Action.

Community Action is a strategic agent to achieve the hard to reach young people participation. In short, the main strategy was to do **an ethnographic research** that determined youth ambassadors who would be the main multipliers of the message to other young people and HTRG and be trained through meetings and workshops to do research on how young people can influence local policy-making.

In the ethnographic research, 12 ethnographic interviews were done to young people between 14 and 33 years old and twelve interviews to better understand how to catch their interest and about Internet use and digital social networks. The interviews show that these young people are highly involved at the community level, although this is not a trend for all the youth in the city. Although these young people are not a reflection of the majority of society, it is a growing profile concerned in several topics especially related to the environment. Thanks to more motivated ones, the specific messages and communication strategies to engage harder to reach young people were better understood. So the strategy in Granollers was to establish first a YIT composed by those motivated youngsters, so they can act as “EYES ambassadors” to reach other HTRG.

The engagement of the representatives for the YIT was launched as follows:

Step 1: The staff involved in the project contacted the target group, that is young people from: the Youth Forum (space for youth participation in the City Council affairs), high schools, University of Granollers and the Community Action program (which works with the defined harder-to-reach youngsters)

Step 2: Those who were interested in the project were informed with details and then they were invited to participate in the first activity and meeting.

Step 3: In spite that the ideal scenario would be to have a YIT with a permanent team during the duration of the project, it is more realistic to think that some changes will happen: some of them will leave, but others will join in other moments. So, the young people were encouraged to talk about the project with their friends and to invite other youngsters interested to join the project. As such:

- Young people interested to join the YIT had to write an email and ask for an interview.
- The invitation was addressed to young people between 16 and 29 years old who are ready to commit and to work on activities tackling climate change and energy at the local level.

They will have to contribute to the following activities:

- o Participate in workshops and training activities
- o Peer interviews to other young people on topics related to youth involvement in energy and climate planning
- o Reach out other groups of young people
- o Work in close relation with the Advisory Board that will facilitate and monitor the process
- o Participate in learning and education activities, such as national and international workshops, etc.
- o Analysis of surveys and other data collected to gather other youth groups' opinion, set priorities at the local level
- o Draw recommendations for the improvement of local energy and climate policy
- o Contribute with the municipality to the development of a strategy or business plan for engaging youth in the local energy and climate process in a more permanent basis

Additional incentive used: Participants who attend at least 70% of activities will be granted a Certificate of attendance issued by the municipality.

In addition, to maintain the group engaged, a WhatsApp group has been created by the City Council of Granollers for logistical, organizational and reminder topics for the members of the YIT. The group is administered by the City Council and Ecoserveis and includes all the members of the YIT who want to be part of it.

Finally, a series of meetings and workshops have been planned in order to maintain the team motivated:

Local meetings:

- 1st meeting and workshop session, which was based on a climate *escape room* as ice-breaking and role-play activity , on 14th June 2019.
- 2nd meeting and workshop session, based on a cineforum scheme with the film “Climate Change. What future are we facing ?” and an Ecoforum afterwards, on 12th July 2019
- 3rd meeting and co-creation workshop with YIT to define the message to disseminate to other youth groups in the city and the specific activities to do with young people of Granollers, 5th October 2019.
- Local workshops YIT planned for the first months of YIT activity within WP3
- 7/11/2019: Workshop “Climate change, from global to local”, by Anna Pérez - Climate Tracker (climatetracker.org).
- 12/12/2019: Zero waste workshop, by Monica Rosquillas – Influencer (@monicarosquillas).
- 30/01/2020: How does the political system works ? Political activism and culture of peace, by. Jett Kirkerud -JOVENT Republicà, Helena Aranda - Cultura per la Pau Ajuntament Granollers and Extinction Rebellion-Vallès Oriental.
- February 2020: workshop to elaborate with the YIT members a participatory video to promote and explain EYES, to be used to engage other youngsters.

B. Lessons Learned

Lesson learned 1: The implication and collaboration of the other departments of the Granollers City Council, such as Youth, Education and Community Action, has been essential for this first phase of the project, and has made easier both the creation of the Advisory Board and the engagement of the YIT members. The technicians and department boards of the different municipality departments have been really cooperative and willing to help. Probably, the alignment of the municipality policies with the project objectives is also a key for the success of this cooperation. The fact that Granollers City Council has been engaged in other European projects, with experts’ collaboration, has done the Advisory Board recruitment easier.

Lesson learned 2: The ethnographic research has proved to be a very helpful tool in order to adapt the methodology, in the sense that Granollers had to help young people who already have the vital purpose to seek common welfare, to develop their social commitment with the climate emergency, and to reformulate the initial methodology for youth involvement in climate

topics. These motivated young people can become the best ambassadors to engage other harder-to-reach youth groups through activities they define themselves in a co-creation process that will empower them and create a sense of belonging and ownership of the project goals.

Lesson learned 3: The interviews have provided other useful ideas. For example, the idea to organize a big festival at the end of the project, to celebrate the work done and to reach new public, especially to not concerned people, to spread the main messages. Having this final goal as a target can be a powerful strategy to maintain the interest of the YIT members along all the process and provide them with the means to communicate their work to the entire city, not only to the politicians.

Lesson learned 4: The ethnographic research shows the importance of some social network channels, as Instagram and WhatsApp, mostly used by young people to the point of defining a whole style of relationship and communication, which the project will use to further engage with them.

Lesson learned 5: Although specific actions to harder to reach groups had to be done to engage them in the YIT, as in the initial phase only motivated and non-vulnerable youngsters engaged, both the YIT members and the Advisory Board advised on the need to avoid some specific approaches or the use of specific words that could create distance between the youngsters. For example, avoid talking about harder-to-reach groups in the public campaigns, social inclusion, and people at risk, etc. That's the reason why in the public communication tools (web, news, etc.), this language is avoided.

Lesson learned 6: The selection process with the interviews and the ethnographic research has made clear that young people are angry with politicians and public managers, and that they are willing to have their voices heard on that topic, so EYES can be a constructive way for youth to engage in public matters and achieve the cooperation of public authorities to pursue their interests.

Lesson learned 7: Difficulties to reach and maintain cohesion: the young vulnerable groups occurred, but thanks to the technician from the Community Action Programme harder-to-reach profiles have been incorporated. The challenge here will be to maintain their interest along the project activities. There are also difficulties in maintaining the cohesion of the group, because there are very active members of the YIT in their respective interests (animalists, local Fridays

for Future, etc.), but there is some kind of barrier for them to share their enthusiasm within the group. Team building strategies should be sought as a strategy to maintain engagement within the initial group.

Also, to tackle the difficulties to maintain a stable and open group, a new general call will be published later to widen the team.

C. Motivation factors for engagement

For the AB members

The main arguments to motivate them have been as follows:

- The innovative methodology to offer new spaces of dialogue on energy and climate change especially inclusive to vulnerable young people
- The challenge to find a new way to allow young people to participate in energy and climate plans
- The opportunity to contribute with their experience and knowledge to improve the development of a project that has a direct impact in their municipality.
- Finally, the reasonable frequency of meetings as well as the reasonable amount of work and flexibility for participation makes it possible for them to integrate the EYES' activities into their daily responsibilities.

For the YIT members

The YIT activities provide an incentive for the already motivated youngsters and a way to channel their interests through actions that have actual impact in their community. And the engagement of these motivated youngsters becomes a leverage to reach other youth groups not primarily interested in climate topics or community engagement, as they become climate ambassadors among their peers, using the same language, the same communication patterns, etc.

In relation to inclusion, they believe in inter-generational and inter-cultural work. They defend the creation of synergies between groups with diverse origins and interests, because when there are common interests they not perceive differences of age or any other type. So, it can be assumed that, being youngster highly committed to the community, the social inclusion



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approach is an inner feature for them. Three main features derived from the process accordingly:

- Networking between each other and with AB members
- Acknowledgment
- Possibility to obtain a Certificate of attendance issued by the municipality and other compensations after participation in the activities.

4.2. Sønderborg, Denmark

Context

Sønderborg is the biggest municipality in Southern Jutland, Denmark, with 74.561 inhabitants, including 27.801 inhabitants in the City of Sønderborg.

With the new energy policy in 2008 the City Council of Sønderborg implemented the vision of [ProjectZero](#), a public-private partnership to inspire and drive Sønderborg's transition to a ZEROcarbon community by 2029, based on improved energy efficiency, conversion of energy sources into renewables and by creating participation of all stakeholders to reach the ambitious goal: CO₂-neutral growth and sustainable urban development.

To help Sønderborg achieve this goal a strategy named Roadmap2025 was created and signed by the city council in late 2018. The strategy focuses on eight different areas: private homes, public housing, private rentals, private transport, companies, agriculture, heavy transport and energy production. Sønderborg municipality's sustainability strategy relies on sustainability's 4 pillars: the environmental -, economic -, social and cultural dimensions. These dimensions are not only a part of Sønderborg Municipality's strategy, they also encompass UN's 17 Sustainable Development Goals. *By the end of 2017 Sønderborg managed to reduce its carbon emission by 35 %. The next goal is set for 2025 and includes a reduction in the carbon emission by 75 %.*

Regarding youth programs or policies: A heavy emphasis is put on educating all Sønderborgs students in climate change, sustainability and environmental solutions from the first years in elementary school until university level – from ABC to PhD. In 2016 Sønderborg became the first Danish city to join the UNESCO GLOBAL Network of Learning Cities which made the programme from ABC to PhD possible. The educational material is created and produced in Sønderborg by House of Science which is collaboration between the municipality, ProjectZero, Universe (Danfoss), and the different educational institutions in the city. The goal is for the students to apply their knowledge in their everyday-life and to become small 'energy ambassadors' inspiring those around them to make sustainable choices. The efforts in the educational system in Sønderborg showcase the city's focus on education and lifelong learning. Through the above-mentioned UNESCO network, the city actively promotes Active Citizenship Policy, supporting co-creation between citizens and companies, inspiring municipal



decision-making processes, student involvement in schools and e.g. in the design of activities in urban spaces.

Sønderborg municipality was in 2017 awarded best youth municipality of the year by the Danish Youth Council (DUF), for its exceptional efforts in offering interesting activities and improving the engagement of youth participation in several sectors. Amongst these efforts are the municipality's creation of Sønderborg Youth Council in 2016, which engages young people in a variety of decision-making processes within Sønderborg municipality. Prior to the EYES project, the Youth Council discussed implementing a youth climate taskforce. The Youth Council in Sønderborg has become an important partner in this project.

Several international companies in and around Sønderborg are very active stakeholders, committed to the implementation of the municipality's sustainable strategy.

Methodologies and lessons learned

A. Engagement actions for target groups' participation

The AB

The Advisory Board has been formed by representatives and members of: the project team; Project Zero, Department in charge of citizen engagement; Sønderborg municipality; climate, water and nature department; environmental entrepreneurs; forerunners; network influencers; experts in youth and event planning.

In order to ensure that the Advisory Board is committed and engaged, the members were selected based on the working area and accomplishments in the field of climate change, energy efficiency, environment protection and education. The represented stakeholders have shown considerable experience in the activities dealing with the above-mentioned issues with a focus on the young people. Some of them are acquainted with public participation, campaigning and awareness raising.

In addition, to make sure that they are engaged through the project the Advisory Board shall meet 3-4/times a year – in addition to possibly take part in events and research interviews.

The YIT

The YIT target group in Sønderborg is defined as young people from the age of 15 to 25 years, which is the target group of the municipality's youth policy.

The strategy is that young people becoming a part of the YIT become Climate Ambassadors. The idea is that the engagement of these motivated youngsters becomes a leverage to reach other youth groups not primarily interested in climate topics or community engagement. The YIT members will raise awareness and lead by example for other young people coming from different backgrounds, including the EYES' hard to reach group in Sønderborg which are defined as a group made of students from vulnerable families with low socio-economic resources. The YIT activities provide an incentive for these already motivated youngsters and a way to channel their interests through actions that have actual impact in their community.

By joining the YIT and becoming a part of a network the youngsters will have the opportunity to engage in activities while gaining experience such as:

- Research on specific subjects through literature review, consultation of statistics of the city, surveys, etc.
- Peer interviews of other youths on topics related with youth involvement in energy and climate planning
- Work in close relation with stakeholder Advisory Board, that will guide and advice.
- Participation in learning and education activities, such as: national and international workshops, discussion groups, etc.
- Draw Recommendations for the improvement of local energy and climate policy
- Development of Business plan for engaging youth in the local energy and climate process
- Raise awareness
- Generate enthusiastic stories that will allow young people understand that they can be part of the solution
- Dignify the role of young people as motor of change
- Redesign the communication channels between young people
- Reformulate the initial methodology for youth involvement in climate topics to make it more attractive to young people

The staff involved in the EYES project in Sønderborg has established contact with the target group via the existing network in Sønderborg. The City Youth Council being one of the core networks, as prior interest in a youth climate council has been shown. Several of the current YIT members are a part of the City Youth Council as well. To improve the recruitment process, all promotional material has been translated and the design has been tailored to capture a Danish audience.

The YIT has further been promoted via social media, as it is easier to get the attention of a larger amount of young people via social media outlets. The hard-to-reach group in Sønderborg has been tried to be contacted via organizations such as “Ventilen” (Organisation who aims to reduce loneliness amongst young people), Red Cross Youth and a contact person from the house association SAB, who works with youth and integration. Those who were interested in the project were informed with details and were following invited to participate to the first activity and meeting.

Due to prior interest in a youth climate council the YIT will become a permanent council in Sønderborg, like the existing Youth Council. Though a permanent team would be ideal, it is more realistic to assume that some YIT members will leave, whilst new join. Therefore, we encourage the involved YIT members to promote the project to their network and invite interested youngsters to join. Terms of reference for the YIT have also been made and serve as information that can be given to interested parties, along with potential candidates for the YIT and Advisory Board. Further a folder has been made to encourage young people to join the YIT.

Sønderborg is a small town. The people dealing with implementing the ProjectZero and UNESCO strategy are a core group of a few, and they are mobilised for many similar actions. Due to previous experiences in similar situations regarding voluntary work, it would not benefit Sønderborg to call for selection of the Youth Intervention Team, but rather form the YIT by use of the currently existing networks in Sønderborg according to the criteria listed below:

- Age: In Sønderborg municipality, the youth group is defined as young people aged between 15-25. It will be the target group chosen for the EYES project (in line with the municipality's youth strategy)
- Participation in similar initiatives – correspondence between the project objectives and previous experience in similar activities
- Memberships/Youth exchanges/Trainings - correspondence between the project objectives, commitment and experience in memberships/YE/trainings
- Motivation – the applicant must show interest in the core principles of the EYES project and the work tasks that will be executed by the YIT

YIT recruitment in Sønderborg started at the pron the 26-27th of April in 2019 (UN World Goal Festival): The YIT members further participated in “Youth Summit Sønderborg” from 5th to 8th August 2019 taking place at SDU Sønderborg. Youth summit Sønderborg is a cross-border



project, gathering all Nordic countries for a three-day program with a focus on climate and sustainability – Which aims at empowering young people, inspiring entrepreneurship and active citizenship.

YIT in Sønderborg is active from the start of August.

The YIT members also participated in the local event culture night on August 23rd as a part of the recruitment process – making the YIT more visible to the city.

B. Lessons learned

It is important to mention that the already existing network in Sønderborg has been essential in establishing the core YIT and finding young people motivated to take part in the project. Same applies for the Advisory Board, as the network and mindset in Sønderborg's local community has made it possible to find motivated AB members.

However, the network cooperation has not been effective to reach groups that are not actively involved in the community, including the vulnerable groups. The current Core YIT consisting of 9 members from high schools and universities (6 females, 3 males) has very little diversity. As such, moving forward the lessons learned are:

Lesson learned 1: Activities are going on to involve people and organisations in the Advisory Board, who are actively working with the hard to reach group. Furthermore, it is planned to reach out to groups of youth that are involved in other areas on a voluntary basis, for example scouts or charity organisations.

Lesson learned 2: It is important to expand the AB. As such, there are also ongoing activities to expand the Advisory Board with university representatives and communication experts.

Lesson learned 3: The need to adjust the age of the target group. The YIT target group in Sønderborg is defined as young people from the age of 15 to 25. The modification of the target group in relation to the project target group (18 – 29 year) has, as described above, been done to better accommodate the young environment in Sønderborg and to better coordinate with other youth activities and strategies in the municipality, which focuses on this age group.

Lesson learned 4: The need to establish a string communication network. The established partner network, communication and dissemination channels will be used to better reach the target audience, diagnose project interventions and diffusion of results.

C. Motivation factors for engagement

For the AB members

As to recruitment of AB members, these were recruited through existing networks, and in relation to stakeholder involvement in the ambitious local climate and energy planning process. They are motivated to learn about ideas and perspectives from the youth group in relation to their roles, interests and responsibilities in this process. The “Friday for Futures” Strikes in the municipality has also contributed to this, as stakeholders has realised a need to build bridges to the young generation in relation to the process.

For the YIT members

As already indicated, the core YIT is built on already motivated youth, and of who most were already engaged in a Climate Working group (Youth Climate Council) established under Soenderborg Youth Council. As such this group is **inspired by climate changes and matters of civic interest in this context**. Additional members were recruited through the network of these youth. The YIT is equal to the Youth Climate Council. As also indicated this network cooperation has not been effective yet to reach groups that are not actively involved in the community, including the vulnerable groups.

4.3. Lyon, France

Context

The Greater Lyon is a 515 km² large urban area grouping 59 cities and 1.3 million inhabitants together. It is the 2nd largest urban area in France, set in the Rhône-Alpes-Auvergne region, which is one of the most dynamic regions in France regarding renewable energy sources, universities, research centres, factories, and a large network of non-profit organizations. Thus, it has very good links with many local, regional and national energy actors and local authorities.

Lyon was awarded the EEA label, European Energy Award in January 2015 and is implementing an energy framework scheme linked to a.o. urban planning.

Regarding youth programs or policies: linked to climate issues, we can notice the SMERGY program (2014-2016): program for educating young adults who have left their family home on energy new habits and energy saving tips. SMERGY built online and offline campaigns and created a smart meter toolkit: <http://www.smergy.eu/about-us/public-deliverables-of-project/>

Regarding youth civic skills improvement, the Metropolitan Lyon Youth Council was created in 2017. This council is composed by 13-14 years old young people elected by all the pupils from their school grade with a 18 months electoral mandate. The council members meet each other monthly in order to create concrete project. Each council member join a commission to develop his/her actions (respect, teenager sexuality, ecology, security, handicap, music, health, art, culture...) and each commission is managed by professionals.

Methodologies and lessons learned

A. Engagement actions for target groups' participation

The AB

The strategy to engage the target groups was at two levels:

At the local level: the Advisory Board members were found after the area selection. The municipality services and educational centers involvement to be selected has been transformed easily in engagement into the Advisory Board.

At the Metropolitan level: ALEC Lyon had to mobilize the services used to work with, to mobilize the University before the planning of the next student year, as well as the network of ecological activist association.

The Advisory Board members and the reasons for their involvement are listed below:

- ALEC staff members -> Climate and Energy, Communication, Video and group coordination expertise
- Youth Service in each municipality -> Link with youth in local area
- Environment Service in each municipality -> Link with environment in local area
- Climate planning Service in Lyon Metropolitan -> Climate planning expertise
- Prospective Service in Lyon Metropolitan -> Citizenship expertise
- Environmental Education Service in Lyon Metropolitan -> Environmental Education expertise
- Educational centers involved -> Link with the YITs (recruiting mainly)
- University (social science) -> Mediation expertise (social behavior analysis)
- Ecological association -> Help the YITs to defend their recommendations
- Journalist -> Dissemination

The YIT

To get “harder to reach” young people in Lyon Metropolitan, ALEC Lyon decided to focus on social vulnerability. As the global Lyon Metropolitan area is too big, the team had to reduce the scope of action.

The idea was also to work rather with several small groups (8-10 people) than with one big unique group (20 people), offering the possibility to create local meetings, to bring local challenges, to maximize the dynamic of the group and to get a comparative observation at local level.

Young people coming from local areas with a high percentage of poverty (neighborhood and/or municipalities) were searched. To get them, ALEC had to work with local relay in proximity educational centers (“Maisons des Jeunes et de la Culture” and “Centres sociaux”).

2 YITs have been planned to be composed in 2 areas based on selection indicators: poverty rate and willingness of involvement for each local stakeholder (proximity educational centers, municipalities and young people).

The planning process included:

1. Communication to the educational centers (phone, e-mail, events...);
2. Interviews of educational centers interested: they explain why they want to join the project, how they can get the YITs and follow them during more than one year and what contribution they want (financial and/or material)
3. Selection of the 2 areas
4. The educational centers recruit the YITs in their area

Three areas have been selected for the creation of 3 YITs of 8-10 people. This choice was made in order to optimize the number of young people involved in the project (even if one area does not reach to create a group, two other groups still be formed).

- **Vaulx-en-Velin** (48 500 inhabitants) : the poorest municipality in Lyon Metropolitan (32% poverty)
- **Saint-Fons** (18 500 inhabitants) : the 2nd poorest municipality in Lyon Metropolitan (30% poverty)
- **Oullins** (26 000 inhabitants) : not the poorest municipality (13% poverty) and Confluence (10 000 inhabitants) neighborhood in Lyon municipality well known for ecological transition (eco-neighborhood)

The process for selection encompassed as follows:

1. Communication to the educational centers -> Phoning, mailing and organizing 2 events ("breakfast meeting") :
 - a. 12/04/2019 : event for educational centers only
 - b. 17/05/2019 : event for educational centers and municipalities
2. Interviews of educational centers + municipalities interested during the end of may 2019 (phoning only)
3. The 3 areas were selected on 17/06/2019 by elected official, Vice-President of Lyon Metropolitan devoted to Environment

B. Lessons learned

Lesson learned 1: Several small areas

The will to get several areas with a smaller scope than the whole Lyon Metropolitan area worked well. ALEC decided to enlarge the amount of areas in order to optimize the number of young people who wanted to join the project (communication was mainly based on “mouth to ear”). However, it must be mentioned that the municipality of Vaulx-en-Velin is not really a small area (3rd municipality of the Lyon Metropolitan by population).

Lesson learned 2: Starting with proximity educational centers, then municipalities

Starting with proximity educational centers, then municipalities worked only in the areas in which the poverty rate is quite low. Indeed, the educational centers interested by the project were structures who wanted to spend human energy to get a public they are not used to work with (educational centers are working with young people 17 years old maximum).

Lesson learned 3: Get the University of Lyon involved in the project

The Anthropology Department of the Lyon University accept easily to get involved in the project, because they wanted some concrete project suggested to new students in September. So both the teacher and the students will be involved, the students as part of their academic project, which was an incentive for them to commit to the project.

Lesson learned 4: Get ecological activist association involved in the project

It was quite difficult to find ecological activist associations who want to get involved in an “institutional project” for free. At the present time, French ecological activist associations are more engaged in civil disobedience.

Starting with proximity educational centers, then municipalities did not work in the areas in which the poverty rate is high. Indeed, the educational centers interested by the project were too much involved in social issues than in environmental issues and were not comfortable to get young people they are not used to work with (educational centers are working with young people 17 years old maximum). For these areas, the municipality took over and engaged this own network to get the young people, sometimes with difficulty – ALEC does not know if there will be 3 teams at the end of October 2019.

So far, the young people involved in the projet EYES are:

- Vaulx-en-Velin: 12 young people
- Oullins/Confluence: 4 young people
- Saint-Fons: 1 young people

C. Motivation factors for engagement

For the AB members

- Youth Service in municipality (Oullins, Vaulx-en-Velin, Saint-Fons) □ Know and support the youth group dynamic in their local area
- Environment Service in municipality (Oullins, Lyon, Vaulx-en-Velin, Saint-Fons) □ Know the youth recommendations in the local area, give some information about local policy and supplement the local policy environmental issues
- Climate planning Service in Lyon Metropolitan (2 people) □ Give some information about Lyon Metropolitan Climate planning and supplement it with YITs recommendations
- Prospective Service in Lyon Metropolitan (1 people) □ Curious about the citizenship growth in the YITs
- Environmental Education Service in Lyon Metropolitan (1 people) □ Interest about Environmental skills learned by the YITs
- Educational centers involved (Oullins and Confluence – 2 people) □ Interest to identify young people out of their regular scope (aged more than 17 years old) and to work with them
- University of Anthropology (1 teacher and 3 students) □ Analysis of anthropological posture learned by young people and mediation spaces created
- Ecological association : Conscience et Impact Ecologique (2 people) □ Be in a positive posture and support young people in their recommendations

For the YIT members

- It is early to know what are the motivation factors of young people joining the YITs because they joined the project by “mouth to ear” only. The first evaluations will help to know their motivations.

The young people were interested to do something with peers (social link) and because they want to dig in their mind what is going on with “climate emergency”?



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4.4. Naples, Italy

Context

Naples (970.438 inhabitants) is the metropolitan city with the highest percentage of young people in Italy. In the last years the Municipality of Naples has implemented its own local strategy for energy efficiency) with the aim to improve the Environmental sustainability through some policies mainly focused on:

- 1) Energy Efficiency in school buildings; through the national incentives the municipality improve the energy efficiency in the school building restoring the ceiling, the building shell and the safety of the structures;
- 2) The improvement of cycling path for a better sustainable mobility with aim to decrease the air pollution;
- 3) To enhance the waste management changing the citizens culture; through focused campaign to explain citizens not just how to do it but the importance of waste management to improve the quality of life.

Regarding youth programs or policies: The Municipality of Naples, through its Young Department, has tried to convey the potential coming from this large mass of youth population through the establishment of networks, assemblies and councils to encourage the active participation of young people in the process of planning local development strategies (including the strategic Young Local Plan). Even that the majority of projects have not yet entered in an operative part because of the instability of local government that will be in election in the march 2020. In any case, ANEA will try to implement the action with the collaboration of the municipality staff; otherwise ANEA will continue with its own forces thanks to its wide list of contacts and stakeholders.

Methodology and lessons learned

A. Engagement actions for target groups' participation

The AB

ANEA strategy to engage the members for the Advisory Board was to use several channels to see who could be interested. Since ANEA has been engaged in other European projects with experts collaboration, finding the members for the Advisory Board recruitment were easier. It was done through the following channels:

- Through the frequent contacts used by ANEA for the organization of the main activities it carries out (conference sessions, workshops, seminars, training courses, round tables)
- Through membership letter sent by email to each identified member, we could forecast a sentence to avoid the member's drop out asking for a substitute
- Through dedicated informal meetings that ANEA organizes in its own headquarters (starting from October until December two informal meetings will be organized to achieve final composition of the group)

The YIT

The strategy to target the team of young people that would be part of the Young Intervention Team was:

- Through the involvement of University professors (AB members)
- Through the involvement of NGO in the AB members that disseminate the aim of the project through another group of young: Young unemployed with basic education from different backgrounds (economic and social)
- Through an informal meeting organized in July 2019 with youngsters having interest in environmental issues have been involved even if they have not a proper education about this
- The young people involved in July have multiplied the aim of the project and the modality to join it through their peers
- The Municipality of Naples in the person of Councilor for the Young policies, in October 2019 organized a press conference to present the project and to allow the opportunity for other young people to join the project.

B. Lessons learned

The AB

Lesson learned 1: Reputation and already established networks work

ANEA used its professional networks from which has been identified the AB members. This facilitated their participation because they trust in ANEA's activities and so, they joined to support the ANEA in this project.

The Members of AB have been identified for their knowledge in the field of climate change, energy efficiency, environment protection and training abilities. So they have considerable experience in the activities dealing with the aim of the project.

The ANEA's participation in other European projects has made the advisory board formation easier.

Lesson learned 2: political and public administration real-life challenges should be taken into account when planning

The municipal involvement has slowed down the process for starting the activities; in particular a big event such as Summer University and some political changes in the government (that has been reflected on the local level). These factors have hindered their participation. As ANEA is controlled by the Municipality, the agency had to wait for the availability of the staff, resources, etc. which has become a barrier for the kick-off of local activities. Therefore, a lesson learned for implementing such a methodology is to wait for the right political time to ensure political commitment and consequently try to adapt and implement the best practices shared with other partners.

Lesson learned 3: a mix of disciplines is key

In addition, another lesson learned is represented by the fact that within the AB group, those members belonging to Universities entities, have a more academic approach; in order to have a more dynamic and interactive approach, after two AB members meetings, the group has been increased also with young facilitator.

The YIT

Lesson learned 1: The involvement of the municipality of Naples, Councilor for the Young policies, and the political instability can be considered a lesson learned from which ANEA decided to involve young people through its own vehicles.

Lesson learned 2: It has been key to involve young people working with ANEA and so they are interested in the topic of the project.

Lesson learned 3: The capability of the YIT members to involve other young people because they feel very strong the need to know more about climate change has been successful.

Lesson learned 4: Involving key motivated members: The involvement of a Green economy student that is the first and unique university in Italy teaching these topics.

Lesson learned 5: The awareness that word of mouth continues to be an extraordinary and effective means of promotion and dissemination.

Lesson learned 6: The capacity of the young to address the climate change topic from a different point of view, for example from a digital and communication perspective or going on the road to better identify the needs of the city in terms of sustainable planning.

C. Motivation factors for engagement

For the YIT members

- To be a key part of renovation process involving their cities and their public spaces
- To be proud to disseminate this idea to other peers
- To be a part of a worldwide movement (Friday for future that is a local group joined by Neapolitan students as happened in other Italian Cities)

For the AB members

- Interest in the topic addressed by the project
- Used to disseminate the environmental sustainability idea through the youth
- It will allow them to raise awareness through the young to preserve a better world for the next generation

4.5. Varna, Bulgaria

Context

Varna (373,601 inhabitants) is the largest city on the Bulgarian Black Sea coast and the third largest city in Bulgaria. The city was awarded as “*European Youth Capital 2017*” by an independent, high-level jury giving the award based on an application from Varna that focused on making the city a “social hub”, with exemplary “Innowave” logo sign.

As a local authority, the Municipality of Varna determines local sustainable energy policy and defines priorities in its development and creates conditions for the implementation of local energy initiatives as:

- Organization of “Intelligent Energy Info Days in Varna”: annual initiative of the municipality involving young people due to the fact that at least one of the days, the event is organized in the building of some of the universities and the participants are mainly students, lecturers, other academic sector stakeholders, etc.

Regarding youth programmes or policies: Over 12 years, Directorate “Education and Youth Activities” within municipality, provides funding to projects of non-governmental organizations and informal youth groups. The main goal of the program is to recreate the leisure time of young people by stimulating youth initiative, entrepreneurship and creativity.

- There is an active Youth Forum active an independent body within the municipality uniting more than 140 youth organizations from Varna and the region which contributes to the youth policy implementation.

Note that: The energy and climate policy is currently implemented through the following set of local documents and regulations: the Plan for Sustainable Energy Development of Varna Municipality (2014-2020); the Strategy for Sustainable Energy development of Varna Municipality (2012-2020), the Programme for tourism development of Varna Municipality (2014-2020); the Strategy for street parking management and installation of charging stations for electric vehicles; the Strategy for walking accessibility and mobility modes development; the Municipal Plan for Development (2014-2020). Green City Action Plan is currently under development which will bring additional values to the activities of local climate protection, environment & sustainability, etc. and offers an opportunity for youth engagement in local planning.

Methodology and lessons learned

A. Engagement actions for target groups' participation

The AB

In order to engage the target group, it was ensured that people from different backgrounds and fields were included. This ensured the motivation for the AB members to network.

The Advisory Board was formed by representatives of the project staff together with experts and specialists from the following organizations: Varna municipality, the Black Sea Energy Cluster, the Black Sea Regional Agency for Energy management, Institute for Youth Initiatives and Innovations, Public Environmental Centre for Sustainable Development, Association "To preserve the woman", Youth Forum within Varna municipality, the Association of Young Psychologists in Bulgaria, Varna Naval Academy, private companies and entrepreneurs. More specifically, the legal background and professional presupposed the following assumptions while the above mentioned institutions have been identified and selected:

- UBBSLA staff -> local government; sustainable development, energy efficiency; social care; youth initiatives; tourism development
- Varna municipality -> main government body which provides the local policy development and implementation
- Black Sea Regional Agency for Energy Management -> energy & climate; energy programming; capacity building; campaigning
- Black Sea Energy Cluster -> energy efficiency; energy planning and programming; entrepreneurship & engineering; environment
- Institute for Youth Initiatives and Innovations -> youth involvement; information; campaigning
- Public Environmental Centre for Sustainable Development -> climate change, environment & energy efficiency; public campaigns; information diffusion
- Association "To preserve the woman" -> social care, social equality, activities with vulnerable groups and socially disabled
- Youth Forum within Varna -> youth initiatives, activities of young people
- The Association of Young Psychologists in Bulgaria -> work with young people; social cohesion; social equality

- Varna Naval Academy -> energy efficiency & environment, activities with young people
- 3K Inc. & Inhom Ltd. -> energy efficiency, engineering, environment protection, capacity building & training

Recently the number of organizations engaged in climate issues and environment protection is significantly growing and through sustainable attitude they contribute to climate protection and combat climate change. This has been the motivating factor to select the above mentioned AB members. All partners who have been contacted no matter whether they are NGOs, public administrations, business representatives, etc. reacted quickly and supported the project idea, the AB creation and impacts the activities will have on the target groups.

At present the AB members are 13 people as their number may vary according to the level of engagement of each member and professional involvement due to the specific nature of personal background.

The selection of present Board members were verified by in the previously established personal contacts between UBBSLA experts and the respective representatives based on which the relationships stay easier and stable. Moreover, there are successful partnerships and joint initiatives realized so that the organizations could be considered as reliable partners. To this end, e-mails have been sent, together with direct contacts and targeted meetings during events organized at local level.

The first meeting of the Advisory Board took place on 28th of May 2019 during the International Conference on crowdfunding organized by UBBSLA in Varna.

The YIT

In order to engage the YIT the municipality ensured that it studied the target group very well in order to determine the best way to communicate with them. The “hard to reach people” for the project purpose were defined those unemployed and low qualified young people who still don’t go to work and study instead and don’t have the necessary qualification to start specific job or occupation. These people usually study at the five universities in Varna (the Economic University, the Technical University, Varna Free University and University of Management). They are also members of the Youth Forum. The targeted age of the young people was therefore considered to be between 17 and 29 years.

The young people, notably high school students, considered as not-graduated, unemployed and low qualified formed the Youth Intervention Team as most of them are targeted the HTRG group within the EYES concept. They were contacted through the Institute for Youth Initiatives and Innovations, a co-partner and collaborator of UBBSLA which main activities are devoted to work with young people, provision of trainings, campaign actions, etc. The initial meeting of the YIT was on the 29th of May 2019 during the International Conference on crowd-funding at a dedicated session on “Youth business ideas on sustainable development, combat climate change, engineering & innovations” where direct meetings and talks were conducted between the UBBSLA staff and the represented young people.

Another key strategy for engagement was to publish a call for applications in the UBBSLA website inviting young people to apply and be part of the team. As a result 5 applications have been received.

At present there are 19 young people acting as YIT members.

B. Lessons learned

Through the engagement process UBBSLA learned the following:

Lesson learned 1: The involvement of stakeholders of various backgrounds and type of performance was considered as vital for reaching wider community at local level and achieving viable results. A positive asset is that for the years of experience the UBBSLA has established long-lasting and stable partnerships in the municipality and is worth mentioning as reliable organization. The partners and organizations, members of the AB will bring coherence and built a trust especially when it refers to dealing with reaching successful results in the climate and energy field. This mainly applies for the presence of the local authority which develops and implements the energy and climate policy.

Lesson learned 2: The young people have a leading role when they see practical results from the work they are involved in. The YITs are ready to work on climate issues, especially when they see the support of the local stakeholders. This will be complemented with the opportunities of the innovative tools the youth can utilize. The more use of digital and mobile applications ensures the higher youth involvement and contribution especially to issues such as climate protection which affect our daily life.

Lesson learned 3: A negative aspect of the launching process was related with the insufficient level of awareness the young people about the energy and climate policy of Varna

municipality. That's why they were resistant to the idea getting involved and the project. In addition, the youth are not acquainted with the activities the entrepreneurs and NGOs realize in the municipality. Following that, the first workshop shall be dedicated to the local energy and climate policy and local planning process.

Lesson learned 4: Due to constant migration flow as existing tendency in the present world, it is uncertain how many of the YIT members will remain throughout the project. Some of them go to study abroad, some go to work and therefore their permanent involvement is not secure. That's why a substitute will be ensured by each one, even being younger, to secure the team cohesion.

On the contrary, the number of young people who are devoted to energy and climate issues is increasing striving to demonstrate positive attitude towards environment protection and combat climate change. This was certified by the Institute for Youth Initiatives and Innovations /IYII/, the collaborative partner of UBBSLA which supported the engagement process. According to IYII the youngsters have cooperatively perceived the project idea to member the YIT and to benefit from the activities and results.

Lesson learned 5: The project team sees a potential outcome of the joint actions with some of the entrepreneurs to involve young people in their daily work in engineering activities as apprentices, internships, etc. which is to be considered as multiplier effect.

C. Motivation factors for engagement

For the AB members

The represented stakeholders of the AB were selected on the basis of the working area and accomplishments in order to ensure that their motivations aligned with the project field: climate change, energy efficiency, environment protection, social care. They have a record of extensive experience in activities dealing with the above mentioned issues focusing on the young people. Some of them have direct attitude to public participation, campaigning and awareness raising. Others work with socially disabled and vulnerable groups enhancing activities for taking care of social equality and good lifestyle performance.

In addition, the AB were motivated because working with young people, will allow them to have the opportunity to work more in the energy and environment area, so that they will gain more expertise on the field on the one hand and on the other hand they will establish personal



contacts with potential young specialists, employers etc. within a social environment supporting them with useful tips and hacks.

For the YIT members

The key motivations were to engage in a project were they could be involved in climate change and energy planning. The YIT has been selected based on the real understanding that the high school young people have a special attitude and interest to know more about climate change, energy and environment protection. This was evidenced by the business- like ideas of projects presented during the International Conference on crowds funding followed by peer enthusiasts.

A motivation factor was also that the young people will have the opportunity to be actively represented in the local urban environment. This is complemented by the annual municipal funding provided for generation and implementation of youth projects which is a significant asset for the purpose. In addition Green City Action Plan of Varna is currently under development which is an excellent opportunity for the YIT to contribute through advanced research, generating viewpoints and mind-sets about the challenges and incentives provided by the green aspects.

Finally, it is also important to note that the idea to participate in the initial survey for baseline inventory about the green urban environment in Varna was also appreciated by the youngsters and common challenges and milestones shall be searched through the EYE implementation.

4.6. Cieszyn, Poland

Context

Cieszyn (35,000 inhabitants) is a picturesque city located in the southern part of Poland, at the border with the Czech Republic. It is the main city of the Cieszyn County and the seat of Euroregion Cieszyn Silesia. Despite its modest size (28,61 km²), it is an important cultural, administrative and educational center with the branches of two large universities (Silesian University and Business College). It is also an important part of the Bielsko-Biała industrial area. Currently, local economy is based on trade, services and tourism. Location at the foot of the Beskid Śląski Mountains and attractive historic center brings more and more tourists to the city, therefore local authorities pay great attention to the protection of Cieszyn environment and its natural & cultural values. They also have ambition to adopt leading role in sustainable energy transition. The city has an energy manager, implements a Low-Emission Development Programme (LEDP) including a set of measures aimed at reducing energy consumption and related air pollutants emissions and is involved in several climate friendly initiatives.

Regarding youth programs or policies: Cieszyn is also a "young" city with many pupils and students learning at the local branch of the Silesian University and at the Business College. The city is trying to engage them in various joint activities in projects, working on different fields. Regarding climate & energy field, for many years the municipality was implementing in schools the 50/50 energy-saving methodology (within two EU projects EURONET 50/50 and EURONET 50/50 MAX), which actively engaged pupils in energy management processes. Also, one of the responsibilities of the energy manager is mobilisation of citizens and local stakeholders towards the achievement of local climate & energy goals. One of the target groups are young people, who could be involved in further development and implementation of local energy strategy, as well as find jobs on sustainable energy market.

Not only the city, but also local stakeholders are working with youth on energy issues. Local energy utility (Energetyka Cieszyńska SA.) is organising seminars and study visits for the students of local vocational schools and the Business College opened a faculty on energy. It is also involved in the project on the popularisation of practical energy-related knowledge among youth and adults (by organising cross-border energy panels). Also the youth are organising themselves – Cieszyn schools regularly Strike for the Climate on Fridays.

Methodology and lessons learned

A. Engagement actions for target groups' participation

The AB

The first step to the AB engagement was the definition of the types of organisations/institutions that should be involved in the board and that could contribute to the achievement of our goals.

It was agreed that we need:

- „knowledge providers” (institutions working on climate & energy issues, well understanding local situation and willing to share their knowledge and expertise);
- „YIT experts/mediators” (institutions acting as link to the local youth, incl. Vulnerable ones, knowing the best methods of youth engagement, etc.);
- „PR experts” (representatives of local media, who can help with the dissemination and promotion of the project and of the YIT activities).

Based on this division, local stakeholders were mapped and a list of potential AB members drawn. Personal invitations were prepared, together with the targeted description of the project and the specific role and tasks of the AB, highlighting also the benefits from joining this body – for them and for the city as a whole. All the invitations were formally signed by the Mayor of Cieszyn and sent out to the heads of selected institutions (on paper, by the city courier, to highlight the prestige). Interested institutions (and most of them replied positively!) were asked to sign formal declarations of participation, confirming that they understand the role and tasks of the board and assigning representatives.

The next step was an organisation of the inauguration meeting, which gave an opportunity to get to know each other, discuss in more detail the role of AB and listen to their first ideas on YIT recruitment and the climate & energy challenges that we could draw their attention to. The meeting was formally opened by the Vice-Mayor, who thanked AB members for their commitment and explained why the city wants to engage youth in sustainable energy planning. During the meeting, which was very fruitful, it was agreed that the next meetings will be organised every 3-4 months and that individual AB members engagement will depend on the current needs (e.g. with „knowledge providers” taking part in thematic workshops and organising study visits, „PR experts” taking part in communication workshops and promoting YIT work, universities helping to prepare the research task, etc.) with everyone being kept in the loop.

The obvious sign of local stakeholders interest in the EYES project was that even later on new organisations contacted the project team saying that they heard of the AB, would like to join and offering concrete contributions.

The YIT

The first important step was finding the proper name for the YIT – one that would be simple, attractive and didn't create confusion (word „intervention” doesn't associate good in Poland and „youth” can mean both older kids and young adults). Finally, the project team and the city decided on the „Cieszyńska Rada Młodych ds. Klimatu”, which can be translated back to „Cieszyn's Youth Climate Council”. The next step was the preparation of the attractive invitation/message that would include good balance between addressing youth' sense of responsibility for their environment, willingness to act and engage in sth attractive and highlighting personal benefits from being part of YIT/YCC (like e.g. gaining „points” on local labour market). Then the engagement process started, with double approach taken at first:

- engagement through local youth activists already working on environmental issues (Youth Strike for Climate), who contacted their colleagues who might be potentially interested to join YIT/YCC.
- engagement through AB members working with or having contact with young citizens (local universities, NGOs, activist groups, social services, etc.).

This contact helped to identify the „core” group of the YIT/YCC, which are the youth leaders, already active in various fields and thus willing to engage in new initiatives. Still underrepresented are the non-activists / vulnerable youth, therefore the team continues recruitment, using now their own contacts and spreading the word via Facebook. YIT/YCC Facebook profile was established and with everybody, who's in the loop, sharing it, the YIT/YCC is growing. What is positive, we can observe that the YIT/YCC members declare that they have heard of the council from different sources (from the University, from local NGOs, from Facebook, from a colleague, from a parent that is a councillor, etc.). The question (as well as the question on their motivation to join YIT/YCC) was part of the on-line recruitment questionnaire – with young people it was decided to avoid any formal/paper commitment and to go on-line as much as possible (organising e.g. on-line surveys, doodle's for the next meetings, etc.).

B. Lessons learned

Lesson learned 1: opportunity to work with and support young people proved to be a key motivator for the AB

In the case of the AB, the major booster to join the board was the opportunity to work with young people and help them to become active citizens and leaders of change. They are aware that youth are the future – future decision makers, local activists, employers, employees, etc. – and want to prepare them well for fulfilling these roles, sharing own experience. Also, working with youth is considered very rewarding, with the possibility to get a „fresh” look on many issues and get inspired.

Another important motivator is the prestige of joining expert body, which can make a change on the ground. That is why it is important that the invitation comes from the Mayor, who proves in this way cities’ recognition of the stakeholder’s importance for local development, as well as that the representative of local authorities (mayor, vice mayor, councillor) is part of the board.

Lesson learned 2: it’s good to be flexible when it comes to AB members personal involvement

Although every AB member needs to be kept in the loop and receive regular feedback on YIT activities, the level of his/her personal involvement and the tasks that he/she would engage in need to be defined individually, considering each organisation’s interests and possibilities (not everyone needs to be engaged in everything, especially that different types of stakeholders play different role in the project). Only few common meetings should be organised, at regular intervals, with specific YIT activities engaging only those who are the most fit and able to take part in given circumstances.

Lesson learned 3: sometimes it is better to be too specific

Although in Cieszyn there were no major problems with engaging AB, in some cases the invitation letter and accompanying material turned out to be too general (one template for all) for the organisation to well understand its perceived role and delegate the right person for the board. Ans the role is not the same for everyone – the university that is not working on climate & energy can help to reach young people, while the water utility, who has limited no of contacts with the youth, will not be involved in their engagement, but can share information on sustianable water and wastewater management, as well as organise a study visit showing

their climate friendly solutions. Maybe, for the next time, a more tailored-made communication should be prepared, adding a paragraph why this particular institution is invited.

Lesson learned 4: informal communication, including on-line tools and social media, works best for the YIT

In case of YIT what works better is more informal communication, using social media (especially Facebook), attractive communication material (e.g. posters inviting to YIT to be displayed in places frequently visited by youth) and on-line tools (e.g. on-line application for the YIT, on-line registration for meetings, doodle pools, on-line surveys). Also, very important is exploiting young activists network of contacts – a word shared among friends can have bigger impact than articles in local media or e-mails from university authorities. Since it is rather hard to reach young people with formal channels, therefore it is essential to involve those already committed (or supporting the initiative although not being able to engage themselves) to help to reach their peers, as they are better equipped to do that than „formal” organisations. In all the communication, the benefits of being part of the YIT, both for the city and for each person individually, need to be highlighted.

At least partly „informal” should be also the meeting places. Although debating in the big assembly hall of the city hall may be prestigious and shows that local authorities are interested in what you are saying, it may be also quite intimidating. Often informal places, like cosy room at the university, cultural center or even a cafe, can help everyone to engage in the discussion and group work. As well as to present the questions or ideas that they are yet afraid to present to the wider public.

Lesson learned 5: time matters – for the project and for YIT members

The fact that YIT recruitment and activities (at least those scheduled within the project) need to close within relatively short project lifetime (according to AB opinions), all the tasks need to be carried out relatively quickly (though they would be more effective if more time was devoted). Because of this, as well as AB and YIT members many other roles and activities, eventually we had to resign from some of the engagement tools planned in the engagement methodology (like e.g. business lunches). The number of meetings needs to be limited (every 3-4 months for AB and every month for YIT, with some activities carried out in between and engaging those who are most interested in them). Each persons' involvement needs to be agreed on individually, based on interests and possibilities.

With YIT it is especially challenging to find a proper timing for the workshops and meetings. The group is very diverse, with school students (last grades), university students (both Cieszyn citizens studying in other cities and other cities' citizens studying in Cieszyn) and young employees. Young employees can make it only after work (as they are there in their private time), student's of Cieszyn Universities – after or between classes, while students of other universities – only over weekends, when they come back home. So it is difficult to find a time when they could all meet – Fridays in the afternoon or Saturdays morning seem to be most convenient, but of course not to everyone. The solutions might be also to organise meetings/workshops in pairs but then we risk creating two separate YITs in fact. All in all, each meeting will be preceded with the doodle pool, trying to organise it in a way most fitting for the majority and with thinking how to keep the others in the loop and engage in YIT tasks.

Lesson learned 6: always think in advance on the future challenges

Successfully completing a task is rewarding and satisfactory. One should be proud of it but yet be aware of and prepare for the future challenges. For us there are two major ones: (a) how to organise YIT's work and meetings within such a diverse group (see LL5), with different people having time at different days and hours?; (b) how to keep youth interest and engagement throughout the project?

C. Motivation factors for engagement

For the AB members

- Possibility to positively influence local climate & energy situation,
- Possibility to work with young people and raise their climate awareness and civic attitudes,
- Interest in young people's opinions, ideas and the „fresh” look on local situation, challenges and possible solutions,
- Possibility to find valuable employees (also by raising their practical skills, familiarising them with the institution's activity etc.),
- Possibility to promote own climate and environmental actions (both on the local and international level),
- Prestige of joining highly-qualified and experienced experts actively engaged in city development,
- Getting new multidisciplinary knowledge,
- Establishing new contacts and cooperations.



For the YIT members

- Possibility to co-decide on the further development of the city and to help to ensure that it will be both a climate-friendly and a citizen-friendly place;
- Already existing own interest in climate & energy issues;
- Increasing own thematic knowledge, as well as getting a better understanding of local climate & energy situation and the tools for influencing this situation;
- Developing civil and social competences;
- Developing skills and competences that may be useful in the labour market (like engaging in dialogue, group works, co-creation of solutions, etc.);
- Establishing new contacts, engaging in fruitful cooperation and strengthening bonds with other young members of the local society;