EYES
THE YOUNG CLIMATE CITIZENS

Engaging Youth in Sustainable Energy Planning (EYES)

GUIDELINES

FOR MUNICIPALITIES TO USE YOUTH PARTICIPATION FOR IMPROVING LOCAL POLICIES AND ENHANCE YOUTH ENGAGEMENT IN **CLIMATE ACTION**

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With the support of the Erasmus+ Programme of the European Union

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IN CLIMATE ACTION

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Introduction

The methodology described in this guide is based on the one developed within the Erasmus+ project **EYES – Engaging Youth in Energy and climate planning.** The EYES project implemented and evaluated an **innovative method of engaging young people, including vulnerable groups, in energy and climate local planning.**

Local authorities, through their strategic planning documents and especially through the Sustainable Energy and Climate Plans (SECAPs), are major leaders dealing with the climate emergency. Coordination and integration of several stakeholders' and sectors' insights in the strategic planning process is important for the effectiveness and efficiency of any local authority's action. However, even if **young generations** are the ones that will mainly cope with climate change and the consequences of today's policies, they **do not usually have a voice on these topics, either** because they cannot vote yet, or because they don't know the mechanisms for citizen participation in public matters. This is even more relevant for **vulnerable young groups, who are more 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 especially disempowered on that topic. This is reflected in various social problems such as energy poverty, which has become a rooted social problem in many EU countries. At the same time, young people have raised their voices to alert society of the climate emergency through grassroots movements (like Fridays4Future and the climate strikes). They are showing their commitment and willingness to act on climate matters, but many times **policy-makers do not know how to articulate these youth's demands.** Therefore, **youth participation in these policies is still a challenge for local authorities**. At the same time, through the EYES implementation, partners have observed that **local authorities have also difficulties targeting the youth and communicating effectively with them,** which is an additional barrier for the youth engagement in local climate policies.

In order to adequately respond to the mentioned challenges, the EYES project developed and evaluated an innovative method enhancing youth participation on the energy and climate local planning in **six pilot European cities:** Granollers, Spain; Sønderborg, Denmark; Naples, Italy; Lyon, France;

Cieszyn, Poland and Varna, Bulgaria. Through collective support of local stakeholder **Advisory Boards (AB)** in each city, a network of **Youth Intervention Teams (YIT)** was established to work with other peers on the identification of key topics, barriers and fears on energy and climate, in order **to identify youth priorities, find solutions and produce recommendations for policymakers on efficient energy and climate planning from the youth perspective.** The participatory process contributed to foster the capacities and skills of youngsters by learning how to better analyse social matters and picture solutions and recommendations, and resulted in a stronger social cohesion while providing youth insights for enriching the local planning instruments.

The overall process has proved to build capacities for the young people but also for the local public authorities involved, who have acquired new skills to engage and target young people, and have had the opportunity to showcase **the benefits of youth participation in local matters.**

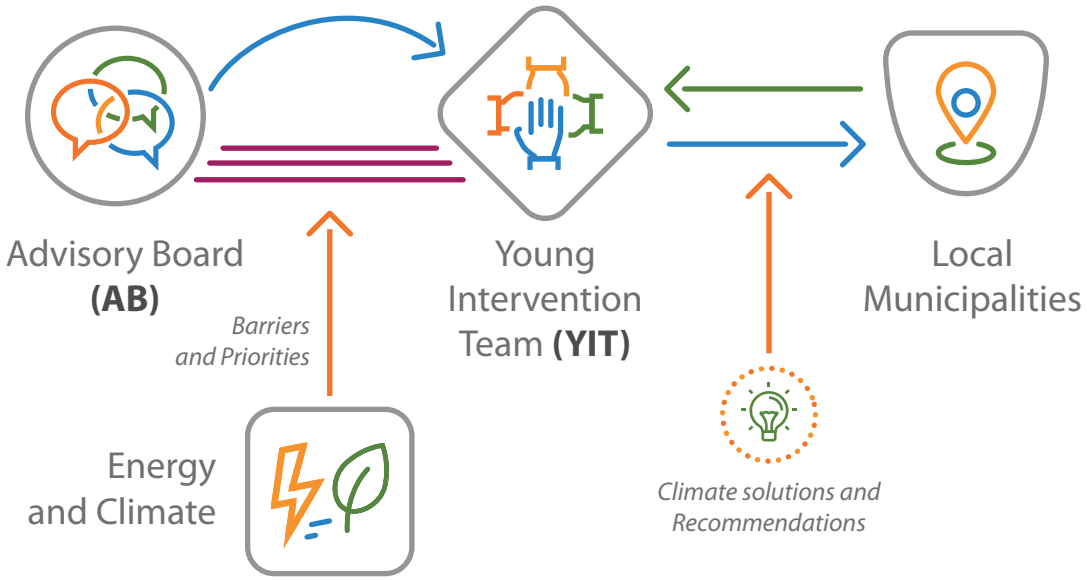

Image 1: Scheme of the key target groups of the EYES project, where the YIT works with the support of the AB and Municipalities to provide climate solutions and recommendations to the decision-makers.

Objective of this Guide

The general objective of the Guide is to describe the EYES methodology for enhancing the **development of civic and social skills among the young adults through youth participation in public matters, at the same time that is enriches the local plans including the youth perspective**. The Guide intends to facilitate the uptake of the methodology by local authorities in Europe. It also summarizes its main impacts, according to trends observed through an evaluation process implemented in the pilot municipalities participating in the project.

This Guide gathers the conclusions and recommendations from the EYES project on **the learning impact of the methodology** tested and guidelines for its implementation. It also describes **several options to establish permanent structures for youth participation in climate matters at local level.**

The Guide is therefore intended **to encourage replication and knowledge transfer of the EYES concept to other municipalities**. The methodology has been developed for youth engagement in climate action, but it can be transferred also to other public local matters.

Youth Participation Methodology

General methodology

The specific methodology for engaging a youth group can vary from a country to the other. This is due to different cultural factors, the size of each municipality involved, the local and regional policies and existing participation structures, or the different social agents in the region. However, the main goals defined for EYES that were shared by all partners were:

- Assess the pedagogical impacts of youth participation in energy and climate local plans.
- Gather the opinion of youth on climate action and develop recommendations to their municipality.

The key pillars that EYES was based on in the six pilots were:

Youth Intervention Teams (YIT): each pilot created a youth group with 20 members as the core youth team to analyse, foster engagement from other young people, and develop recommendations to policy makers. The YITs are spaces for dialogue on energy and climate change for young people from different backgrounds, and vulnerable communities are being actively targeted to ensure they are represented in the YIT and in the final recommendations to the municipality. This variety of profiles is intended both to foster mutual understanding between youngsters with different educational and cultural background, and to ensure that the views of vulnerable communities (those who will be more affected by climate change effects) are represented and taken into consideration.

Advisory Boards (AB): AB are groups of experts in each municipality that provide key expertise, knowledge or contacts to the YITs, and also act as role models to showcase the different applications of the energy/climate knowledge and skills that the YIT will acquire during the process. Their role is mainly:

To **provide** of knowledge: participation in workshops depending on their knowledge and/or expertise.

To **observe** and **evaluate** indicators on competences and skills gained by the YIT members along the process.

To **motivate** and **be reference** models, reference persons to ask questions or ask for help (through emails, phone, or meetings)

Permanent participation structures: at the end of the project, several schemes of permanent structures for youth to participate in climate planning are assessed to encourage the sustainability of this participation in the municipality.

Multiple layer knowledge transfer

Using these structures (YIT, AB), the methodology is based on a multiple layer knowledge transfer between the key actors involved. This knowledge transfer goes:

- From municipalities and AB members to the young people in the YITs.
- From young people to municipalities, especially on how to reach youth and on key concerns about climate and energy.
- Between young people from different backgrounds participating in the YIT, and with other youngsters in the municipalities, through a campaign intended to gather youth's opinion and engagement.

As a framework scheme, the overall methodology comprises the following steps:

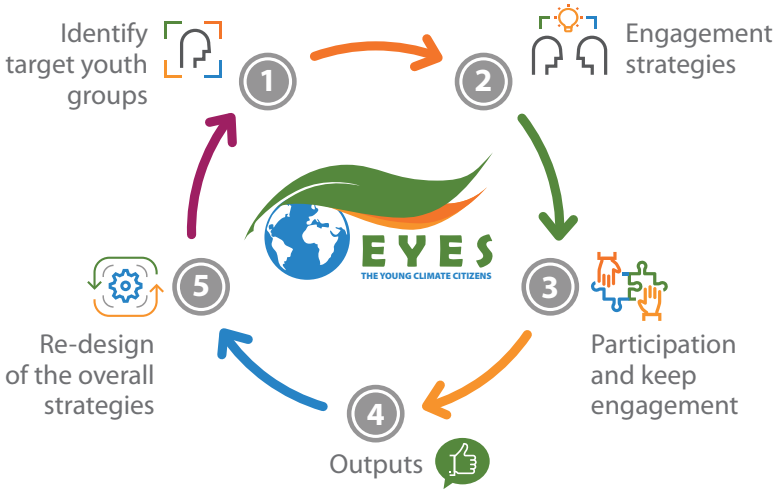

Image 2: Methodology used

EYES used a Living lab methodology, creating an open-innovation ecosystem adapted to each local context to co-create with the target groups recommendations on energy ad climate planning. In that sense, each phase of the process can vary from one context to the other, in order to adapt to existing opportunities and barriers in each case.

PHASE 1

ENGAGEMENT OF THE TARGET GROUPS (YIT AND AB MEMBERS)

The realities of different municipalities can be very different in terms of policies, socioeconomic aspects, local stakeholders, size, etc. and these particularities have to be taken into account for building each engagement strategy.

Multiple layer knowledge transfer

Considering that the AB members are involved in the methodology on a voluntary basis, the promoters of the participative action have to identify and highlight the benefits that the participation could provide, mainly based on the networking with other key local stakeholders and the municipality, community acknowledgment as experts on some topic, strengthen their relation with the municipality, among others. It is also an opportunity for different municipality departments to collaborate and devise future collaborations, inviting their representatives in the AB.

For their engagement, what better worked was to organise one-to-one meetings or phone calls to explain in detail the commitment the participation requires. To convince these expert profiles some successful strategies were based on:

- Presenting a convincing case of the needs and expected results.
- Seeking synergies with each expert daily work and working goals.
- Providing some kind of recognition or visibility.
- Clearly presenting their expected commitment and tasks from the beginning, while providing space as well for them to contribute and co-create the activities where they participate.

Engagement of YIT members

The engagement strategy for the YIT members have to be proactive, even when tackling motivated youngsters, as they usually are already engaged in other grassroots initiatives. Some lessons learned from this process are:

- Need to involve public staff from different departments: The use of several municipality' proximity services to target potential youth profiles (e.g. Department of Youth, Social Services, Community Action, Education…) is helpful to both identify relevant profiles and to take advantage of existing relationships between the public staff with potential YIT members. In some cases, it has been crucial to work with local schools and educational centres to reach the youngsters. By establishing links with existing services, it is easier to build trust among the potential participants in a public-driven project.
- Involvement of other local organisations, and target the youngsters through their channels to reach a wider and more diverse profile. Furthermore, the presence of grassroots non-profit organisations involved in the AB is often perceived as helpful by the YIT members, as allies to defend their demands, as they sometimes feel they do not have enough competences to defend their interests against experienced adults, especially when talking about policy-makers or public staff. Likewise, reaching youngsters through university professors help in some cases, as they also act as reference models and support. It was also very helpful to use the own network of contacts of first YIT members engaged, who disseminated an invitation through their social networks' profiles and suggested other relevant contacts that neither the city nor the AB thought of (e.g. contacting presidents of high school student boards).
- As an advice provided by several experts on social action from the AB of different pilots, it was recommended not to use concepts that can stigmatise vulnerable groups. Therefore, even if in the case of the EYES project a specific focus was put in vulnerable youth, the public communications should not emphasise the vulnerability approach or socioeconomic composition of the YIT members. Specific services and grassroots organisations that work with vulnerable groups are used to reach those profiles, but only as an internal strategy.
- Defining a final common goal that motivates the YIT members, beyond the policy recommendations that they will elaborate, can be a useful strategy to foster and keep engagement. For example, the co-organisation with them of a big event at the end of the process to present the results to the citizens in the municipality, organise a meeting with the mayor, a fair or a festival, or specific workshops on topics of interest defined by themselves seemed to be appealing to the YIT. This has proven to be specifically useful as an innovative way engage

young people since they both feel there is a deadline with a major event and they also feel there is a visible purpose to work for.

- In general, as a methodology, the co-creation strategy helps attracting motivated young people with a lot of ideas that the methodology itself helps to articulate it into specific impact. It also helps in keeping engagement, as it builds a sense of ownership of the objectives of the process, as the specificities are defined by them.
- Understand and use the specific social networks that youth use to communicate among them and use it in their own way. Those can be very different from one country to the other. In any case, in order to both attract the youngsters and to keep them engaged, it is important to understand which social networks are used and how, and tailor the communication to this. It is important also to adapt the language, not only the channels, and use the concepts they empathize or identify with. For example, during the EYES implementation, it was deemed essential to use climate emergency instead of climate change during the workshops and meetings.
- Ask the youth participants what they expect or they think they miss to be more engaged in climate action matters, and shape the YIT participation process to provide them with information or activities that they suggested. During the EYES project, participants across all the countries (during international workshops) were asked what they thought they needed in order to have more impact on the topic. Main issues raised were related to communication skills and knowledge on the local policies and processes, and they also felt some insecurity on their scientific background. This was incorporated in the planning for the next steps of YIT participation, as a methodology to give them the opportunity to enhance those skills and knowledge.
- In any case, the involvement of the first youngsters engaged in the YIT to reach other youngsters is also helpful to motivate others that would not enrol alone in such n initiative.
- To provide additional incentives (e.g. a Certificate issued by the municipality, or access to some public services at a lower rate (swimming pool, etc.)) can also be useful for engagement.

The EYES methodology conceived 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 dealt with (14-29 years), the youth profile is often

caught between temporary jobs or is subject to the university schedule of exams, so giving flexibility to the participation schemes provide an incentive for engagement.

Also, one of the outcomes of the implementation was realising 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 found 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.

Barriers and challenges for engagement:

- Vulnerable groups are difficult to reach and to engage on a regular basis. They usually have other priorities, and climate or energy are not among them. Often, we also find mistrust or rejection towards policymakers. Several pilots have found difficulties to reach vulnerable groups of youth and successfully engage them in the core YIT. To overcome this barrier, a successful strategy was to recruit motivated youngsters and reach other youth groups through them, who would act as "Climate ambassadors". This enabled to reach out other profiles thanks to the use of common communication tools, the same language, same interests, same cultural references (influencers, music, sports, etc.), and taking advantage of the identification with other people from the same age, neighbourhood, networks of affinity, etc.

PHASE 2

YOUTH PARTICIPATION

The EYES project researched similar initiatives across Europe in order to tailor the methodology with previous projects' lessons learnt.

Considering the political, cultural, and socioeconomic differences in each municipality, and also considering the living lab approach that focuses on

co-creation with the YIT and AB members, the specific methodology for gathering inputs from the youngsters and achieving the outcomes is left to this co-creation process. However, the common goals to enable comparison between the different pilots were the same:

- Identify topics youth care about in relation to their role as energy citizens and generally in relation to the local climate and energy planning processes and challenges.
- Identify barriers to engagement by youth in the planning process. This also includes identifying gaps in services and participation opportunities for youth, especially vulnerable youth groups.
- Suggestions to improve youth engagement (identify guiding principles and the focus areas).

The participatory methodology developed by the EYES project is seen as a mutual process of learning, where both the involved public administrations and the young people are learning from each other's' needs, rather than in a vertical learning process led by municipalities and followed by the young people.

Providing a baseline knowledge on the key topics to the YIT members

The YIT members can have a very different base of knowledge on energy, climate, and policy participation possibilities. For this reason, before starting the participation process it is important to provide the YIT members with a base of knowledge on the key topics they will be working on.

It was found in all the countries participating in the EYES project that the young people do not have knowledge on the policy cycles and the policy instruments for citizen participation. This cannot be neglected, because it

is essential for them to understand their possibilities if influencing public matters, and also manage correctly their expectations.

It is useful to film the sessions for new members that can be incorporated later on, as the composition of the YIT can vary during the process due to personal circumstances.

Gathering feedback from a broader group of youngsters

During the youth participation phase, the YIT members will gather inputs from a larger group of young people related to the three goals defined above. The specific ways to gather these inputs can vary a lot, but the mostly used were:

- Surveys to be distributed through social networks or through their own contacts online.
- Pop-up events, participation in fairs and other public gathering were the YIT members took the opportunity to gather feedback from other young people.
- Specific talks/activities in schools and universities.

In any case, this process usually requires close support and motivation from the mentors and Advisory Boards, as it helps focusing on the goals and also on setting up deadlines and implementing the expected tasks. The particularities of these activities were tailored to the context and the moment using the co-creation approach, so the YIT participants defined the when, where and how to implement those. This was carried out organising several mentoring sessions with them, which help increasing their skills in teamwork, cooperation, commitment and responsibility to the tasks assigned.

Analysing the information gathered

After the collection of information from a larger group of young people, the YIT participants process the information to analyse main ideas and prioritise

them. This can be facilitated organising workshops tailored to the specific goals. In the case of EYES, two types of activities were organised to analyse this information:

- Mind mapping activity to organise the information in groups, classifying it by different categories (in the case of EYES, for example, the categories were "Renewable energy", "Waste, "Sustainable mobility", "Sustainable consumption", etc.)

This activity led to the identification of gaps and a brainstorming of corresponding potential solutions to overcome current barriers or weaknesses.

- Prioritisation activity: this activity helped the youngsters to agree on a prioritisation of the pictured potential solutions defined in the previous activity, so organising hierarchically their ideas.

These were done locally in each participating municipality, and also during an international workshop. The international workshop was held online due to the Covid-19 pandemic, but the use of appropriate online tools was very useful for engagement and for visualising results.

Outcomes of the process

- Improved skills of YIT members, but also improved skills of municipalities on how to engage youth. It also helps to overcome perception barriers, and to transform the negative attitudes or mistrust towards the local government into positive ones.

- Increased self-confidence among the YIT members, who have increase communication and debate skills and understand they can have a role in their community, so helping the development of active citizenship.

- The process may tangible output are the recommendations elaborated by young people to municipalities on youth engagement and on energy and

climate emergency. These can be used to enrich the local plans, and also for citizenship engagement at a broader level.

- The global burst of youth climate movements (e.g. Fridays4Future) has helped to convey the message and connect with youth concerns, and the EYES methodology has been used as a step forward and a way to articulate youth demands on climate action at local level.

Barriers and challenges for youth participation:

- Local policies and resources dedicated both to climate/energy and to citizen participation or youth are very different. This also shapes the participation possibilities of the YITs in municipality and has to be taken into consideration. Likewise, the different cycles of the local politics have to be considered in the planning, as the different phases can act both as hindering or enabling factors depending on the stage.

- There is a common challenge related to an insufficient knowledge on the local policies related to the topics, which can be tackled through local workshops and other ad-hoc activities adapted to each municipality.

PHASE 3

EVALUATION

Mentoring the YIT participants is a key part of the process. In fact, the young people participating in the EYS project were mentored by providing both knowledge and opportunities to increase their skills. To assess the learning outcomes of the participating methodology in the youngsters, the following tools were used:

1. **Survey to assess the baseline knowledge on energy, climate, and local policy processes:** a survey was designed and carried out before the YIT implemented their tasks in order to assess youth's knowledge and perceptions about these matters. At first, it was intended to carry out another survey at the end of the project to assess the knowledge gained, but as one of the things

observed in all countries was that young people in the YIT can vary a lot and go in and out of the YIT throughout the process, this initial survey was mainly used to:

- Identify common trends across countries about youth' missing knowledge, misperceptions or opinions.
- To better shape the local workshops to the missing knowledge, and the co-creation activities.

2. **Skills' evaluation by the partners and the Advisory Board:** a detailed factsheet with key indicators and guidelines was produced to evaluate the acquisition of competences of the young people and the impact of the project on policy-making, social-inclusion and citizenship participation. This evaluation was done through all the mentoring sessions and especially during validation sessions were case studies were presented.

3. **Validation sessions:** these sessions were used to validate the analysis done by the YIT members, and also to present case studies and see how the participants would solve a specific matter. This was useful both for validating the outputs of the previous process, and to analysis problem solving skills of the participants.

The standardised templates for the survey used and the factsheet for analysing skills can be found in the Annexes of this Guide.

Learning methodology

Involving young people can be challenging since many are already committed to doing other things (school, sports, music, etc.) and their circumstances are rarely stable. In addition, even for those who are very motivated and interested in policy and climate issues, working together with the municipality can seem odd. When we are talking about young vulnerable people, the challenges are greater. In short, the training and skills enhanced through the EYES methodology are based on these steps:

Image 3: Steps on active citizenship development.

- **Knowledge transfer:** the Advisory Board transfers knowledge on climate, environment and policy-making so that the young people acquire a basic understanding. Key knowledge on citizenship participation processes in local matters is also provided. This is the first step of the learning process.
- **Skills developed:** Young people are asked to do specific tasks that provide the framework for them to increase their skills; mainly through the co-creation process for the research and analysis of young people's views on climate and energy. To do that they need to work together to develop a research method (i.e. surveys, participative workshops or focus groups). In doing so they increase intra-personal communication skills. They also need to gather the information and analyse it with the help of the Advisory Board, which enhances their analytical capacities to understand a public matter through identifying the key stakeholders for a topic, performing field work with the target groups, and assessing the quantitative and qualitative information collected.
- **Critical thinking:** after the analysis, young people are asked to co-create recommendations for policymakers on:
  - The local climate and energy policies;
  - How to improve engagement of young people in public matters.

To do so they need to apply the knowledge and skills gathered in previous phases, and results in the development of critical thinking, in that case, on energy and climate and on youth participation. This phase is also important for the development of self-confidence, as they have to prepare recommendations to be delivered/defended against experienced and powerful public staff and decision-makers.

- **Building a shared vision:** as a final step, the Young Intervention Teams create Case Studies to put together all the knowledge and analysis done and they create a written case that simulates a situation in their municipality. They use this case to gather the opinion of other young people on the case study they created. The case study is based on a specific topic young people mostly care about and is intended to foster problem-solving skills using real-case scenarios.
- **Active citizenship:** the overall process has an impact in the development of active citizenship within the youth target group, providing a framework adapted to them to participate in local matters and so learning the main policy cycles and possibilities for citizens to participate, learning how to involve the community and develop a structured action.

Main findings of the EYES implementation in 6 municipalities

More than 200 people between youth, AB members and partner staff worked in close cooperation since the beginning in order to establish a group, extend the composition with new members, activate a shared process based on exchange learning and knowledge on topics identified directly by the young participants, on the basis of their interests and needs in the everyday life.

About 20 youngsters for each municipality formed the YIT group; in some of them the number of participants increased in parallel with the development of activities, but in other cities the COVID-19 emergency seriously affected the involvement of other new members who, when it comes to meetings where they can discuss and say their opinions on certain topics that affect their life, prefer contact and physical presence, rather than online meetings. The emergency situation linked to the COVID-19 hindered the enlargement of YIT groups and the organization of several activities designed to be carried out in a "physical way", but to the other hand stimulated youngsters and Advisory Board members to identify alternative solutions in a "digital way", improving in some cases the capacity, for example, to conduct researches and studies.

Evaluation findings from surveys

In the first months of the project, a survey was elaborated by the project partners and conducted to the members of Youth Intervention Teams of each partner country, in order to establish a starting point regarding the knowledge and awareness of the young people about the topic of climate change and on youth participation in public policies. The survey was structured with a set of 11 questions:

1. How would you define climate change?
2. What are your biggest concerns about climate change?
3. Why do you think it is important to participate in climate action?
4. Are you aware of the energy, mitigation and adaptation climate change policies in your municipality?

5. How do you feel about the actions taken by the city council /municipality to fight climate change and / or to mitigate its effects on people?

6. What are your priorities on a scale of 1 to 7 in the fight against climate change?

7. What mechanisms do you know to take part in the local politics of your municipality (e.g. the Teenage Forum)?

8. Do you think you can influence the energy policy of your municipality?

9. What action would you like to suggest to the municipal government in order to involve other young people in combating and mitigating climate change?

10. What level of climate action knowledge do you think you have?

11. How do you think other young people could be motivated to become involved in climate action?

In this baseline survey at the beginning of the process, the answers received by 70 young people aged between 13 to 29 from Spain, Denmark, Italy, France, Poland and Bulgaria, led to an interesting evaluation and to an identification of focal points and keywords that can be the way to understand what the young people expect from the policymakers and from the adults in general. The initial surveys' evaluation was also useful to identify a good way to approach and involve young people, with a better knowledge on what they think is good for them, making possible to create solutions that work for them and could be also addressed to policymakers.

At the end of the research, analysis and recommendations phase, the survey was carried out again with new members that joined the Youth Intervention Team later, in order to validate the results of the first survey and identify other key aspects of youth perception of climate change and the local policy management.

Common findings

Significant differences are found between the different countries when looking at the main youth concerns (question n.2) and priorities (question n.6), as consequence of the importance of some factors like city and context of origin have a big impact on them and their perception of the surrounding world and related issues. However, some common findings also emerged that provide a clearer idea about the vision of young people on climate change issues; in particular about their involvement in the planning of local policies and on the importance of the communication between Municipalities and the young target groups.

A common understanding is represented by the fact that, to the question n.1, more than 70% of young people specified that climate change was due to human actions against the balance of the planet, and pointed out that it is our fault, as a species, that we are in this situation right now. This is a very interesting starting point since it means that somehow **they have integrated a sense of responsibility towards the planet and the community, which can be a seed to further develop active citizenship behaviour.**

Furthermore, **a significant part of the respondents think that the policy-makers do not do enough in the fight against climate change, highlighting a significant degree of distrust from the young people towards the policymakers.** This represents one of the main challenges of the whole project: EYES concept for youth participation, in fact, offers an opportunity to show to the young people that the policymakers care about the future of this planet and the future of the younger generations, and that they as citizens can influence policy making. This is also important information before starting the actions, as it helps tailoring the communication with the young people and the workshops in order to create dialogue spaces to enhance this trust.

At the same time, **the majority of young people agreed that it is important to participate in climate action in order to save the present and future**

as species, to save the future of next generations and to save the planet from destruction.

A large majority of youngsters declared not to have much knowledge about the actions that are being done at the local level by the respective municipalities to mitigate climate change. **A lack of knowledge about the actions put in place by the Municipalities to tackle climate change** together with a lack of communication to promote the actions of the Municipalities to the citizens (and in particular to the young people) is one of the most important points emerged in the specific questions in the survey. Therefore, it also **points to the municipalities to better disseminate their actions to the youth target group,** which would probably contribute to increasing young people's trust in policy-makers, tackling one of the key barriers identified through the survey (youth mistrust in policy-makers).

Instead, in the case young people have knowledge and awareness about the actions taken by the municipality to fight climate change and/or mitigate its effects on people, again a lot of distrust emerged since the majority of youngsters declared that even the policy makers say they do a lot, there are no evidences about concrete actions. This is a confirmation of the **necessity to build mutual trust between the two parties and to enhance communication between public authorities and young people.** These stronger communication actions targeting young people could be included as key actions in the Sustainable Energy and Climate Plans (SECAP) of the municipalities to foster its implementation and monitor its impacts.

In fact, considering the communication, intended both as the possibility to obtain clear information about the actions on climate change carried out by the Municipalities, and as the capacity of the policymakers to involve youth in these kind of activities, we see how communication and youth engagement represent a critical aspect, but at the same time is a starting point that allows the EYES project partners to work with.

With reference to the young involvement in the decision-making process at local level, **the majority of the young people do not know how to**

interact with the municipality, but associations and unions can be a good support for the council to work with to disseminate the information and to target youth, and a connection can be made with the joint efforts of the municipality and the citizens.

Consequently, **the majority of young people surveyed have the perception of not being able to influence the local energy policies;** but, at the same time, **a good portion of young participants declared that they think they can influence the local energy planning process.** This led to a fundamental remark: the conviction that **youth can influence the municipality or their close community** is a first step to strengthen active citizenship among younger generations.

The involvement of other young people in combating and mitigating climate change is one of the main challenges and objectives of EYES project: in the survey, two dedicated questions (n°9 and n°11) have been inserted in order to understand **how the involvement process can be positively carried forward,** from the engaged youngsters' point of view. **Again, the need of improving communication channels and tools for reaching all the interested targets emerged;** it is a common vision since these answers came from people of different countries so it seems that is a general thought and not something that comes from a single community.

The need to inform is not only addressed to the Municipalities but refers also to education, communication, dissemination events or activities within the formal education institutions; in fact, **it can be pointing at the need of faster integration of emerging topics in the school curricula to adapt it to young people's interests and to what they see around them. Also, a lack of education on citizens' participation in local matters seems missing in formal education,** the first reference model youngsters tend to point to.

Communication and information activities become even more central when it comes to seeing through which actions/activities other young people can be involved in the fight against climate change.

Analysis of the skills and competencies gained

Using the standardised factsheet and guidelines for assessing skills and competences (see Annexes), partners and the Advisory Boards, the following impacts on skills of the young participants have been observed:

A) POLICY-MAKING

- **Missing skills, and how the project helped developing skills:** in general, it has been observed that young people do not know which are the policy processes for citizen participation, nor they know which actions is their municipality undertaking to fight climate change. The overall process helped the youngsters to **increase young people's interest in local climate action and on the public participation tools/decision-making processes** they can use to influence local policies. It also helped to put them in other people's shoes and think about what could be done from a **global perspective,** not only theirs, including other groups like the elderly, vulnerable groups, etc. The process resulted in **increased cooperation and co-creation skills** by using different tools to make them identify local problems and possible solutions. An important outcome is also that the methodology helped them increase their knowledge and **mapping key stakeholders at local level** working on climate topics from different perspectives. This can be useful for their future introduction in the labour market both for having a global picture of the main stakeholders in this sector and their roles (if they want to pursue a career in the energy/climate sector), and by having collaborated with them previously through the Advisory Boards. Knowing which are the relevant public and private stakeholders working on this specific topic, and the fact that they do not know how to relate to them has also been identified as one of the common missing knowledge among young people. In general, the EYES methodology has contributed to provide the youth with insights to **assess the relevance and how to be engaged in the planning processes,** and how to participate in the local debates on the green agenda. They have gained skills on organisational topics such as **organising events.** It has also contributed in working **concrete exploration,** not just receiving masterclasses, but actual exploration of the topic, and they have gained **skills on speech and advocacy** (they do not usually feel comfortable in front of adult professionals of the topic).

- **Effective incentives to promote active citizenship on that topic, motivational factors:** one of the key aspects to motivate youth and their development of active citizenship is to show them a **genuine interest from local authorities in their opinions and recommendations,** the direct interaction with them, and therefore the possibility of actually influencing their local policies. Also, spending **time with their peers doing something both interesting and important** has motivated the YIT members. Providing some sort of **diploma or certificate** that they can include in their CVs and use in the labour market is also important for keeping engagement. For most of the YIT members, the main motivations have been based on **learning more about the situation in their municipality, thinking about solutions, acting as an active part in minimising climate change, and also the social factor of getting new friends and developing social skills.** Also, young people studying related studies in the university (sciences, politics communication, sociology) saw the EYES project as an opportunity to **better develop their knowledge and skills and apply it into a real environment.**

B) SOCIAL INCLUSION

- **Engagement and continuity of harder-to-reach groups:** this has been an important challenge for the project, but some strategies have proved effective. The mentioned above about **providing certificates** can help, but also **organising activities of particular interest tailored to the participants, using microinfluencers, or using reference models from their own fields of interest** (e.g. hip hip as a tool for developing the recommendations), working with the **local schools,** and especially **using other young people to communicate** the project needed inputs' to them. The main motivation of the young people involved has been to **create a social youth community** around climate and sustainable living, and cooperating with other stakeholders. **Asking the young participants which topics they are interested in** the most and tailoring the activities to these is also key for ensuring continuous engagement.

C) EDUCATION

- **New knowledge acquired on climate change:** in general, the young participants have **improved their knowledge (in "quantity" and quality) on climate causes and consequences, and on climate adaptation and mitigation measures** already undertaken locally or new ones that could be implemented. They have also learned to **use**

scientific references and discard fake news, learning where they can find reliable information and which can be the criteria to select trustful sources.

- **New knowledge on local planning:** the project raised awareness on the participants of **the need for higher public participation and citizens' engagement in shaping their cities,** and that even if they are young and sometimes cannot vote yet, they can and should express their needs and opinions. They also learned **how the specific local planning processes work in their city,** and the key departments involved, the cycle, the role of the various stakeholders involved, and the relevance and content of the process. In some cases, they also learned that **there is a local planning process on this topic,** and some contents or main **action lines of the Sustainable Energy and Climate Action Plans** (SECAPs)

- **Leadership:** EYES encouraged young people to **take a leading role in shaping the future of their cities, and to act as multipliers** for climate action for the common good. Through having different roles in the YIT (like organising events, communication, finding funding for an event, facilitator of local workshops…) the participants also developed leadership skills by assuming a specific responsibility and making it happen. **Distributing roles for the different responsibilities of for thematic areas is one of the key lessons learnt for promoting leadership roles among the young participants.**

- **Social skills:** EYES enhanced **group cohesion, active listening of group members, intergenerational relationships and friendship** (among the youth, and also with the Advisory Board members and city representatives).The participants learned how to **efficiently debate, work together and co-create solutions,** as well as to put in other people's shoes, **empathise and look at things from different perspectives.** It has been observed as well an **increase in self-confidence** when defending their ideas in front of others, speaking in public, making questions in the workshops, etc.

- **Enhanced critical-thinking and problem-solving skills:** we have observed an increased ability to **identify and prioritize problems and figure out solutions taking into consideration multiple aspects and needs** (e.g. not only using a climate perspective, but integrating economic considerations, or social aspects), and looking for relevant information before working out the solutions. The co-creation process in general has contributed to develop problem-solving skills and critical

thinking, as well as the **distribution of roles within the YIT group and taking the responsibility that this entails.**

- **Communication skills:** the process contributed largely in the participants' development of communication skills from different perspectives: it increased their ability **to express and transfer own thoughts, opinions and recommendations** (both in small groups and publicly); increased their **capacity to listen to others,** understand and respect others' opinions; **make public presentations; social media communication skills, storytelling and campaigning; video-making skills; they gained skills in debating and improved their oral and written skills** (how to structure an oral or written narrative).

- **Other skills acquired:** the project resulted also in other important skills, like:

    - Integrity (undertaking assigned tasks with willingness to accept the responsibility and liaising with peers and stakeholders).
    - Organisational skills
    - Research skills
    - Flexibility and adaptation (capacity to find alternative solutions)
    - Several digital skills, especially for the use of online collaborative tools for teamwork.

Recommendations for implementing Youth Participatory methodologies

The recommendations are structured in the phases used in the EYES methodology. For each project phase, a list of recommendations emerged after the project implementation that can be useful for other municipalities willing to engage in participatory processes with young people.

ENGAGEMENT PHASE

Engagement strategies must take into account **not only cultural and socioeconomic variables** (different lifestyle and habits), but also the size of the municipality implementing the action.

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.

If the Advisory Boards that will mentor the young people are composed also by young people, with similar ages than the Youth Intervention Team members but with an additional expertise, **it is easier to communicate and to connect with the young people.**

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 that facilitate youth engagement.

Having a **young member being the leader** who communicates and engages the other YIT members works very well.

Several pilots found difficulties to reach harder-to-reach groups to be engaged in the initial core group, so they recruited **motivated youngsters** and the strategy to reach other youth groups was for them **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.

A **flexible border between the Advisory Board members and the YIT members also helps engagement.** 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).

YITs conceived 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 dealt with, the youth profile is often caught between temporary jobs or is subject to the schedule of exams, etc., so giving flexibility to the participation schemes provide an incentive for engagement.

The **involvement of schools and NGOs associations** is fundamental in order to reach also vulnerable groups of young (at economic and social level).

In case of participation to European projects, give them the possibility to travel **to visit other realities** other than those in which they live.

Use influencers and microinfluencers to reach and motivate them.

During the evaluation phase (and the validation sessions), the youngsters involved ratified that **the best ways to reach youth are social networks, specific talks, courses or workshops** (with youth organizations and in high schools), and fairs (e.g. sustainable food fairs).

TRAINING PHASE

workshops

Asking the young members **what motivates them is essential to have a successful workshop.** The foreseen contents that are initially intended to deliver **can be shaped to respond to their motivations,** in order to increase participation and interest.

To record the sessions so that the young people that cannot make it are able to access the information afterwards.

Tailoring the workshops calendar: reaching full attendance is hard since young people do this outside school or university, so agree with them the schedule helps increasing attendancde.

Sometimes **quality is better than quantity:** having fewer attendants allows to be more dedicated to those attending. This is especially relevant for harder-to-reach or vulnerable profiles of youth.

Having gamification, additional perks, breakfast or a snack available works in cases of young people who might be interested but indecisive.

The **knowledge acquired** will enable the YIT members to be more adaptive to the labour market. This is especially important when talking about hard to reach groups. So highlighting potential uses of the workshops' outputs in their CV can also motivate them.

It is important **to design dynamic activities** for the workshops as a motivation factor, and it **differentiates the activities** from regular school classes. Favour a **non-formal approach** by AB members, avoiding carrying out academic lessons, but favouring the direct **involvement of young people with playful activities,** concrete cases, learning by doing methodology.

Have YIT team members take on the role of teachers: in fact, a brief initial introduction by a representative of the YIT (explanation of the objectives and activities of the project) creates a **more relaxed atmosphere** and stimulates the debate among peers, eliminating the barriers between young and trainers.

In the case of online activities (online calls, webinars, etc.), make use of **videos and photos,** introduce quizzes, questionnaires and play activities to maintain a high level of concentration.

Encourage the **division into small groups** to stimulate debate.

RESEARCH, ANALYSIS AND ELABORATION OF RECOMMENDATIONS

Co-create and share with the youngsters the methodology for analysis and research, based on the identified topics, so they are part of the decision-making process.

Involve young people in the analysis of municipality problems according to their personal needs, so to foster interest and a practical approach. Use **concrete and real cases,** close to the needs of young people, using examples, when necessary.

Use of **expert support** (for example university professors and technicians) in the research process, especially if during the engagement strategy university students were targeted and they can use this research for their university courses.

Constantly **update of websites and communication channels** in order to encourage young people **to find the right sources of information.**

Address identified problems with a **language within reach of young people,** avoiding technical and bureaucratic terms.

Develop **partnerships and promote meetings with environmental associations** to investigate the issues identified, to try to develop a more complete analysis process.

Provide a series of **suggestions and tools to the young participants** that serve only as a stimulus to help them in the research phase.

Develop and provide recommendations with the **type of problem clearly in mind.**

VALIDATION SESSIONS

Carry out validation sessions is useful to **create a shared ownership of the results** of the research and the recommendations that the youngsters will deliver to the municipality.

Full involvement of young people in the **identification and selection of case studies to be used in these sessions.** Preparation and analysis of case studies also with support of AB members and partner staff.

Empower young people in **respecting the deadlines** for the delivery of tasks distributed in order to strengthen team work skills.

Using outdoor events for the validation sessions guarantees visibility and can also act as a showcase and advertising for the involvement of other young people.

In case of **online mode,** organize validation sessions with a **maximum of 10 participants** to be able to maintain a high level of involvement and concentration.

In case of online mode, take into consideration **problems related to technology,** such as poor internet connection, lack of webcam and microphone, which can lead to the loss of stimuli.

Set goals for each young participant to increase their sense of responsibility (for example, each participant undertakes to involve at least two other peers).

Provide initial indications and objectives, and then **leave room for the youngsters to create.**

Offering concrete possibilities (for example the possibility of being part of a youth forum) increases the possibility of involving other young people.

Challenges encountered during the process

Adapt to political cycles

One key aspect to consider when upscaling participatory methodologies is to choose the right moment considering the local and national political agendas, in order to ensure the political support at the local level and maximise the impact and outreach.

Seasonal constrains

Considering the main target group is young people, it is also important to consider university/school scheduling, summer and winter holidays, periods with exams, etc. and adapt the activities to their routines.

Keep engagement of the youth members along the process

The major challenge is to keep the engagement of the young participants and scale it up to other youngsters through local actions where they act as climate ambassadors. In that sense, co-creation processes have been proven to enhance a sense of belonging to the project goals and motivation within the young participants, as they see their suggestions become actions with higher impact thanks to the municipalities' resources and commitment.

Engage vulnerable groups

While vulnerable young people can be hard to reach, it has been proven to be an achievable task: municipalities usually can identify vulnerable profiles in their territory and, if there are the appropriate resources, target them. But successfully engaging them on a permanent basis in a citizenship participation process is still a current challenge. Some incentives have been defined, like offering free or lower prices for public services (e.g. theatre, swimming pool, etc.), including the participation within the curricula of vocational schools, and also providing a final specific objective, maybe more oriented to entertainment activities (like a festival or final event). Also, a key aspect is to provide different forms of engagement in different phases, and avoid the requirement of total commitment during all the participation actions. If a total commitment is required from the beginning, this usually frightens and leads to exclusion of some profiles of youngsters that are not especially motivated by climate action. It is important to be flexible in that sense and adapt the participation to their pace.

Local adaptation to stakeholders

A key aspect is also to engage key actors and influencers in the territory, and this can also help shaping the action thanks to the synergies that can be built with them.

Permanent structures for youth participation in local matters

Youth participation involves both the creation of 'spaces' where young people can express their views and opinions, but also opportunities for decision makers to listen to those views and opinions and to take them into account to improve their policies. The EYES methodology can provide this space, but there are other alternatives in order to incorporate sustained young participation in the local policies.

This section presents different possibilities to enhance youth participation in climate policies, and outline strategies for setting up permanent structures to ensure engagement of youth in the regional/local climate and energy planning process. The outlined structures are based on the EYES pilots implemented in six municipalities, considering different socioeconomic, political and cultural contexts, and can be of inspiration for other municipalities willing to deploy these kind of structures.

Sonderborg (Denmark)

The permanent structure explored in Denmark was the Youth Climate Councils. Through the participation of 10-20 young people that represent the youth in the political decisions process, the Council would be the interlocutor with the municipality and provide them recommendations from the younger generations' perspectives. Their suggestion is that the Council is recognised as political actor and a resource base in the Municipality and is invited into the decision-making process, by asking the young members to give their perspectives and critique on the respective proposals.

Granollers city council

The Granollers city council decided to tackle this through two different ways. We hereunder give a short description of each and then in section 3 we explain the ECOfest in more detail.

1. Environment & Sustainability advisory board of Granollers City Council (CAMS). Some members of YIT were invited to be part of the advisory board and one decided to be part of it as a regular member. The CAMS structure will take into account the youth participation from now on and try to actively integrate new members. The main goal of the CAMS is to be a permanent structure that is qualified and serves as an advisory board made by professional and renowned experts. This AB is linked to the principles and areas established in the international and local instruments on sustainable development. There are

in total 20 participants that are part of the CAMS Advisory Bord, which now integrates also young participants from the EYES project.

2. Eco-Festival (ECOfest). This is a festival that is co-created, co-designed and co-organized by YIT members (2019-2020), with the support of the EYES project partners, the Advisory Board, created in the frame of EYES project, and the Granollers city council. This has been used as motivation for the younsgters to have a specific goal to work on, give them visibility at local level, and present their recommendations to the Mayor and their community in the framework of a broader event. Along the process, the youngsters do the research, work on groups divided on differnt topics, and use it to both draw the recommendations and use them for public dissemination in their own community.

Metropolitan City of Naples - Italy

The Youth Council is a permanent board with the aim to support youth activities in the city. The Board's task is to produce documents and proposals to be submitted to the relevant municipal administration bodies on youth issues, to promote research and meetings on youth topics such as environmental and social issues. Furthermore the Board aims to foster the connection between youth groups and local institutions.

The aim is to stimulate active citizenship as instruments to develop an active citizenship among young people that can learn more about policy processes and, at the same time, to stimulate the institution in listening to the youth's thinking. The Permanent structure in Naples already exists according to the Italian law but it needs to be better developed to involve more young people into the decision making process.

Lyon Metropolitan - France

Nota bene: The permanent structure described just after has not been presented to elected people of Lyon Metropolitan area. Thus, the following presentation should be considered as an idea for the future and no more.

A permanent structure called Lyon Metropolitan Youth Climate Council, divided in working groups (by themes : food, waste, mobility, sustainable consumption, energy, biodiversity…) composed of 20 to 30 youngsters, aged between 18 and 30 years old.

Varna municipality - Bulgaria

The UBBSLA team decided to use the established and operating Youth Forum in Varna municipality and to integrate the YIT and the AB members to pursue and diffuse the

outcomes of the EYES project and capitalize on the active youth engagement in the local life. The Youth Forum is an independent body within Varna municipality uniting more than 140 youth organizations from Varna and the region.

The main goal of the Youth Forum activity is to stimulate public engagement and youth participation in development and implementation of the long-term development of Varna, especially in the youth strategy development process. At the same time is an instrument stimulating the cooperation between the youth organizations in development and application of youth initiatives in Varna.

Cieszyn - Poland

This pilot permanent structure studied is the Cieszyn Youth Climate Council (CYCC), a council to provide recommendations to the municipality. It would also incluse "youth think thanks" supporting the CYCC in specific topics/areas and would perfrom the work using specific working groups.

The main topics discusses within the CYCC would be the ones identified through the participation process of the EYES project and the priorities set up by the municipality on energy and climate.

Other strategies or structures for permanent participation of youth

Apart from using existing Youth Councils to tackle specifically climate emergency, or the creation of new ones, other examples of permanent structures or strategies that can be considered are:

- Annual Youth Summit to gather inputs from a larger sample of youngsters and make them deliver recommendations at the end of the summit.
- A coordinated activity in all the education centres in the municipality to gather inputs from youngsters from different neighbourhoods, producing outputs to be delivered to the municipality by the youngsters and the teachers.
- Carry out a yearly survey to gather inputs.
- Create new communication channels for youth (for example, a new mailbox for providing inputs, or a reference person/department in the municipality).
- Organising an annual event for youth participation (like the Eco-Fest).

Conclusions

- The willingness of young people to take part in local dynamics has clearly emerged during the process of the EYES project, understood as participation for the planning of long-term political strategies, as in the case of environmental issues and climate change. **Young people want to play a role,** but to do this; they need adequate tools and strategies to get involved: in most cases, they feel cut off from local political life, too often the exclusive prerogative of adults, or they do not know the local mechanisms to participate (beyond elections, where many of them cannot still vote).

- Self-confidence usually plays a role too, especially within vulnerable groups, as **many young people feel like they lack knowledge or tools to debate or confront ideas with experienced adults, public staff and decision-makers.**

- Youth want **to express their views on issues that affect their future,** such as energy and environmental strategies, but do not find ways to interact with local policy makers. This is mainly due to an important **lack of adequate communication** on the part of local authorities, who do not usually tailor the information to the youth target groups, and are unable to communicate and effectively promote the activities they carry out. Therefore, this significant part of the population made up of the younger generations is cut off from their communication scope. **This leads many times to young people's distrust in politicians,** due in part to a lack of knowledge on the actual activities the local government is performing.

- **Very often the communication used is not tailored but political and bureaucratic**, full of technical terms that inevitably cool the interest of young people in local political issues. Finding information on initiatives and activities through institutional channels is a difficult task and young people must be guided by experienced people who have mastered the mechanisms that govern a public body and politics in general.

- **The organization of street events** with the presence of influencers and celebrities (singers, footballers, athletes, actors) favours the possibility of involving other young people who, through activities and events in line with their habits

and lifestyles. At the same time, organizing meetings and workshops with a non-formal approach is the key to success: **leaving room for the creativity of young people, their needs and requirements** through the discussion of case studies and best practices from other realities, allows to reduce distances and facilitates discussion among peers, also favoured by a division into small groups to have greater possibilities of focusing on a specific topic.

- Another success factor that emerges is the possibility for young people **to acquire skills on specific topics.** Starting from real cases to introduce more complex concepts, using games, quizzes, questionnaires and audio-visual material favours a greater understanding and possibility of analysing public issues. **Therefore, youth participation can be used both for better policy-making and for educational purposes.**

- **The role of associations** (cultural, environmental, voluntary, NGOs) and of other actors involved in other local level (schools, churches) in supporting the identification and involvement of vulnerable groups of young people (especially at a social and economic level) is fundamental.

- Also, introducing the subject of **Environmental Education from the early years of compulsory school is important on the particular topic of climate action,** in order to shape and train the younger generations for a more sustainable future, accustoming them to adopt responsible and sustainable behaviours. **The approach should be based on their potential of action,** as fear is already a common feeling among younger generations, and it can lead to blockage or frustration rather than to positive action.

- A lot of excitement emerges among the young people of European countries, tired of being passive spectators and eager **to make their own contribution** in the adoption of long-term local policies, to make their voices heard on issues that will change their future. The **several grassroots movements** that have been emerging in recent years (Fridays4Future above all) can really represent the passe-partout **to finally have a say in the decisions of their respective communities.**

Annexes

ANNEX 1

Evaluation surveys' template used

EYES Young Evaluation and Monitoring Survey

With the support of the Erasmus+ Programme of the European Union

Age

.....

Gender you identify with

- ☐ Female
- ☐ Male
- ☐ Other

Are you working or studying, or both? What studies or work do you do?

.....

Are you involved in other volunteer initiatives? Which ones?

.....

1. How would you define climate change?

   .....

2. What are your biggest concerns about climate change?

   .....

3. Why do you think it is important to participate in climate action?

   .....

4. Are you aware of the energy, mitigation and adaptation climate change policies in your municipality?

   .....

5. How do you fell about the actions taken by the city council / municipality to fight climate change and / or to mitigate its effects on people?

   - ◯ There are things being done
   - ◯ "They" say they do a lot, but we still expect to see concrete actions
   - ◯ "They" don't care about climate change
   - ◯ I don't know
   - ◯ Other: .....

6. What are your priorities on a scale of 1 to 5 in the fight against climate change?

	1	2	3	4	5
Food	☐	☐	☐	☐	☐
Waste	☐	☐	☐	☐	☐
Transportation	☐	☐	☐	☐	☐
Energy (in buildings)	☐	☐	☐	☐	☐
CO_2 capture (tree planting)	☐	☐	☐	☐	☐
Sustainable expenses (clothing, travel…)	☐	☐	☐	☐	☐
Renewable energy production	☐	☐	☐	☐	☐

7. What mechanisms do you know to take part in the local politics of your municipality (e.g. the Teenage Forum)?

.....

8. Do you think you can influence the energy policy of your municipality?

.....

9. What action would you like to suggest to the municipal government in order to involve other young people in combating and mitigating climate change?

.....

10. What level of climate action knowledge do you thing you have?

- ☐ Poor
- ☐ Regular
- ☐ Sufficient
- ☐ Adequate
- ☐ Optimal
- ☐ I don't know

11. Do you think you need to improve your knowledge level on energy and climate issues?

- ☐ Yes
- ☐ No
- ☐ I don't know

12. How do you think other young people could be motivated to become involved in climate action?

.....

Thank you very much for your participation!

ANNEX 2

Guidelines and criteria for the evaluation of competences /// *TEMPLATE USED*

Evaluation of competences

This guidelines should be useful to the AB members but also the the partners to identify degrees of development of certain skills/competences difficult to evaluate by a survey.

Every time the partner and the AB members are in contact or have an activity with the YIT members, they should bear in mind to assess these indicators in a qualitative way, and considering the progress made by the YIT members. If during the activity or meeting only some indicators can be identified, the other can be left without problem.

Policy Making

WHAT	INDICATOR	BRIEF ASSESSMENT BY THE AB MEMBER
New needs of young people/workers identified through the project	Missing skills How the process helps developing skills (quali)	
Effective incentives to promote active citizenship on that topic	Motivational factors	

Social Inclusion

WHAT	INDICATOR	BRIEF ASSESSMENT BY THE AB MEMBER
Continuity (specially Harder To Reach Groups)	How many members of YIT keep participating and motivational factors	

Education

WHAT	INDICATOR	BRIEF ASSESSMENT BY THE AB MEMBER
New knowledge on climate change	How many members of YIT keep participating and motivational factors	
New knowledge on local planning		
Leadership		
Social skills		
Enhanced critical thinking on the topic (problem-solving skills)		
Communication skills		
New skills acquired		

GUIDELINES

FOR MUNICIPALITIES TO USE YOUTH PARTICIPATION FOR IMPROVING LOCAL POLICIES AND ENHANCE YOUTH ENGAGEMENT

IN **CLIMATE ACTION**

Strategies

Participation

Critical Thinking

Active citizenship

EYES
THE YOUNG CLIMATE CITIZENS

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