



YOUTRANSITION

# YOUTH SEEDS FOR A JUST TRANSITION

2024-1-FR02-KA220-YOU-000246991

## YOUTH POLICIES STAKEHOLDER ASSESSMENT REPORT

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AnciLab	Italy
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FNAJ-National Federation of Youth Associations	Portugal
Association for Children and Young People - CHANCE	Poland
Project School	Italy
Learning Seed	Greece
Youth Agency	Georgia

## ABSTRACT

This report is part of the Erasmus+ [Youth Seeds for a Just Transition \(YouTransition\)](#) youth cooperation partnership, a project aimed at strengthening the democratic and civic participation of young people in the promotion of a just transition. It presents the study of youth policies conducted within seven local authority partners in Europe and Georgia, identifying and analysing governance, youth priorities and initiatives, methods of youth participation, good practices and expectations.

The methodological approach is based on the completion of a questionnaire (to collect quantitative data) and the organisation of focus groups (to collect qualitative data) by youth policy managers and local stakeholders. The analysis highlights disparate approaches to the implementation of participatory youth initiatives, emphasises the obstacles to the inclusion of young people in local decision-making processes and identifies the mechanisms put in place for a just transition.

The results indicate the need to intensify awareness-raising, improve access to information and resources and strengthen the skills of youth organisations and local authorities.

The recommendations propose strengthening the participation of young people, setting up inclusive approaches and spaces, and educating and training for a just transition. This report proposes a strategic framework aimed at implementing youth policies that promote and encourage the active participation of young people, thus facilitating their contribution to a fair transition.

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## PREAMBLE

“A just transition for all to an environmentally sustainable economy (...) must be well managed and contribute to the goals of decent work for all, social inclusion and poverty eradication” ([Guidelines for a just transition to environmentally sustainable economies and societies for all, International Labour Organization, 2015](#)).

[The European Green Deal](#) stipulates that the transition will be “fair and inclusive”. The [Just Transition](#) Fund, a pillar of the European Green Deal, aims to mitigate the economic and social impacts of the climate transition on regions most dependent on fossil fuels or carbon-intensive industries. With this in mind, the European Commission considers future generations to be key stakeholders, as they are the citizens who will inherit this transition and the associated social changes.

In January 2021, the European Commission published a policy paper entitled “[Youth for a Just Transition. A toolkit for youth participation in the Just Transition Fund](#)”, whose stated objective is to achieve youth participation in territorial just transition plans. These local strategies must be developed in public consultation with all relevant stakeholders, including civil society and representatives of local communities, as provided for in the European code of conduct on partnership.

In this context, the Erasmus+ youth cooperation partnership [Youth Seeds for a Just Transition](#) aims to strengthen the democratic and civic participation of young people in the ecological and social transition. Based on transnational collaboration between eight partners from the European Union and a neighbouring country (Georgia), the project seeks to integrate young people into decision-making processes and to make them aware of the challenges of a just and inclusive transition. It has been observed that the active participation of young people is still limited, particularly among the most vulnerable segments of the population. To counter this, the project places young people at the centre of an active ideation process.

Through workshops, digital training, participatory events and the creation of prototypes of inclusive services, the aim is to raise awareness among young people and their communities of issues of sustainability, equality and social justice, while strengthening the capacity of youth organisations and local authorities to act together for a more equitable and resilient future.

This project therefore aspires, at a transnational level, to:

- Contribute to strengthening democratic processes and the representation of young people in decision-making,
- Increase information and awareness on the inclusive, transparent and active participation of young people in a fair and equitable transition,

- Strengthen the capacity of youth organisations and municipalities/local authorities in the target countries to raise awareness and promote transnational cooperation for a just transition.

## I. YOUTH SEEDS FOR A JUST TRANSITION PROJECT

### CONTEXT

In line with the [Sustainable Development Goals \(SDGs goals\) of the 2030 Agenda](#) and the [European Green Deal](#), which aims to make [Europe the first carbon-neutral continent by 2050](#), the Youth seeds for a just transition project aims to involve young people in actions linked to the ecological and social transition. Indeed, the project is based on the principle that young people need to play an active role in this transition.

Furthermore, the report “[The state of local and regional democracy – A youth perspective](#)” (Committee of the Regions of Europe, 2022) highlights this challenge, in particular via 2 recommendations which are as follows:

- Involve young people in the design, implementation and evaluation of youth programmes
- Actively encouraging young people to get involved

These recommendations form part of the [EU's 2019-2027 youth strategy](#), which underscores the importance of encouraging young people's involvement in democratic life, while consolidating their civic and social commitment. The participation of young people is therefore at the heart of today's challenges. The aim of the project is to make young people key players in achieving a fair and inclusive ecological and social transition.

### CHALLENGES

For young people to play an active role in the just transition, it is necessary to:

- Provide young people with the resources to participate in public democratic processes;
- Promote the participation of young people and strengthen their interaction with public decision-makers;
- Recognise young people as key actors in a just and equitable transition.

The idea is, therefore, to encourage young people to:

- Understand and explore the link between [sustainable green Europe \(youth goal 10\)](#) and [inclusive societies \(youth goal 3\)](#);
- Design services to meet these challenges.

### OBJECTIVES

The project seeks to:

- Reinforce democratic processes and the representation of young people in decision-making ;
- Raise awareness of young people's active participation in a just transition at local and transnational level;
- Strengthen the capacity of youth organisations and local authorities in the target countries to promote just transition.

## TARGET GROUPS

The project targets the following groups:

- Direct target group:
  - Young people aged 16–25, including NEETs (Not in Employment, Education, or Training) and those facing specific challenges (social, economic, geographic, or cultural);
  - Youth workers and civil servants from local authorities working with young people.
- Indirect target group:
  - Decision-makers, such as elected officials and youth policymakers.

The project also aims to actively involve representatives from the target groups and other stakeholders in every phase of the project, including preparation, implementation and follow-up.

## WORK PACKAGES, ACTIVITIES AND PRODUCTIONS

The project will run for 30 months (from October 2024 to April 2026). It is structured around two main work packages (WP), each comprising different activities.

### WP 2 - “YOUTH ACTIVATION EMPOWERMENT”

- Duration: 23 months (October 2024 - August 2026)
- Objective: strengthen the participation of young people in local decision-making processes and prepare them for a just transition.

### ACTIVITIES

- WP2.1 Youth policy stakeholder assessment report: study youth policies and programmes in order to better understand the levers and challenges related to the involvement of young people in local decision-making processes.
- WP2.2 Mapping and connecting stakeholders: identify and connect stakeholders (public decision-makers, youth organisations) in order to build a network supporting youth participation.
- WP2.3 Programme “Transnational school of service design for just transition”: Develop training for youth workers in the design of services to meet the challenges of the just transition.
- WP2.4 Call to action: select youth workers to attend the face-to-face training.



- WP2.5 Online training for digital citizenship: acquire the skills needed to help young people participate fully in public life.
- WP2.6 International residential campus: organise an international face-to-face gathering of youth workers to strengthen collaboration and the exchange of skills between them.
- WP2.7 Local events: involve young people in the project and raise their awareness of just transition issues.
- WP2.8 Peer learning workshops: prepare young people to co-design services with communities, and share experiences and good practices.

#### MAIN RESULTS

- An evaluation report and a mapping of youth policies.
- A curriculum, an online training programme and an international campus for youth workers.
- Local workshops involving young people and youth workers.

#### WP 3 - "ENHANCE DEMOCRATIC PARTICIPATION"

- Duration: 7 months (September 2026 - April 2027)
- Objective: encourage the involvement of young people in the co-construction of innovative services for a just transition.

#### ACTIVITIES

- WP3.1 Public innovation lab - service design workshops: organise workshops involving young people to develop innovative services that address the challenges of the just transition.
- WP3.2 International peer-to-peer meeting: organise an international meeting between young people to share ideas and solutions for their involvement in the Just Transition.
- WP3.3 International pitch competition: enable young people to present their service projects to a panel of decision-makers and experts, and select six services.
- WP3.4 Prototyping and testing services: support young people in prototyping and testing the services they have designed, and optimise the proposed services.
- WP3.5 Collaboration framework (MoC) and toolkit: develop a Memorandum of Cooperation (MoC) and a practical guide to enable young people and local authorities to replicate or create services.

#### MAIN RESULTS

- Creation of services co-designed by young people and youth workers.
- Signing of a Memorandum of Cooperation (MoC) between the partners to ensure sustainability and define an action plan.
- Development of a toolbox for the creation of services.

## CONSORTIUM

The consortium is made up of the following organisations:



Coordinator - [LENA - Ligue de l'Enseignement Nouvelle-Aquitaine \(France\)](#)

Dedicated to education, citizenship and the fight against inequality through cultural, digital, environmental and European initiatives, LENA develops education, training and civic participation projects.



Partner - [AnciLab \(Italy\)](#)

Affiliated to ANCI Lombardia, AnciLab is a training and support organisation for public administrations, specialising in innovation, green and digital transition, and universal civic service for young people.



Partner - [Città di Lecce \(Italy\)](#)

As the provincial capital and administrative, social and cultural centre, the municipality is active in local development, European project management and youth involvement.



Partner - [FNAJ - Federação Nacional das Associações Juvenis \(Portugal\)](#)

FNAJ defends and represents the interests of youth associations with the public authorities. It promotes the inclusion of all young people, by ensuring their political representation and strengthening their role in society.



Partner - [SZANSA - Stowarzyszenie dla dzieci i młodzieży \(Poland\)](#)

The association combats all types of violence against children and young people and helps them in times of crisis or threats to their safety. It also provides meeting places for young people to encourage their active participation, develop their skills and enhance their well-being.



Partner - [Project School \(Italy\)](#)

Organisation specialised in social innovation and project design, Project School offers training and practical workshops to help organisations create sustainable solutions to societal challenges such as education, environment and social entrepreneurship.



Partner - [Learning Seed \(Greece\)](#)

Learning Seed focuses on non-formal education and combating social exclusion. It supports young people and vulnerable groups through training and initiatives that give them access to educational and professional opportunities.



Partner - [Youth Agency \(Georgia\)](#)

The Agency coordinates and implements Georgia's national youth policy through various programmes. It advocates youth policy at national and municipal levels, supports youth organisations and promotes international cooperation.

### II.1. ISSUE

Work Package 2 (WP2) “Activating Youth Empowerment”, aims to actively include young people in the development of just transition within public authorities. It focuses on involving and empowering young people to ensure that their ideas are at the heart of creating sustainable solutions. The first activity of WP2 is the drafting of this stakeholder evaluation report on youth policies. Prior to the project and for its entire duration, each partner confirmed the participation and collaboration of a local authority. There are now 7 local authorities involved in the project: the municipalities of Głogów (Poland), Lagodekhi (Georgia), Cinisello Balsamo and Lecce (Italy), Braga (Portugal), Argos-Mycenae (Greece) and the agglomeration community Val de Garonne Agglomération (France).

This report aims to provide an understanding of the youth policies currently being implemented within the local authorities involved in the project. To achieve this, 2 works were carried out:

1. a questionnaire, to collect quantitative data identifying general trends, common priorities and key areas in youth policies around the following question: how can local youth policies be improved to better adapt them to the needs of young people, including those with the fewest opportunities, while encouraging their participation in public life?
2. a focus group to gather qualitative information from stakeholders on the following question: how can young people overcome the obstacles that limit their involvement in local decision-making processes, and what initiatives or policies could strengthen their influence in promoting a just transition?

In addition, the results of this evaluation will be used to develop training for youth workers<sup>1</sup>. The aim of this training will be to provide them with the resources they need to support young people in their participation in local life as part of a just transition.

### II.2. WORKS CONDUCTED

#### II.2.A. QUESTIONNAIRE

##### OBJECTIVES

The aim was to identify, within the local authorities surveyed:

- youth policies and actions, partnerships with local organisations, resources and programmes, particularly for young people with fewer opportunities;
- young people's involvement in public life, resources for civic and environmental education, and resources for supporting youth work;
- exemplary projects carried out, and expectations for future initiatives.

In order to:

- provide an overview of local youth policies;
- present recommendations for inclusive support and involvement of young people in the implementation of projects.

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<sup>1</sup> WP2.3 Programme “Transnational school of service design for just transition”

## STRUCTURE

The questionnaire<sup>2</sup> is composed of 4 main topics & 12 subtopics (38 questions: 28 closed questions and 10 opened questions)

4 sections (areas of assessment)	12 subsections (assessment criteria)
<b>1. Local authority</b> <i>This section explores the local authority's role and initiatives in youth policy, looking at its priorities and services, as well as the networks and collaborations that support it</i>	<b>1.1 Informations</b> <i>The purpose of this subsection is to provide general information about the local authority, its structure and responsibilities.</i> <b>1.2 Youth policy: services and priorities</b> <i>The purpose of this subsection is to analyse the local authority's youth policy: specific services and strategic priorities.</i> <b>1.3 Youth network</b> <i>This subsection focuses on the youth network, partnerships and collaboration established between the local authority and local structures.</i>
<b>2. Access to information for young people</b> <i>This section examines the means put in place to ensure that young people have optimum access to essential information, as well as specific actions to support young people with fewer opportunities.</i>	<b>2.1. Resources</b> <i>This subsection explores the various information resources available to young people</i> <b>2.2 Young people with fewer opportunities</b> <i>This subsection explores support schemes, programmes to ensure that these young people with fewer opportunities also have equal access to the information.</i> <i>* Young people with fewer opportunities include those facing social and economic barriers, disabilities, educational difficulties, cultural differences, health problems and geographical obstacles.</i>
<b>3. Youth participation in public life</b> <i>This section looks at the initiatives, schemes, ressources put in place to encourage and strengthen young people's participation in public life.</i>	<b>3.1 Structure &amp; programme</b> <i>This subsection looks at the initiatives, schemes, resources put in place by the local authority.</i> <b>3.2 Civic and citizenship education</b> <i>This subsection focuses on civic and citizenship education</i> <b>3.3. Environmental education and sustainable development</b> <i>This subsection focuses on environmental education and sustainable development.</i> <b>3.4 Support for youth work</b> <i>This subsection focuses on which resources support youth work.</i>
<b>4. Youth projects: good practice &amp; expectations</b> <i>This section looks at the different types of youth projects / youth services implemented, showcases examples of successful practices and outlines expectations for future initiatives</i> <i>* Note the difference between projects and services: projects have a definite start and end, while services are continuous.</i>	<b>4.1 Types of projects carried out</b> <i>This subsection explores the diverse types of youth projects / youth services that have been undertaken.</i> <b>4.2 Example of good practices</b> <i>This subsection highlights examples of successful youth projects.</i> <b>4.3 Expectations</b> <i>This subsection outlines the expectations for upcoming youth projects.</i>

<sup>2</sup> Cf. [annex 1. Questionnaire](#)

### FORMAT

The questionnaire was carried out using a digital form. It was distributed by e-mail and completed online by respondents.

### RESPONDENTS

One youth representative per local authority:

- Municipality of Głogów - Poland,
- Municipality of Lagodekhi - Georgia,
- Municipality of Cinisello Balsamo - Italy,
- Municipality of Lecce - Italy,
- Municipality of Braga - Portugal,
- Agglomeration community Val de Garonne Agglomération - France,
- Municipality of Argos-Mycenae - Greece,

i.e. 7 respondents to the questionnaire.

### II.2.B. FOCUS GROUP

The focus group technique is based on a discussion led by one or two moderators to gather qualitative data on specific themes. The discussion groups were an essential component of the project, as they enabled a better understanding of young people's participation in decision-making and their role in achieving a just transition. These sessions provided an opportunity not only to gather information and ideas, but also to initiate and establish links with the local authorities concerned regarding their involvement in the project.

### OBJECTIVES

The aim was to provide information on the following topics:

- Young people's participation in local decision-making:
  - Obstacles/challenges to young people's participation in decision-making processes
  - Actions and policies aimed at strengthening young people's participation that have already been put in place as part of projects and initiatives.
- Just transition:
  - Survey participants on their understanding of the concept, identify similarities or differences in definitions.
  - Gather reflections and testimonies on the tangible impacts of just transition, particularly in the local context, and on its interaction with the involvement of young people.

### STRUCTURE

Phase	Duration	Activity
Introduction	20 minutes	Presentation of the project <ul style="list-style-type: none"><li>• Context</li><li>• Objectives</li><li>• Activities and productions</li></ul>

		<ul style="list-style-type: none"> <li>Expected results</li> </ul>
Discussion	40 minutes	Open-ended questions <sup>3</sup> about 2 main topics <ul style="list-style-type: none"> <li>Youth participation in decision making process</li> <li>Just transition: definitions and insights</li> </ul>
Conclusion	30 minutes	Summary of participant feedback

#### **FORMAT**

- Focus group technique: questioning and brainstorming (open questions)
- A grid of questions, drawn up in advance, was made available to the moderators/facilitators.
- Duration: 1h30
- Format: The face-to-face format was preferred. The remote format was an alternative in case of geographical distance.
- Facilitation: 1 to 2 people (one moderator/facilitator, one reporter)
- Data collection:
  - Notes taken by a rapporteur;
  - Audio recording possible (with participants' consent);
  - A summary sheet was provided to organise and collect the data.

#### **PARTICIPANTS**

- Panel:
  - Local authorities and representatives,
  - Youth workers and youth organisations,
  - Educational actors and school representatives.
- Number: between 8 and 12 persons.

<sup>3</sup> [Cf. annex 2. Focus group questions](#)



## RESULTS

### III.1. QUESTIONNAIRE

#### III.1.A. SUMMARY BY LOCAL AUTHORITY

##### MUNICIPALITY OF GŁOGÓW, POLAND

##### ANSWERS TO THE QUESTIONNAIRE

MUNICIPALITY OF GLOGOW (POLAND)	
<b>INFORMATION</b>	
Local authority	Municipality of Głogów
Number of residents	70.000
Proportion of young people	33%
Responsible of youth policy	<ul style="list-style-type: none"> <li>• The Mayor</li> <li>• Youth advisory board or council representative</li> </ul>
Department / office dedicated to youth policy	Yes
<b>YOUTH POLICY</b>	
Services directly managed per priorities areas	<ul style="list-style-type: none"> <li>• Education and training: Workshops/Seminars</li> <li>• Sports, Culture, Leisure: Centres/Spaces Dedicated</li> <li>• Civic engagement, volunteering: Events/Information Sessions/Campaigns</li> </ul>
<b>YOUTH NETWORK</b>	
Types of organisations the local authority prioritises working with	<ul style="list-style-type: none"> <li>• Schools and educational institutions</li> <li>• Sports Clubs/Associations</li> <li>• Youth Centres and Community Centres</li> </ul>
Number of youth associations known (or estimated)	Between 3 and 5
Number of third-sector entities known (or estimated)	Approximately 40
<b>ACCESS TO INFORMATION</b>	
<b>RESOURCES</b>	
Social networks or online activities dedicated to young people	Yes <ul style="list-style-type: none"> <li>• Social networks</li> </ul>
Digital educational programmes for young people	No <ul style="list-style-type: none"> <li>• Not a priority</li> </ul>
<b>YOUNG PEOPLE WITH FEWER OPPORTUNITIES</b>	
Resources or programmes adapted to the needs of young people with fewer opportunities	<ul style="list-style-type: none"> <li>• Social integration programmes</li> <li>• Training and career guidance</li> <li>• Scholarships and financial aid</li> </ul>
<b>YOUTH PARTICIPATION IN PUBLIC / DEMOCRATIC LIFE</b>	
<b>SCHEMES</b>	
Youth organisations, councils or initiatives	Yes
Structure or programme including disadvantaged young people	Yes
Programmes for youth participation	<ul style="list-style-type: none"> <li>• Youth Councils</li> </ul>

including disadvantaged young people	<ul style="list-style-type: none"> <li>• Community events</li> </ul>
<b>CIVIC AND CITIZENSHIP EDUCATION</b>	
Resources for education in human rights and democratic citizenship	<ul style="list-style-type: none"> <li>• Awareness-raising days and community events</li> <li>• Educational programmes in schools</li> <li>• Partnerships with NGOs</li> </ul>
<b>ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT</b>	
Resources for education in environmental and sustainability	<ul style="list-style-type: none"> <li>• Educational programmes in schools</li> <li>• Awareness-raising days and community events</li> <li>• Workshops and training</li> </ul>
<b>SUPPORT FOR YOUTH WORK</b>	
Strategies, laws and resources to support and sustain youth work	<ul style="list-style-type: none"> <li>• Establishing local partnerships with associations and businesses</li> <li>• Local action plan for youth Employment and Integration</li> <li>• Funding and grants for youth projects</li> </ul>
<b>YOUTH PROJECTS: GOOD PRACTICE</b>	
<b>YOUTH PROJECTS / YOUTH SERVICES DURING THE PERIOD 2023-2024</b>	
Youth projects: areas	<ul style="list-style-type: none"> <li>• Civic engagement and volunteering</li> <li>• Sports, culture, leisure activities</li> <li>• Environmental and sustainability Programmes</li> </ul>
Youth projects: organisation partners	<ul style="list-style-type: none"> <li>• Schools and educational institutions</li> <li>• Associations/NGOs</li> <li>• Sports Clubs/Associations</li> </ul>
Youth services: areas	<ul style="list-style-type: none"> <li>• Sports, Culture, Leisure activities</li> <li>• Other: Transportation</li> </ul>
Youth services: organisation partners	<ul style="list-style-type: none"> <li>• Local businesses</li> <li>• Sports Clubs/Associations</li> </ul>
<b>GOOD PRACTICE</b>	
Example of a project carried out in 2023-2024 considered to be good practice	<ul style="list-style-type: none"> <li>• The advocacy campaign run by young people in schools that were mobilising themselves to convince the municipality to provide local transportation for young people who live in small villages around the town after school hours. Until then the bus was only operating within school times, so young people who wanted to use local transport to get into town in the evening were not able to. The regional Youth Council ran a campaign for the transport to be provided in the evenings. They were successful as after 3 months the town, together with the local transport company, started to provide local transportation in the afternoon and the evenings.</li> </ul>
<b>EXPECTATIONS</b>	
Expectations for the youth projects to be developed	<ul style="list-style-type: none"> <li>• Create a space for youth organisations and initiatives. A motion is currently being considered by the City Council with a view to creating such a space.</li> </ul>



### KEY POINTS

- Youth policy is supervised by the mayor and a representative of the youth advisory council/municipal council. The municipality has a department dedicated to youth policy. The priorities are education/training, sports/culture/leisure and civic engagement/volunteering. The services focus on youth structures, events, information sessions and programmes aimed at including all young people.
- Youth network is organised around associations, sports clubs and educational institutions. Youth work is based on partnerships with associations and companies, supported by funding for projects led by young people and a local action plan for the employment and integration of young people.
- Digital education programmes are not a priority.
- The municipality supports young people with fewer opportunities through career guidance programmes and financial aid.
- A youth council and events encourage the participation of young people in local decision-making processes.

### EXPECTATIONS

- Create a space for youth organisations and initiatives. A motion is currently being considered by the City Council with a view to creating such a space

### KEY PROJECT

The advocacy campaign run by young people in schools that were mobilising themselves to convince the municipality to provide local transportation for young people who live in small villages around the town after school hours. Until then the bus was only operating within school times, so young people who wanted to use local transport to get into town in the evening were not able to. The regional Youth Council ran a campaign for the transport to be provided in the evenings. They were successful as after 3 months the town, together with the local transport company, started to provide local transportation in the afternoon and the evenings.

<b>MUNICIPALITY OF LAGODEKHI (GEORGIA)</b>	
<b>INFORMATION</b>	
Local authority	Municipality of Lagodekhi
Number of residents	41.678
Proportion of young people	19.6%–22%
Responsible of youth policy	<ul style="list-style-type: none"> <li>• The Mayor</li> <li>• Youth advisory board or council representative</li> </ul>
Department / office dedicated to youth policy	No <ul style="list-style-type: none"> <li>• A youth affairs specialist is employed full-time.</li> <li>• The NNLE (Non-entrepreneurial Non-commercial Legal Entity) Centre for Culture, Sports and Youth manages youth policy direction.</li> </ul>
<b>YOUTH POLICY</b>	
Services directly managed per priorities areas	<ul style="list-style-type: none"> <li>• Education and training: Centres/spaces dedicated, Supporting programmes dedicated, Online platform</li> <li>• Environmental and sustainability programmes: Events/information sessions/campaigns</li> <li>• Inclusion and diversity programmes: Supporting programmes dedicated, Workshops/seminars, Events/information sessions/campaigns</li> </ul>
<b>YOUTH NETWORK</b>	
Types of organisations the local authority prioritises working with	<ul style="list-style-type: none"> <li>• Schools and educational institutions</li> <li>• Youth centres and community centres</li> <li>• Associations/NGOs</li> </ul>
Number of youth associations known (or estimated)	Approximately 10
Number of third-sector entities known (or estimated)	Approximately 10
<b>ACCESS TO INFORMATION</b>	
<b>RESOURCES</b>	
Social networks or online activities dedicated to young people	Yes <ul style="list-style-type: none"> <li>• Social networks</li> </ul>
Digital educational programmes for young people	No <ul style="list-style-type: none"> <li>• Lack of resources</li> </ul>
<b>YOUNG PEOPLE WITH FEWER OPPORTUNITIES</b>	
Resources or programmes adapted to the needs of young people with fewer opportunities	<ul style="list-style-type: none"> <li>• Social integration programmes</li> <li>• Access to health services</li> <li>• Training and career guidance</li> <li>• Scholarships and financial aid</li> <li>• Collaboration with NGOs and associations</li> </ul>
<b>YOUTH PARTICIPATION IN PUBLIC / DEMOCRATIC LIFE</b>	
<b>SCHEMES</b>	
Youth organisations, councils or initiatives	Yes
Structure or programme	Yes

including disadvantaged young people	
Programmes for youth participation including disadvantaged young people	<ul style="list-style-type: none"> <li>• Youth councils</li> <li>• Consultation workshops</li> <li>• Polls and surveys</li> </ul>
<b>CIVIC AND CITIZENSHIP EDUCATION</b>	
Resources for education in human rights and democratic citizenship	<ul style="list-style-type: none"> <li>• Workshops and training</li> <li>• Cultural and artistic activities</li> <li>• Partnerships with NGOs</li> </ul>
<b>ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT</b>	
Resources for education in environmental and sustainability	<ul style="list-style-type: none"> <li>• Contests on the connection between the environment and health</li> <li>• Workshops and training</li> <li>• Partnerships with NGOs</li> </ul>
<b>SUPPORT FOR YOUTH WORK</b>	
Strategies, laws and resources to support and sustain youth work	<ul style="list-style-type: none"> <li>• Funding and grants for youth projects</li> <li>• Establishing local partnerships with associations and businesses</li> <li>• Creation of permanent youth-dedicated structures</li> </ul>
<b>YOUTH PROJECTS: GOOD PRACTICE</b>	
<b>YOUTH PROJECTS / YOUTH SERVICES DURING THE PERIOD 2023-2024</b>	
Youth projects: areas	<ul style="list-style-type: none"> <li>• Education and training</li> <li>• Sports, culture, leisure activities</li> <li>• Environmental and sustainability programmes</li> </ul>
Youth projects: organisation partners	<ul style="list-style-type: none"> <li>• Schools and educational institutions</li> <li>• Youth centres and community centres</li> <li>• Associations/NGOs</li> </ul>
Youth services: areas	<ul style="list-style-type: none"> <li>• Education and training</li> <li>• Sports, culture, leisure activities</li> <li>• Inclusion and diversity programmes</li> </ul>
Youth services: organisation partners	<ul style="list-style-type: none"> <li>• Schools and educational institutions</li> <li>• Youth centres and community centres</li> <li>• Associations/NGOs</li> </ul>
<b>GOOD PRACTICE</b>	
Example of a project carried out in 2023-2024 considered to be good practice	<ul style="list-style-type: none"> <li>• Funding Project for Youth Councils</li> </ul> <p>In 2024, 13 projects were submitted by youth councils, reviewed by a special commission. 11 projects were funded with a total budget of 33,000 GEL.</p> <ul style="list-style-type: none"> <li>• Environmental Protection Competition ("Be a Supporter of the Environment")</li> </ul> <p>An environmental competition promoting healthy lifestyles. Eight young people participated, and winners were awarded cash prizes.</p>
<b>EXPECTATIONS</b>	
Expectations for the youth projects to be developed	<ul style="list-style-type: none"> <li>• Involve more young people in decision-making processes</li> <li>• Diversify youth projects, focusing on skills development, sustainability, inclusivity, and accessibility</li> </ul>

### KEY POINTS

- Youth policy is supervised by the mayor and a representative of the youth advisory council/municipal council. The municipality does not have a department dedicated to youth affairs, but it does have a full-time employee dedicated to youth issues and a centre dedicated to culture, sport and youth. The priorities are education/training, environmental and sustainable development programmes, and programmes focused on inclusion and diversity. Services are structured around youth centres, specific programmes, a digital platform, workshops and events.
- Youth network is organised around partnerships with youth centres/community centres, associations and educational institutions. Youth work is supported by dedicated funding, local partnerships (associations and local businesses) and youth centres.
- Digital literacy programmes are not developed due to a lack of resources.
- The municipality actively supports young people with fewer opportunities through career guidance programmes, financial assistance and health-related programmes.
- Young people participate in decision-making processes through a youth council, consultations and surveys.

### EXPECTATIONS

- Encourage, give visibility and promote projects led by young people.
- Involve young people more in local decision-making processes.
- Diversify youth projects, with an emphasis on skills development, sustainability, inclusiveness and accessibility.

### KEY PROJECT

- The local youth council proposes projects. These proposals are studied by a commission. The selected projects receive funding for their realisation.
- The municipality organises a competition on the theme of environmental protection ('Be a Supporter of the Environment'). In this competition, which aims to promote healthy lifestyles, the winners receive funding.

# **MUNICIPALITY OF CINISELLO BALSAMO, ITALY**

## **ANSWERS TO THE QUESTIONNAIRE**

<b>MUNICIPALITY OF CINISELLO BALSAMO (ITALY)</b>	
<b>INFORMATION</b>	
Local authority	Municipality of Cinisello Balsamo
Number of residents	74.391
Proportion of young people	12%
Responsible of youth policy	• Department for Youth Policy
Department / office dedicated to youth policy	Yes
<b>YOUTH POLICY</b>	
Services directly managed per priorities areas	<ul style="list-style-type: none"> <li>• European and international mobility: Supporting programmes dedicated, Events/information sessions/campaigns, Online platform, Other</li> <li>• Support for social and professional integration: Supporting programmes dedicated, Workshops/seminars, Events/information sessions/campaigns, Online platform</li> <li>• Civic engagement, volunteering: Centres dedicated, Supporting programmes dedicated, Events/information sessions/campaigns, Online platform</li> </ul>
<b>YOUTH NETWORK</b>	
Types of organisations the local authority prioritises working with	<ul style="list-style-type: none"> <li>• NGO</li> <li>• Cultural institutions / associations</li> </ul>
Number of youth associations known (or estimated)	Approximately 80
Number of third-sector entities known (or estimated)	Approximately 120
<b>ACCESS TO INFORMATION</b>	
<b>RESOURCES</b>	
Social networks or online activities dedicated to young people	Yes <ul style="list-style-type: none"> <li>• Social networks</li> <li>• Online information platform</li> <li>• Newsletter</li> <li>• Other: Radio located within the library staffed by young volunteers</li> </ul>
Digital educational programmes for young people	Yes <ul style="list-style-type: none"> <li>• Digital literacy training</li> <li>• Access to digital resources/digital spaces</li> </ul>
<b>YOUNG PEOPLE WITH FEWER OPPORTUNITIES</b>	
Resources or programmes adapted to the needs of young people with fewer opportunities	<ul style="list-style-type: none"> <li>• Training and career guidance</li> <li>• Scholarships and financial aid</li> <li>• Cooperation with NGOs and associations</li> </ul>
<b>YOUTH PARTICIPATION IN PUBLIC / DEMOCRATIC LIFE</b>	
<b>SCHEMES</b>	
Youth organisations, councils or initiatives	Yes (needs improvement)
Structure or programme including disadvantaged young people	No
Programmes for youth participation	• A structure / programme is being developed / planned

including disadvantaged young people	<ul style="list-style-type: none"> <li>Occasional consultations are organised</li> </ul>
<b>CIVIC AND CITIZENSHIP EDUCATION</b>	
Resources for education in human rights and democratic citizenship	<ul style="list-style-type: none"> <li>Educational programmes in schools</li> <li>Cultural and artistic activities</li> <li>Partnerships with NGOs</li> </ul>
<b>ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT</b>	
Resources for education in environmental and sustainability	<ul style="list-style-type: none"> <li>Educational programmes in schools</li> <li>Partnerships with NGOs</li> <li>Community events</li> </ul>
<b>SUPPORT FOR YOUTH WORK</b>	
Strategies, laws and resources to support and sustain youth work	<ul style="list-style-type: none"> <li>Funding and grants for youth projects</li> <li>Initiatives for Civic Participation and Volunteering</li> <li>Training programmes for youth workers</li> </ul>
<b>YOUTH PROJECTS: GOOD PRACTICE</b>	
<b>YOUTH PROJECTS / YOUTH SERVICES DURING THE PERIOD 2023-2024</b>	
Youth projects: areas	<ul style="list-style-type: none"> <li>European and international mobility</li> <li>Civic engagement and volunteering</li> <li>Social and professional integration support</li> </ul>
Youth projects: organisation partners	<ul style="list-style-type: none"> <li>Associations/NGOs</li> <li>Cultural associations/institutions</li> <li>Public and private training organisations</li> </ul>
Youth services: areas	No because there are already active services and they are sufficient for the demand
Youth services: organisation partners	-
<b>GOOD PRACTICE</b>	
Example of a project carried out in 2023-2024 considered to be good practice	<ul style="list-style-type: none"> <li><a href="#">Project Book... your place!</a></li> </ul> <p>Topic: Spaces for Youth Leadership  Aim and objectives: To promote youth initiative through the collection of ideas and projects by young people for young people  Duration: 18 months  Target group: 18-30 years old</p>
<b>EXPECTATIONS</b>	
Expectations for the youth projects to be developed	<ul style="list-style-type: none"> <li>Further develop and promote projects and programmes that support youth initiative</li> <li>Improve the involvement and participation process also digitally</li> </ul>



#### KEY POINTS

- Youth policy is supervised by a dedicated department. The priorities are European/international mobility, social and professional integration and civic engagement/volunteering. The services offered include specific programmes, workshops, events and youth centres.
- Youth network is organised around cultural associations and institutions. Youth work is supported by funding programmes for youth projects, actions around civic participation and volunteering, as well as training programmes for youth workers.
- Training in digital literacy and access to digital resources/digital spaces are offered.
- Resources are offered to young people with few opportunities: career guidance, study grants, partnerships with local organisations.
- There is a youth council, but it seems that no specific programme has been set up to include disadvantaged young people.

#### EXPECTATIONS

- Support and strengthen actions that encourage the participation and involvement of young people with few opportunities in public life.
- Improving the process of involvement and participation, including by digital means, is desired.

#### KEY PROJECT

The project [Book your place](#) was born out of a desire to involve the younger generations by expanding the range of meeting places available, promoting ways of reclaiming urban spaces and active citizenship. It aims to develop youth leadership and promote youth-led initiatives by gathering ideas and projects.

**MUNICIPALITY OF LECCE, ITALY**  
**ANSWERS TO THE QUESTIONNAIRE**

MUNICIPALITY OF LECCE (ITALY)	
INFORMATION	
Local authority	Municipality of Lecce
Number of residents	95.790
Proportion of young people	Unknown
Responsible of youth policy	<ul style="list-style-type: none"> <li>• City Councillor for Youth Policy</li> <li>• Youth Policy Department</li> </ul>
Department / office dedicated to youth policy	Yes
YOUTH POLICY	
Services directly managed per priorities areas	<ul style="list-style-type: none"> <li>• Education and training: Supporting programmes dedicated</li> <li>• Sports, Culture, Leisure: Events/information sessions/campaigns</li> <li>• Digital literacy / digital learning: Workshops/seminars</li> </ul>
YOUTH NETWORK	
Types of organisations the local authority prioritises working with	<ul style="list-style-type: none"> <li>• Schools and educational institutions</li> <li>• Public and private training organisations</li> <li>• Cultural institutions / associations</li> </ul>
Number of youth associations known (or estimated)	Unknown
Number of third-sector entities known (or estimated)	Unknown
ACCESS TO INFORMATION	
RESOURCES	
Social networks or online activities dedicated to young people	Yes <ul style="list-style-type: none"> <li>• Social networks</li> <li>• Online information platform</li> <li>• Newsletter</li> </ul>
Digital educational programmes for young people	Yes <ul style="list-style-type: none"> <li>• Digital literacy training</li> </ul>
YOUNG PEOPLE WITH FEWER OPPORTUNITIES	
Resources or programmes adapted to the needs of young people with fewer opportunities	<ul style="list-style-type: none"> <li>• Training and career guidance</li> </ul>
YOUTH PARTICIPATION IN PUBLIC / DEMOCRATIC LIFE	
SCHEMES	
Youth organisations, councils or initiatives	Yes
Structure or programme including disadvantaged young people	Yes
Programmes for youth participation including disadvantaged young people	<ul style="list-style-type: none"> <li>• Youth Councils</li> <li>• Digital participation platforms</li> <li>• Active citizenship training/programme</li> </ul>
CIVIC AND CITIZENSHIP EDUCATION	
Resources for education in human rights	<ul style="list-style-type: none"> <li>• Educational programmes in schools</li> </ul>



and democratic citizenship	<ul style="list-style-type: none"> <li>• Organisation of joint events such as conferences, debates and film screenings</li> <li>• Cultural and artistic activities</li> </ul>
<b>ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT</b>	
Resources for education in environmental and sustainability	<ul style="list-style-type: none"> <li>• Educational programmes in schools</li> <li>• Workshops and training</li> <li>• Use of media and technology</li> </ul>
<b>SUPPORT FOR YOUTH WORK</b>	
Strategies, laws and resources to support and sustain youth work	<ul style="list-style-type: none"> <li>• Funding and subsidies for youth projects</li> <li>• Establishing local partnerships with associations and businesses</li> <li>• Creation of permanent structures dedicated to young people</li> </ul>
<b>YOUTH PROJECTS: GOOD PRACTICE</b>	
<b>YOUTH PROJECTS / YOUTH SERVICES DURING THE PERIOD 2023-2024</b>	
Youth projects: areas	<ul style="list-style-type: none"> <li>• Education and training</li> <li>• Civic engagement and volunteering</li> <li>• Sports, culture, leisure activities</li> </ul>
Youth projects: organisation partners	<ul style="list-style-type: none"> <li>• Associations/NGOs</li> <li>• Cultural associations / institutions</li> <li>• Other local authorities</li> </ul>
Youth services: areas	<ul style="list-style-type: none"> <li>• Education and training</li> <li>• Civic engagement and volunteering</li> <li>• Sports, culture, leisure activities</li> </ul>
Youth services: organisation partners	<ul style="list-style-type: none"> <li>• Associations/NGOs</li> <li>• Cultural associations/institutions</li> <li>• Other local authorities</li> </ul>
<b>GOOD PRACTICE</b>	
Example of a project carried out in 2023-2024 considered to be good practice	<ul style="list-style-type: none"> <li>• The <a href="#">Galattica - Rete Giovani Puglia</a> project is an initiative that focuses on the role of young people and aims to implement their autonomy as protagonists in the territory. The mission of the project is to accompany them towards new opportunities and experiences in the social sphere, encouraging greater civic participation. The Puglia Region initiative, through the Youth Policy Section and ARTI, promotes dialogue, support and the growth of the youth community in public spaces. Project duration: 18 months. Public: young people aged 15 to 35 Each event can have any theme (e.g. music events, cultural events, reading workshops, etc.), as long as they are attractive to the age group concerned.</li> </ul>
<b>EXPECTATIONS</b>	
Expectations for the youth projects to be developed	<i>No expectations precised in the questionnaire</i>

#### KEY POINTS

- Youth policy is supervised by a councillor dedicated to youth affairs, supported by a dedicated department. The priorities are education/training, sports/culture/leisure and digital literacy. The services offered focus on specific programmes, events and information sessions, and workshops.
- The youth network is organised around associations, training centres and educational establishments. Youth work is supported by funding for youth projects, partnerships with local associations and businesses and a youth centre.
- Digital literacy programmes are offered.
- The municipality supports young people with fewer opportunities through guidance and vocational training programmes.
- A youth council and active citizenship initiatives enable young people to participate in local decision-making processes.

#### EXPECTATIONS

- No expectation has been specified in the questionnaire.

#### KEY PROJECT

The project [Galattica - Rete Giovani Puglia](#) aims to support young people in their civic and local involvement, and offers information and support services to encourage the autonomy and active participation of young people. By relying on dedicated public spaces, it promotes the organisation of cultural, educational and social initiatives among peers, thus strengthening local activities and collective dynamics.

MUNICIPALITY OF BRAGA (PORTUGAL)	
<b>INFORMATION</b>	
Local authority	Municipality of Braga
Number of residents	193.324
Proportion of young people	31%
Responsible of youth policy	<ul style="list-style-type: none"> <li>• The Mayor</li> <li>• Town councillor for youth affairs</li> <li>• Youth policy department</li> <li>• Youth advisory board or council representative</li> </ul>
Department / office dedicated to youth policy	Yes
<b>YOUTH POLICY</b>	
Services directly managed per priorities areas	<ul style="list-style-type: none"> <li>• Social and professional integration support: Centres dedicated, Supporting programmes dedicated, Workshops / Seminars, Events / Information sessions / Campaigns, Online platform</li> <li>• Education and training: Centres dedicated, Supporting programmes dedicated, Workshops / Seminars, Events / Information sessions / Campaigns, Online platform</li> <li>• Civic engagement, volunteering: Centres dedicated, Supporting programmes dedicated, Events / Information sessions / Campaigns, Online platform</li> </ul>
<b>YOUTH NETWORK</b>	
Types of organisations the local authority prioritises working with	<ul style="list-style-type: none"> <li>• Youth centres and community centres</li> <li>• Schools and educational institutions</li> <li>• Associations/NGOs</li> </ul>
Number of youth associations known (or estimated)	Approximately 70
Number of third-sector entities known (or estimated)	Approximately 300
<b>ACCESS TO INFORMATION</b>	
<b>RESOURCES</b>	
Social networks or online activities dedicated to young people	Yes <ul style="list-style-type: none"> <li>• Social networks</li> <li>• Online information platform</li> </ul>
Digital educational programmes for young people	Yes <ul style="list-style-type: none"> <li>• Access to digital resources/digital spaces</li> </ul>
<b>YOUNG PEOPLE WITH FEWER OPPORTUNITIES</b>	
Resources or programmes adapted to the needs of young people with fewer opportunities	<ul style="list-style-type: none"> <li>• Social integration programmes</li> <li>• Access to health services</li> <li>• Training and career guidance</li> <li>• Collaboration with NGOs and associations</li> </ul>
<b>YOUTH PARTICIPATION IN PUBLIC / DEMOCRATIC LIFE</b>	
<b>SCHEMES</b>	
Youth organisations, councils or initiatives	Yes (needs improvement)

Structure or programme including disadvantaged young people	Yes
Programmes for youth participation including disadvantaged young people	<ul style="list-style-type: none"> <li>• Youth councils</li> <li>• Active citizenship training / programme</li> <li>• Community events</li> </ul>
<b>CIVIC AND CITIZENSHIP EDUCATION</b>	
Resources for education in human rights and democratic citizenship	<ul style="list-style-type: none"> <li>• Workshops and training</li> <li>• Educational programmes in schools</li> <li>• Community events</li> </ul>
<b>ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT</b>	
Resources for education in environmental and sustainability	<ul style="list-style-type: none"> <li>• Educational programmes in schools</li> <li>• Cultural and artistic activities</li> <li>• Community events</li> </ul>
<b>SUPPORT FOR YOUTH WORK</b>	
Strategies, laws and resources to support and sustain youth work	<ul style="list-style-type: none"> <li>• Creation of permanent youth-dedicated structures</li> <li>• Initiatives for civic participation and volunteering</li> <li>• Local action plan for youth employment and integration</li> </ul>
<b>YOUTH PROJECTS: GOOD PRACTICE</b>	
<b>YOUTH PROJECTS / YOUTH SERVICES DURING THE PERIOD 2023-2024</b>	
Youth projects: areas	<ul style="list-style-type: none"> <li>• Civic engagement, volunteering</li> <li>• Education and training</li> <li>• Inclusion and diversity programmes</li> </ul>
Youth projects: organisation partners	<ul style="list-style-type: none"> <li>• Youth centres and community centres</li> <li>• Schools and educational institutions</li> <li>• Associations / NGOs</li> </ul>
Youth services: areas	<ul style="list-style-type: none"> <li>• Social and professional integration support</li> <li>• European / international mobility</li> <li>• Health and safety</li> </ul>
Youth services: organisation partners	<ul style="list-style-type: none"> <li>• Youth centres and community centres</li> <li>• Public and private training organisations</li> <li>• Schools and educational institutions</li> </ul>
<b>GOOD PRACTICE</b>	
Example of a project carried out in 2023-2024 considered to be good practice	<ul style="list-style-type: none"> <li>• The “Municipal Parliament - Little Big Politicians” activity is the most relevant, and is aimed at young people in the 3rd Cycle of Basic Education Schools (7th to 9th grade, which corresponds roughly to ages between 11 and 14). The aim is to promote another instrument of participation for young people, creating a space for original, creative and innovative proposals to emerge, building a formative and enriching moment of research, analysis, substantiation and discussion of ideas, and encouraging learning, sharing, creativity and critical thinking. The Municipal Parliament has the involvement of the bodies of the Municipality of Braga, namely the City Council and the Municipal Assembly.</li> <li>• “Democratiza-te” (“Democratize yourself”) began in 2024 and will continue into 2025. It focuses especially on the themes of democracy, participation and citizenship, and includes a wide range of initiatives, events and activities with the common goals of understanding and grasping the concept of democracy, raising awareness of the importance of civic intervention and valuing the participation of each citizen, more</li> </ul>

	specifically young people, in the life of their community.
<b>EXPECTATIONS</b>	
Expectations for the youth projects to be developed	<p>In 2025, the preparation of the Municipal Youth Plan, with the dynamization and development of its various phases and stages, will be a reality, a strategic document that will be vital for municipal action in the field of youth, making it possible, on the one hand, to carry out a concrete diagnosis of the reality of youth, and on the other to define plans for future intervention. This will provide a vision and more effective and efficient action in the development of projects for young people. Given the projects to be implemented and developed, expectations are:</p> <ul style="list-style-type: none"> <li>• a greater reinforcement of actions to promote mental health, equality and non-discrimination;</li> <li>• a broadening of youth artistic creativity, extending visibility and opportunities in the area of music;</li> <li>• a greater focus on training young people in terms of employability, entrepreneurship and leadership; greater support and promotion of youth associations;</li> <li>• a greater recognition of volunteering.</li> </ul>

### KEY POINTS

- Youth policy is supervised by the mayor, a dedicated municipal councillor, a youth policy department and a youth advisory council/representative of the municipal council. The priorities are support for social and professional integration, education/training, civic engagement/volunteering. The services offered are centred around youth structures, specific programmes,
- Youth network is structured around partnerships with youth centres, educational institutions and associations. Youth work is supported by youth structures, initiatives promoting civic participation and volunteering, and a local action plan for youth employment and integration.
- Access to digital resources and digital spaces is offered.
- The municipality supports young people with fewer opportunities through programmes for social integration, access to health services, training and career guidance, and collaboration with NGOs and associations.
- A youth council, training/active citizenship programme and events enable young people to participate in local decision-making processes.

### EXPECTATIONS

- Strengthen initiatives to promote mental health, equality and the fight against discrimination.
- Expand opportunities and visibility for young artists, particularly in the field of music.
- Improve training for young people in employability, entrepreneurship and leadership.
- Increase support for youth associations.
- Recognise the value of volunteering.

### KEY PROJECT

- Municipal [Parliament - Little Big Politicians](#) is a programme aimed at young people aged 11 to 14. This programme offers a space for expression and reflection on local politics. It encourages the research, analysis and discussion of ideas, while developing critical thinking and creativity. It involves the municipal authorities of Braga (municipal council and assembly).
- [Democratiza-te](#) (Democratise yourself) is a project on the themes of democracy, participation and citizenship, including initiatives, events and activities aimed at understanding and grasping the concept of democracy, raising awareness of and valuing the civic participation of each citizen, more specifically young people, in the life of their community.



**AGGLOMERATION COMMUNITY OF VAL DE GARONNE AGGLOMÉRATION, FRANCE**  
**ANSWERS TO THE QUESTIONNAIRE**

AGGLOMERATION COMMUNITY OF VAL DE GARONNE AGGLOMÉRATION (FRANCE)	
<b>INFORMATION</b>	
Local authority	Agglomeration community of Val de Garonne Agglomération
Number of residents	62.000 (43 municipalities)
Proportion of young people	Approximately 13%-14%
Responsible of youth policy	Local councillor for youth affairs
Department / office dedicated to youth policy	Yes VGA does not have direct responsibility for youth, but it does have a youth policy: 7 ambitions for the region's 13-30 year-olds
<b>YOUTH POLICY</b>	
Services directly managed per priorities areas	<ul style="list-style-type: none"> <li>• Civic engagement, volunteering: Other: agreement with INSITE, the rural volunteer association</li> <li>• Health and safety: Other: agreement with Info jeunes to develop youth health initiatives</li> <li>• Sports, culture, leisure activities: Other: Agreements with associations to animate rural areas"</li> </ul>
<b>YOUTH NETWORK</b>	
Types of organisations the local authority prioritises working with	<ul style="list-style-type: none"> <li>• Youth centres and community centres</li> <li>• Non-governmental organisations</li> <li>• Cultural institutions / associations</li> </ul>
Number of youth associations known (or estimated)	Unknown
Number of third-sector entities known (or estimated)	Unknown
<b>ACCESS TO INFORMATION</b>	
<b>RESOURCES</b>	
Social networks or online activities dedicated to young people	Yes <ul style="list-style-type: none"> <li>• Social networks</li> </ul>
Digital educational programmes for young people	Yes <ul style="list-style-type: none"> <li>• Digital literacy training</li> <li>• Media literacy programmes</li> </ul>
<b>YOUNG PEOPLE WITH FEWER OPPORTUNITIES</b>	
Resources or programmes adapted to the needs of young people with fewer opportunities	<ul style="list-style-type: none"> <li>• Training and career guidance</li> <li>• Scholarships and financial aid</li> </ul>
<b>YOUTH PARTICIPATION IN PUBLIC / DEMOCRATIC LIFE</b>	
<b>SCHEMES</b>	
Youth organisations, councils or initiatives	Yes
Structure or programme including disadvantaged young people	Yes
Programmes for youth participation including disadvantaged young people	<ul style="list-style-type: none"> <li>• Consultation workshops</li> <li>• Community events</li> </ul>

## CIVIC AND CITIZENSHIP EDUCATION

Resources for education in human rights and democratic citizenship	<ul style="list-style-type: none"> <li>• Use of media and technology</li> <li>• Organisation of joint events such as conferences, debates and film screenings</li> <li>• Workshops and training</li> </ul>
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## ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT

Resources for education in environmental and sustainability	<ul style="list-style-type: none"> <li>• Community events</li> <li>• Cultural and artistic activities</li> <li>• Workshops and training</li> </ul>
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## SUPPORT FOR YOUTH WORK

Strategies, laws and resources to support and sustain youth work	<ul style="list-style-type: none"> <li>• Funding and grants for youth projects</li> <li>• Establishing local partnerships with associations and businesses</li> <li>• Training programs for youth work professionals</li> </ul>
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## YOUTH PROJECTS: GOOD PRACTICE

### YOUTH PROJECTS / YOUTH SERVICES DURING THE PERIOD 2023-2024

Youth projects: areas	<ul style="list-style-type: none"> <li>• Civic engagement, volunteering</li> <li>• Sports, culture, leisure activities</li> <li>• Health and safety</li> </ul>
Youth projects: organisation partners	<ul style="list-style-type: none"> <li>• Youth centres and community centres</li> <li>• Associations / NGOs</li> <li>• Public and private training organisations</li> </ul>
Youth services: areas	<ul style="list-style-type: none"> <li>• Education and training</li> <li>• Social and professional integration support</li> <li>• Sports, culture, leisure activities</li> </ul>
Youth services: organisation partners	<ul style="list-style-type: none"> <li>• Youth centres and community centres</li> <li>• Associations / NGOs</li> <li>• Public and private training organisations</li> </ul>

## GOOD PRACTICE

Example of a project carried out in 2023-2024 considered to be good practice	<ul style="list-style-type: none"> <li>• <a href="#">Youth Week</a></li> </ul> <p>Every year in May, the Youth Week is organised In Marmande, Tonneins, Le Mas-d'Agenais and many other towns, an entire week is dedicated to young people. Meetings, events, outings, movie nights and concerts.</p> <ul style="list-style-type: none"> <li>• <a href="#">Young Citizens' Projects Grant</a></li> </ul> <p>Scheme designed to support and promote projects initiated by young people aged 13 to 30 in the Val de Garonne who want to get involved in local life. Support is methodological, technical and financial. Each grant is for a maximum of €1,500, and cannot finance the entire project.</p> <p>Projects must fall within one of the following themes: solidarity (international or local), citizenship, environment, sport, culture, heritage enhancement, disability, volunteering, local activities...</p> <p>Only group projects (two people or more) will be accepted.</p> <p>Projects must be in the general interest, encourage a civic dimension, the emergence of a local dynamic, the expression and empowerment of young people, and relations with local players.</p>
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## EXPECTATIONS

Expectations for the youth projects to be developed	<ul style="list-style-type: none"> <li>• Open up new possibilities for young people</li> <li>• Encourage openness to the world</li> </ul>
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- Enable young people to get involved in their local area
- Develop mobility opportunities
- Reduce isolation

#### KEY POINTS

- Youth policy is supervised by a local councillor responsible for youth. The Val de Garonne Agglomération urban community does not have youth jurisdiction, but has a youth centre that helps to implement a youth policy based on seven ambitions for the region's 13-30 year olds. The priorities are civic engagement/volunteering, sport/culture/leisure, and health. These priorities are developed by organisations that have agreements with the urban community.
- Youth network is organised around partnerships with youth centres, community centres, associations and cultural establishments. Youth work is supported by funding for youth projects, local partnerships with associations and companies, and training programmes for youth workers.
- Training in digital literacy and media literacy programmes are offered.
- The urban community supports young people with fewer opportunities through grants and vocational guidance/training programmes.
- Digital literacy programmes are not developed.
- A youth council (in one municipality), consultation workshops and events enable young people to participate in local decision-making processes.

#### EXPECTATIONS

- Open up new possibilities for young people, encourage openness to the world,
- Enable young people to get involved in their local area,
- Develop opportunities for mobility,
- Reduce isolation.

#### KEY PROJECT

- [Youth Week](#) is organised in several towns in the metropolitan area. It is entirely devoted to young people: meetings, activities, outings, film evenings and concerts.
- [Young Citizens' Projects Grant](#) is a scheme designed to support and promote projects initiated by young people aged 13 to 30 in the Val de Garonne who wish to get involved in local life. The projects must promote a civic dimension, the emergence of a local dynamic, the expression and empowerment of young people, and relations with local actors.

**MUNICIPALITY OF ARGOS-MYCENAE, GREECE**  
**ANSWERS TO THE QUESTIONNAIRE**

<b>MUNICIPALITY OF ARGOS MYCENAE (GREECE)</b>	
<b>INFORMATION</b>	
Local authority	Municipality of Argos - Mycenae
Number of residents	42.000
Proportion of young people	Approximately 20%
Responsible of youth policy	<ul style="list-style-type: none"> <li>• The Mayor</li> </ul>
Department / office dedicated to youth policy	No
<b>YOUTH POLICY</b>	
Services directly managed per priorities areas	<ul style="list-style-type: none"> <li>• Education and training ; Workshops / Seminars</li> <li>• Sports, culture, leisure activities: Events / Information sessions / Campaigns</li> <li>• Environmental and sustainability programmes: Centres dedicated</li> </ul>
<b>YOUTH NETWORK</b>	
Types of organisations the local authority prioritises working with	<ul style="list-style-type: none"> <li>• Schools and educational institutions</li> <li>• Cultural institutions / associations</li> <li>• Sports clubs / associations</li> </ul>
Number of youth associations known (or estimated)	Approximately 2
Number of third-sector entities known (or estimated)	Approximately 44
<b>ACCESS TO INFORMATION</b>	
<b>RESOURCES</b>	
Social networks or online activities dedicated to young people	No <ul style="list-style-type: none"> <li>• Lack of resources</li> </ul>
Digital educational programmes for young people	No <ul style="list-style-type: none"> <li>• Lack of resources</li> </ul>
<b>YOUNG PEOPLE WITH FEWER OPPORTUNITIES</b>	
Resources or programmes adapted to the needs of young people with fewer opportunities	No <ul style="list-style-type: none"> <li>• Lack of resources</li> </ul>
<b>YOUTH PARTICIPATION IN PUBLIC / DEMOCRATIC LIFE</b>	
<b>SCHEMES</b>	
Youth organisations, councils or initiatives	No <ul style="list-style-type: none"> <li>• No reason specified in the questionnaire</li> </ul>
Structure or programme including disadvantaged young people	No
Programmes for youth participation including disadvantaged young people	<ul style="list-style-type: none"> <li>• Occasional consultations are organised</li> </ul>
<b>CIVIC AND CITIZENSHIP EDUCATION</b>	
Resources for education in human rights and democratic citizenship	<ul style="list-style-type: none"> <li>• Educational programmes in schools</li> <li>• Partnerships with NGOs</li> <li>• Cultural and artistic activities</li> </ul>

## ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT

Resources for education in environmental and sustainability	<ul style="list-style-type: none"> <li>• Educational programmes in schools</li> <li>• Workshops and training</li> <li>• Community events</li> </ul>
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## SUPPORT FOR YOUTH WORK

Strategies, laws and resources to support and sustain youth work	<ul style="list-style-type: none"> <li>• Support for national laws promoting youth integration</li> <li>• Initiatives for civic participation and volunteering</li> </ul>
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## YOUTH PROJECTS: GOOD PRACTICE

### YOUTH PROJECTS / YOUTH SERVICES DURING THE PERIOD 2023-2024

Youth projects: areas	<ul style="list-style-type: none"> <li>• Education and training</li> <li>• Sports, culture, leisure activities</li> <li>• European / international mobility</li> </ul>
Youth projects: organisation partners	<ul style="list-style-type: none"> <li>• Schools and educational institutions</li> <li>• Associations / NGOs</li> </ul>
Youth services: areas	<ul style="list-style-type: none"> <li>• Education and training</li> <li>• Sports, culture, leisure activities</li> </ul>
Youth services: organisation partners	<ul style="list-style-type: none"> <li>• Schools and educational institutions</li> <li>• Associations / NGOs</li> </ul>

## GOOD PRACTICE

Example of a project carried out in 2023-2024 considered to be good practice	<p>Project: Summer Reading and Creativity Campaign 2024 Duration: June-September 2024 Subject: Literacy, creative learning, STEM Project theme: From Earth to Sky: Learning, Thinking, Living...</p> <p>Aims and objectives: The programme is presented by the National Library of Greece and the Greek Library Network. It promotes reading and creativity among children and young people while introducing them to relevant topics related to science, technology and space. Through workshops, readings and activities, pupils and young people are exposed to the elements of science, culture and the intricacies of human endeavour, while participating in activities tailored to their age and developmental needs.</p> <p>Target population: young people aged 6 to 16. Open to all, with a preference for under-represented communities.</p> <p>This project was developed by the library, pupils and young people from the municipality of Argos-Mycenae with hours of workshops and activities to train young people to explore the universe, measure the infinite, explain the unexplained and seek answers to the mysteries of the world around them. The project ended in September 2024 with a final celebration at which the young people presented their projects.</p>
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## EXPECTATIONS

Expectations for the youth projects to be developed	<ul style="list-style-type: none"> <li>• Create a youth centre with dedicated staff, facilities and resources.</li> <li>• Promote international collaboration, mobility and knowledge exchange.</li> <li>• Incorporate digital tools, training and workshops to develop digital skills, media literacy and technological expertise.</li> <li>• Facilitate adaptation to the labour market and society.</li> </ul>
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### KEY POINTS

- Youth policy is supervised by the mayor. The municipality does not have a specific department or office for youth affairs. The priorities are education/training, sports/culture/leisure and programmes for the environment and sustainability. The services are centred around workshops, events and youth centres.
- Youth network is organised around partnerships with educational establishments, cultural institutions/associations and sports clubs/associations. Youth work is supported by national laws promoting the integration of young people and initiatives promoting civic participation and volunteering.
- No digital educational programmes have been set up for young people.
- No specific programmes appear to have been developed for young people with few opportunities.
- There is no youth council. With the exception of occasional consultations, no programmes for participation in democratic life are offered.

### EXPECTATIONS

- Create a youth centre employing youth workers and offering resources dedicated to young people.
- Promote international collaboration, mobility and knowledge exchange.
- Integrate digital tools, training and workshops to develop digital skills, media literacy and technological expertise.

### KEY PROJECT

The Summer Reading and Creativity Campaign 2024 organised by the National Library of Greece and the Greek Library Network, from June to September 2024, encouraged reading and creativity among young people aged 6 to 16. The programme focused on STEM (science, technology, engineering, and mathematics) and the exploration of the universe. It proposed workshops and activities on the themes of science, technology and culture.

### III.1.B. GENERAL ANALYSIS

Local authorities generally offer initiatives to encourage young people to participate in public life. They facilitate access to educational, social and professional programmes, prioritising them according to local contexts<sup>4</sup>.

#### COMMON TRENDS

##### YOUTH POLICY

- Mayors and youth councillors have the main responsibility for youth policy. Although not all local authorities have a department dedicated to youth policy, representatives/agents are assigned to it.
- The most prominent priorities are education and training, civic engagement and volunteering, followed by sport, leisure and culture. These priorities are reflected in dedicated centres, support programmes, workshops, seminars and information campaigns. Some local authorities include European/international mobility, social and professional integration, health and safety, and environmental awareness.
- The actions developed are based on partnerships and collaborations that include educational establishments, associations, cultural institutions and, sometimes, local businesses.
- Most of the educational programmes take the form of workshops, seminars and learning spaces in schools, youth centres and associations.

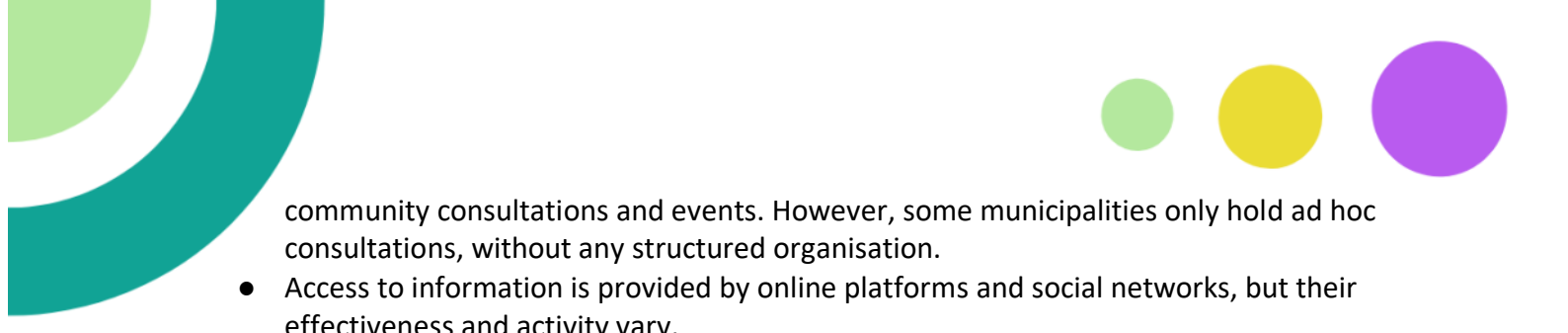
##### YOUTH WORK

- Institutional support is provided in the fields of education, civic participation and the professional integration of young people.
- Youth networks are built around educational establishments, youth centres, associations and cultural institutions.
- Youth structures, dedicated funding and partnerships (both businesses and associations) help to support youth work. Some local authorities also offer training courses for youth workers.
- Some local authorities offer action plans for employability and socio-professional integration, while others focus on volunteering and civic participation programmes. Overall, the aim is to strengthen the participation, inclusion and autonomy of young people.

##### YOUNG PEOPLE'S PARTICIPATION IN LOCAL AND DEMOCRATIC LIFE

- The involvement and participation of young people is mainly facilitated by youth councils and various participatory schemes. Although the ways in which these councils and schemes are organised vary from one local authority to another, young people have a voice in local policies through programmes and initiatives that include them in the decision-making process.
- The inclusion of disadvantaged young people in public life varies: some local authorities have specific programmes, while others do not. The methods of participation also differ: youth councils, digital platforms, citizenship training,

<sup>4</sup> Graphs from the questionnaire are available in [annex 3](#).



community consultations and events. However, some municipalities only hold ad hoc consultations, without any structured organisation.

- Access to information is provided by online platforms and social networks, but their effectiveness and activity vary.
- Local authorities have set up schemes and programmes to encourage and support youth initiatives. These projects encourage the participation, creativity and autonomy of young people. They reflect the desire to involve young people in local life.

#### YOUNG PEOPLE WITH FEWER OPPORTUNITIES

- The majority of local authorities offer programmes for disadvantaged young people, linked to social integration, career guidance, financial aid and grants.
- Some local authorities focus their efforts on health and safety, while others concentrate on socio-professional integration.

#### OBSERVATIONS

##### GENERALITIES

- Some local authorities promote international mobility and training programmes, encouraging young people to get involved.
- Although not all local authorities have a dedicated youth service, community events and activities are offered to encourage young people to get involved in local life.
- By creating spaces where young people can express themselves and take initiatives, local authorities encourage their civic engagement.
- However, despite this commitment, initiatives targeting disadvantaged young people sometimes remain limited due to a lack of resources.

##### AREAS OF IMPROVEMENT



- Strengthen youth networks. Creating links between the various local authorities can encourage the exchange of good practice and launch various participatory actions.
- Encourage civic participation. Set up youth councils with an active and clear role in the public decision-making process.
- Disseminating information. Centralise information for young people on accessible digital platforms to stimulate their civic engagement and participation in public life.
- Inclusive programmes. Develop specific initiatives for young people with fewer opportunities, including appropriate socio-professional support.
- Transversal educational approach. Offer training in active citizenship and digital skills to mobilise young people and strengthen their ability to influence and contribute to local decision-making.

#### CONCLUSION

##### YOUTH PARTICIPATION

Local authorities are generally seeking to increase the involvement of young people in decision-making processes. However, certain challenges remain, notably access to





information and the inclusion of the most disadvantaged young people. Well-structured participatory and inclusive policies can encourage more concrete and equitable participation by young people in local life, thereby contributing to a just transition.

#### BEST PRACTICES

The local authorities have highlighted projects focusing on citizenship, democratic participation, education, the environment and culture (for people aged between 6 and 35). Actions to promote civic and political involvement, support towards autonomy and entrepreneurship, educational and creative projects are favoured to encourage expression, learning and local involvement of young people. These projects take the form of financial support, competitions, events and educational workshops.

#### EXPECTATIONS

The expectations expressed by the local authorities surveyed highlight the desire to implement initiatives that promote the inclusion and involvement of young people in local decision-making processes, as well as the emergence of diversified projects led by them. There is also a desire to strengthen the development of skills linked to employment and digital resources. The priorities expressed are sustainability, inclusion, equity and accessibility of projects. The aim is to promote mobility, collaboration and partnerships, while reducing disparities in access to information to improve the visibility and recognition of programmes and schemes promoting civic participation.

#### YOUTH SERVICES ABOUT JUST TRANSITION

The development of services designed by young people, in cooperation with local authorities, appears to be a strategic and relevant approach to achieving project objectives. Involving young people in the creation of these services can strengthen their civic engagement and their inclusion in decision-making processes, while contributing to a sustainable and equitable transition. It is an opportunity to harness their creativity and sense of innovation to develop inclusive solutions tailored to the challenges of a just transition.

## III.2. FOCUS GROUP

### III.2.A. SUMMARY BY LOCAL AUTHORITY

#### MUNICIPALITY OF GŁOGÓW, POLAND

<b>Date and place</b>	<b>21/01/2025, Głogów</b>
<b>Organisations attending the focus group</b>	
<ol style="list-style-type: none"> <li>1. Głogów Youth Council (4 persons)</li> <li>2. Ecological Path (GPK Głogów)</li> <li>3. Stowarzyszenie dla Dzieci i Młodzieży SZANSA (2 persons)</li> <li>4. Regional Youth Council (2 persons)</li> <li>5. Głogów Municipal Council</li> </ol>	
<b>Group dynamics and readiness for dialogue</b>	<ul style="list-style-type: none"> <li>• The group consisted mainly of representatives from youth councils (municipal and regional). Other invited NGOs were unable to attend. There was a strong willingness to discuss issues related to youth participation and youth policy.</li> <li>• The presence of <i>Ecological Path</i> helped to build bridges between civil society and businesses while recognising the role played by businesses in a just transition.</li> <li>• The participants were not very familiar with the concept of a just transition but were open to understanding it.</li> <li>• The project was presented to them, and they were all very enthusiastic about the proposed activities.</li> <li>• The group was very open, the discussion was honest, and the participants were genuinely interested in the questions raised.</li> </ul>
<b>Main challenges identified</b>	<ul style="list-style-type: none"> <li>• Lack of a youth policy at the municipal level. Youth policy is unclear and fragmented across many areas, making it difficult to grasp. The vision for young people in the city remains undefined.</li> <li>• Lack of spaces for youth participation. There are very few places where young people can spend their time after school. The activities offered by municipal institutions are mostly limited to sports and culture, and some require payment.</li> <li>• Limited involvement of young people in decision-making. Although the municipal and regional youth councils exist, decision-makers see them as symbolic rather than as real partners in shaping policies that affect young people.</li> <li>• General apathy among young people regarding participation in youth bodies.</li> <li>• Lack of transparency in youth council elections. Election processes sometimes lack transparency and are heavily influenced by adults, who randomly select participants for the youth council.</li> <li>• Limited youth information services. The council's website is outdated and does not effectively target young people.</li> <li>• Lack of or limited access to non-formal education. Schools do not offer activities related to youth participation, environmental education, or health education.</li> <li>• Low awareness among young people regarding civic participation.</li> <li>• Absence of a municipal official dedicated to youth issues.</li> <li>• Bullying in schools and online hate speech. There is a lack of professional support services for young victims.</li> <li>• Limited access to council grants for youth organisations. Most funding is directed toward senior citizens, leaving youth organisations with little to no support.</li> </ul>



<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• Strengthen the role of municipal and regional youth councils so that they are actively involved in decision-making on all issues that affect them.</li> <li>• Develop peer education programs on youth participation, violence prevention, and peer support for victims of bullying, using non-formal education methods.</li> <li>• Create a municipal office dedicated to youth issues, preferably led by a young person.</li> <li>• Establish a youth information centre to centralise and provide all relevant information for young people.</li> <li>• Ensure transparent and participatory elections for the youth council.</li> <li>• Increase funding for youth initiatives, particularly for unorganised youth groups.</li> <li>• Strengthen educational programs on youth participation in schools.</li> <li>• Launch an integrated youth policy development process at both the municipal and regional levels.</li> </ul>
<b>Relevant quotes from the participants</b>	<ul style="list-style-type: none"> <li>• <i>"It is crucial to help young people understand the importance of youth policy in their lives."</i></li> <li>• <i>"It's hard being young in this city. You feel like only the elderly matter."</i></li> <li>• <i>"We need more young people working in the municipality, even on a voluntary basis, so that youth are included and know that their voices matter."</i></li> </ul>

### KEY POINTS

#### OBSTACLES

- Clarify youth policy and appoint someone to be responsible for its implementation.
- Lack of diversified venues and activities for young people.
- Little involvement of young people in local decision-making processes, the youth council being perceived as symbolic.
- Limited access to youth information and non-formal education.
- Problem situations: harassment and hate speech.
- Municipal funds are not suitable for youth initiatives.

#### LEVERS

- Strengthen the youth council's base by ensuring transparent elections
- Set up an office / department dedicated to young people / Offer a youth information point
- Develop educational programmes on civic engagement and violence prevention.
- Provide financial support for youth-led initiatives
- Implement a coherent youth policy.

Date and place	30/01/2025, Lagodekhi
Organisations attending the focus group	
<ol style="list-style-type: none"> <li>1. Teacher at one local school</li> <li>2. Specialist working in the youth direction at the city hall</li> <li>3. Forest engineer</li> <li>4. Administrative Director of Lagodekhi Protected Areas</li> <li>5. Member of the Lagodekhi Municipality Council, committee of Youth, Culture and Sports</li> <li>6. Chairman of the Community Union "Anibani"</li> <li>7. Teacher at Leliani Public School, Lagodekhi Municipality</li> <li>8. Acting Head of the Department of Education, Culture, Sports and Youth Affairs, Lagodekhi city hall</li> <li>9. Acting Director of the Centre for the Development of Culture, Sports and Youth Affairs (NGO)</li> <li>10. Senior Specialist, Coordinator of Lagodekhi Municipality from the central government (2 persons)</li> </ol>	
Summary of the focus group	
Group dynamics and readiness for dialogue	<ul style="list-style-type: none"> <li>● Lagodekhi Municipality is recognised as the cleanest municipality in Georgia. It is home to protected areas, making environmental and just transition projects—particularly international initiatives—highly important for the region.</li> <li>● The focus group consisted of individuals working with young people on youth and environmental issues. They were familiar with topics such as youth participation, inclusion, and non-formal education. They showed a keen interest in the project and a strong willingness to collaborate. Although the term "<i>just transition</i>" was unfamiliar to them (mainly due to an unusual Georgian translation), they understood its underlying principles. Throughout the focus group, participants remained highly engaged, open, and actively involved in discussions.</li> <li>● Focus group participants became particularly engaged when identifying youth-related challenges. The issues raised varied depending on their respective areas of work, providing a broad overview.</li> </ul>
Main challenges identified	<ul style="list-style-type: none"> <li>● Lack of information among youth about opportunities in non-formal education. Youth addiction to technology, particularly social media. Participants mentioned that excessive time spent on social platforms prevents young people from engaging in non-formal educational activities and limits their entrepreneurial and creative potential.</li> <li>● Lack of time and interest among youth. Since young people dedicate most of their time to formal education and school, they often lack the time to participate in non-formal activities. Additionally, they may not fully understand the value of non-formal education, failing to recognise its importance for their personal and intellectual growth.</li> <li>● Migration of young people to the capital or abroad in search of better opportunities.</li> <li>● Mental health issues among youth. Many schools lack psychologists, and young people often struggle with self-confidence, believing that "<i>it is not worth trying</i>" because decision-makers will not take them seriously.</li> <li>● Challenges faced by ethnic minority youth in Lagodekhi Municipality. Some young people from ethnic minority communities do not participate in any activities and live in a completely different reality despite being close to the city centre. Parents often forbid their children from attending training sessions and meetings. Gender stereotypes are prevalent, with beliefs such as "<i>girls should not study; they should get married or be kidnapped.</i>" As a result, some girls drop out of school, and early marriages remain an issue. While there is no language barrier among young people from ethnic minorities, it remains a significant issue for their parents.</li> <li>● Nihilism among youth.</li> </ul>

	<ul style="list-style-type: none"> <li>• Bullying in schools. Additionally, there is a lack of awareness and understanding of bullying among teachers and perpetrators.</li> <li>• Lack of well-equipped youth spaces in the municipality. Furthermore, when activities are organised in these spaces, initiatives usually come from supervisors rather than young people themselves.</li> </ul>
<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• Encourage open dialogue between young people and decision-makers.</li> <li>• Increase awareness-raising activities for youth.</li> <li>• Engage more young people in environmental protection activities and sustainable tourism, which is the primary source of income in the municipality.</li> <li>• Conduct research before implementing any activity to understand young people's interests, role models, etc.</li> <li>• Focus more on inclusion and improving access to information for young people, particularly those from ethnic minority communities.</li> <li>• Empower youth in project management and encourage them to develop innovative ideas.</li> </ul>
<b>Relevant quotes from the participants</b>	<ul style="list-style-type: none"> <li>• <i>"The main thing is to talk to young people, introduce them to ideas and projects, and they will tell you what would work best."</i></li> <li>• <i>"Young people are very pragmatic, which is a good thing. They often have different opinions from us. Our expectations don't always align with their desires. The key is to listen to each other and adapt to their interests."</i></li> <li>• <i>"We need to identify the authority figures and role models that young people look up to and use them to capture their attention."</i></li> <li>• <i>"Young people need encouragement. They need to be told that they can achieve anything and that the most important thing is to set a goal."</i></li> </ul>

## KEY POINTS

### OBSTACLES

- Addiction to social networks, limiting creativity and entrepreneurship.
- Little time or interest in extracurricular activities.
- Mental health problems.
- Low participation of ethnic minorities.
- Lack of motivation among young people.
- Problems of bullying at school.
- Unsuitable youth areas, with initiatives often imposed by adults.

### LEVERS

- Encourage dialogue between young people and decision-makers.
- Increase awareness and access to information.
- Involve young people in ecological and sustainable tourism projects.
- Identify needs and aspirations before taking action.
- Encourage project management among young people.

<b>Date and place</b>		<b>28/01/2025, Cinisello Balsamo</b>
<b>Organisations attending the focus group</b>		
		<ol style="list-style-type: none"> <li>1. Manager of the Public Library Il Pertini Cultural Centre</li> <li>2. Eurodesk Cinisello Balsamo</li> <li>3. CSBNO</li> <li>4. Il Pertini Radio (2 persons)</li> <li>5. Environmental education centre - Legambiente Cinisello Balsamo APS</li> <li>6. Il Torpedone Social Cooperative</li> <li>7. La Grande Casa Cooperative</li> <li>8. Cinisello Balsamo Municipality (4 persons)</li> </ol>
<b>Summary of the focus group</b>		
<b>Group dynamics and readiness for dialogue</b>		<ul style="list-style-type: none"> <li>• Participants demonstrated a high level of engagement and interest, reflecting strong motivation to discuss the topic of <i>Just Transition</i>.</li> <li>• The discussion was dynamic, with participants sharing their views, concerns, and experiences.</li> <li>• While there was general consensus on the importance of inclusion and fairness in the transition process, differing opinions emerged on how best to involve young people. Some participants highlighted the difficulty of establishing a common space for dialogue between institutions and young people.</li> </ul>
<b>Main challenges identified</b>		<ul style="list-style-type: none"> <li>• The main challenge identified was how to engage young people, given the lack of dedicated gathering spaces and the difficulty in identifying effective communication channels.</li> <li>• Participants also pointed out the lack of continuity in institutional listening processes, as initiatives are often temporary and fail to ensure a lasting impact.</li> <li>• There is a need for adequate training for both young people and professionals to enable them to actively contribute to a just transition.</li> <li>• Lack of project sustainability: Once initiatives end, there is no funding to continue them.</li> <li>• Incoherence in public policies: Many policies fail to effectively support digital and sustainable transitions.</li> <li>• Lack of identity and reference spaces: Young people need places where they feel involved and heard.</li> </ul>
<b>Recommendations</b>		<ul style="list-style-type: none"> <li>• Create permanent institutional listening spaces to ensure continuity in youth participation.</li> <li>• Improve communication by using tools better suited to young audiences, such as professionally managed social media and collaborations with influencers or key figures.</li> <li>• Invest in training for both young people, so they have the necessary tools to participate actively, and for professionals who support them.</li> <li>• Engage young people in their own spaces instead of expecting them to approach institutions.</li> <li>• Make youth contributions meaningful, ensuring that young people see their participation as having a real impact.</li> <li>• Consider intersectionality to prevent discrimination. "Youth" is a broad term, but differences in passions, interests, and backgrounds must be acknowledged.</li> <li>• Recognise that passions and interests can be short-lived, making it essential to find common ground.</li> </ul>
<b>Relevant quotes from the participants</b>		<ul style="list-style-type: none"> <li>• "Many young people today feel they are only used for political purposes."</li> <li>• "Project activities have a beginning and an end, so they are temporary. If they were institutionalised, there would be an official space where the administration genuinely wants to listen."</li> <li>• "If you are not aware of these issues, you don't even think about them."</li> <li>• "Where do we find young people? We need to go where they are and speak their language."</li> <li>• "Responsibility arises when young people feel that their contribution is valued and has an impact."</li> </ul>

## KEY POINTS

### OBSTACLES

- Mobilisation of young people.
- Continuity and duration of initiatives.
- Training needs, for both young people and professionals, to support a just transition.
- Lack of funding to sustain projects.
- Public policies ill-adapted to digital and sustainable transitions.
- Lack of identified spaces where young people feel involved and listened to.

### LEVERS

- Create permanent listening areas to ensure the ongoing participation of young people
- Use social networks and influential intermediaries to communicate.
- Offer training to empower young people and equip professionals.
- Reach out to young people in their own spaces.
- Give meaning to young people's participation by ensuring that their contributions have a tangible impact.
- Take into account the diversity of young people to avoid discrimination.
- Find common interests for all young people, taking into account their diversity.

<b>Date and place</b>	<b>14/01/2025, Lecce</b>
<b>Organisations attending the focus group</b>	
<ol style="list-style-type: none"> <li>1. Municipality of Lecce (2 persons)</li> <li>2. Liceo Scientifico "De Giorgi" (High School)</li> <li>3. UDU Lecce (university student organisation)</li> <li>4. ESN Lecce (university student organisation)</li> <li>5. Student Union (university)</li> <li>6. ESN AISBL (Erasmus Student Network)</li> <li>7. Cicli Minal ETS</li> <li>8. Vulcanicamente APS</li> <li>9. Punto GG APS (2 persons)</li> </ol>	
<b>Summary of the focus group</b>	
<b>Group dynamics and readiness for dialogue</b>	<ul style="list-style-type: none"> <li>• Participants received a clear presentation of the project, including the role of the Municipality of Lecce and the concept of <i>Just Transition</i>.</li> <li>• Each association already had experience in sustainability, youth participation, and youth empowerment.</li> <li>• Participants welcomed the project's commitment to involving young people. They expressed their enthusiasm for supporting the Municipality of Lecce in engaging young people in future project activities.</li> <li>• Their positive response reflects a shared willingness to collaborate and contribute to the success of the project, ensuring that the objectives of involving and empowering young people are effectively achieved.</li> </ul>
<b>Main challenges identified</b>	<ul style="list-style-type: none"> <li>• Mental health issues among young people.</li> <li>• Lack of comprehensive emotional and sex education in schools.</li> <li>• Limited awareness of the responsible use of social media.</li> <li>• Difficulties in socialising and gathering, both due to a lack of suitable spaces and the impact of the Covid-19 pandemic.</li> </ul>
<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• Helping young people understand that even small actions can have a significant impact (e.g., encouraging participation in associations).</li> <li>• Enhancing the local area and fostering a sense of love and pride for one's city and community through innovative and sustainable approaches, such as promoting cycling tourism and sustainable mobility.</li> </ul>
<b>Relevant quotes from the participants</b>	<ul style="list-style-type: none"> <li>• <i>"Since Lecce has a unique geographical context in southern Italy, our expertise must focus on adapting European best practices to the specific context of the city."</i></li> <li>• <i>"The real challenge is establishing effective communication between young people and the administration, so the latter can truly understand the everyday issues affecting the city's youth, students, and adolescents."</i></li> </ul>

**KEY POINTS****OBSTACLES**

- Mental health problems.
- Lack of sentimental and sexual education at school.
- Poor control of social networks, with little conscious use.
- Difficulties in bringing young people together because of a lack of suitable venues.

**LEVERS**

- Make young people aware of the impact of their actions, however small.
- Enhance the local area by strengthening young people's links with their local authorities through sustainable initiatives.



Date and place		25/01/2025, Braga
Organisations attending the focus group		
<ol style="list-style-type: none"> <li>1. Federation of Youth Associations of Braga District (4 persons)</li> <li>2. Youth Association of Braga Archdiocese</li> <li>3. EYC Association (2 persons)</li> <li>4. D. Maria II School</li> <li>5. Braga Youth Centre</li> <li>6. Braga Municipality</li> <li>7. Associação Juvenil Synergia</li> </ol>		
Summary of the focus group		
Group dynamics and readiness for dialogue	<ul style="list-style-type: none"> <li>• The focus group encouraged inclusive, dynamic, collaborative, and creative participation.</li> <li>• An introductory presentation of the project and its objectives provided a common framework for all participants. Discussions were facilitated in small groups using non-formal education methods and participatory dynamics to structure ideas and encourage active engagement. The large group then reconvened to share reflections, summarise key ideas, and collectively validate the results.</li> <li>• The group demonstrated a participatory dynamic, showing great interest and engagement in discussing the topic. Participants shared diverse perspectives based on their institutional experience, but there was consensus on the importance of youth participation in the transition to a more sustainable and inclusive society.</li> <li>• There were moments of debate on the structural and political challenges of civic participation, conducted in a constructive and collaborative spirit.</li> </ul>	
Main challenges identified	<ul style="list-style-type: none"> <li>• Lack of youth involvement and representation in political decision-making spaces.</li> <li>• Difficulty accessing clear and accessible information about local decisions and participatory processes.</li> <li>• Limited accessibility of information on opportunities for involvement in <i>Just Transition</i> policies.</li> <li>• Disconnection between young people and policymakers, with a perception that their voices are not taken seriously.</li> <li>• Lack of incentives for participation, such as time constraints, lack of recognition, and insufficient feedback on youth-proposed initiatives.</li> <li>• Structural and bureaucratic barriers hindering the creation and implementation of youth-led projects.</li> <li>• Lack of effective strategies to engage young people in a continuous and impactful way.</li> <li>• Challenges in decentralising decision-making processes, limiting youth influence in local governance.</li> </ul>	
Recommendations	<ul style="list-style-type: none"> <li>• Strengthen permanent youth participation forums, ensuring continuous dialogue between young people and decision-makers.</li> <li>• Enhance cooperation between youth and public administration, encouraging the co-creation of local policies.</li> <li>• Adopt accessible and inclusive communication strategies to promote democratic and environmental literacy.</li> <li>• Create incentives for youth participation, such as civic engagement certification, academic credits, public recognition, and logistical support.</li> <li>• Promote transnational partnerships to reinforce collaboration and the exchange of best practices on <i>Just Transition</i>.</li> <li>• Provide continuous training for both youth workers and young people.</li> </ul>	
Relevant quotes from the participants	<ul style="list-style-type: none"> <li>• "Youth participation needs to be structured and continuous, not just occasional."</li> <li>• "If we want a just transition, we must include young people in its development."</li> <li>• "There is a willingness to participate, but effective channels to do so are lacking."</li> <li>• "Young people want to participate, but they need to feel that they are truly heard."</li> <li>• "Public policies need to reflect the voice of young people more clearly."</li> </ul>	

- "A just transition will only be inclusive if everyone can actively contribute."
- "A just transition cannot be just a conversation among experts; it must include those who will live in the future we are shaping."
- "Participatory processes need to be less bureaucratic and more accessible to everyone."
- "Youth participation must be recognised and valued; otherwise, enthusiasm fades."

## KEY POINTS

### OBSTACLES

- Low involvement of young people in local decision-making processes.
- Difficulty in accessing information on local processes and opportunities for participation.
- Disconnect between young people and decision-makers (feeling of invisibility on the part of young people).
- Lack of incentives for participation: recognition and monitoring of initiatives, administrative obstacles hindering youth-led projects.
- Lack of effective strategies for sustainable involvement.
- Centralised decision-making limiting the influence of young people.

### LEVERS

- Strengthen participation spaces for ongoing dialogue with decision-makers.
- Encourage the co-creation of local policies by actively involving young people.
- Adopt inclusive communication to improve understanding of democratic and ecological issues.
- Create concrete incentives (certifications, academic credits and public recognition).
- Encourage international partnerships to share best practice.
- Provide ongoing training for young people and youth workers.

<b>Date and place</b>		31/01/2025, Marmande
<b>Organisations attending the focus group</b>		
<ol style="list-style-type: none"> <li>1. Youth Information Office - City of Marmande: Head of Service Youth Information Office</li> <li>2. Youth Information Office - City of Tonneins: Youth Information Officer</li> <li>3. Amicale laïque) - City of Tonneins (2 persons): Director, Youth worker</li> <li>4. Youth movement “Monte le son” (2 persons): Coordinator, Civic service volunteer</li> <li>5. Department Federation Ligue de l’Enseignement Lot-et-Garonne: Director</li> <li>6. Agglomeration community Val de Garonne Agglomération (2 persons): Youth projects coordinator, Youth and Cultural Development Officer</li> </ol>		
<b>Summary of the focus group</b>		
<b>Group dynamics and readiness for dialogue</b>	<ul style="list-style-type: none"> <li>• The presentation of the project was perceived as concise.</li> <li>• The project's aims were considered relevant, particularly as a means of addressing topical issues. The training of youth workers was seen as a positive aspect, as it allowed for skill enhancement.</li> <li>• A few concerns were expressed: the risk of always involving the same young people, as well as the challenge of mobilising and engaging youth throughout the project's duration.</li> <li>• The term <i>Just Transition</i> was generally understood or intuitively perceived through multiple dimensions: ecological transition, social dynamics, justice, equality, and equity were mentioned.</li> <li>• During the focus group, discussions were fluid and dynamic. Most of the organisations present already knew each other, which made it easier for everyone to participate. There was no hesitation in discussions, and everyone was able to express themselves freely.</li> </ul>	
<b>Main challenges identified</b>	<ul style="list-style-type: none"> <li>• Mobilising young people: The same young people tend to be involved repeatedly, limiting participant diversity. Attracting and engaging new youth, especially those not already involved, remains difficult. Sustaining youth participation over time and throughout a project is a challenge. Forms of engagement are evolving, and young people's involvement no longer necessarily fits within traditional institutional frameworks.</li> <li>• Participation in decision-making bodies: Some youth councils struggle to attract young participants.</li> <li>• Spaces dedicated to young people: There seem to be few places where young people can meet freely outside school or community settings.</li> <li>• Young people's motivation: Youth engagement depends on upbringing and social environment, as well as their relationship with commitment and institutions. Involvement is not always conscious—some young people participate without perceiving their engagement as an act of citizenship. Activities and involvement projects may sometimes be seen as mere consumption, with no long-term commitment.</li> <li>• Just Transition: While ecological transition and social justice are major concerns for young people, practical ways to integrate them into local actions need to be found. If these topics are to be drivers of engagement, they must be presented in an accessible, interactive, and engaging manner.</li> </ul>	
<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• Diversify participation spaces and formats: Develop accessible and open spaces where young people can gather outside school hours—places dedicated to exchange and initiative. Adapt engagement methods to new dynamics, recognising and valuing more occasional or informal forms of participation.</li> <li>• Create connections and build trust: Young people engage more over time when a relationship</li> </ul>	

	<p>of trust is established with youth workers. They need something tangible and rewarding to stay motivated.</p> <ul style="list-style-type: none"> <li>● Provide tangible recognition for youth engagement: Recognition is a powerful incentive—formalising and acknowledging voluntary work and participatory projects can encourage more young people to get involved. Offering concrete programs with methodological, technical, and financial support for youth-led initiatives is essential.</li> <li>● Encourage meaningful themes: Young people are particularly drawn to ecological transition and social justice. Supporting actions related to these themes can help broaden engagement.</li> <li>● Strengthen youth participation bodies: Local youth councils could be redesigned to be more accessible and closer to young people's realities. Encouraging more flexible structures would allow for more concrete and meaningful participation.</li> </ul>
<b>Relevant quotes from the participants</b>	<ul style="list-style-type: none"> <li>● <i>"There has been a paradigm shift in the forms of youth engagement and participation."</i></li> <li>● <i>"Engagement is influenced by the education received. It also depends on the relationship and perception of institutions."</i></li> <li>● <i>"Ecological transition and social justice issues are at the heart of young people's concerns."</i></li> <li>● <i>"Youth participation is often a 'consumption' of activities rather than an active engagement."</i></li> </ul>

## KEY POINTS

### OBSTACLES

- Mobilising (new) young people.
- Lack of appeal for youth councils.
- Lack of dedicated places where young people can meet freely outside institutional frameworks.
- Fluctuating motivation, influenced by education and social environment.
- Young people sometimes simply consume activities.
- The notion of just transition integrated, but needs to be the subject of a more concrete and engaging approach.

### LEVERS

- Diversify the spaces and formats for involvement by promoting occasional and informal forms of participation.
- Create links and build trust to motivate and involve young people over the long term.
- Recognise commitment by valuing participative and voluntary projects.
- Encouraging promising themes, such as ecology and social justice, can stimulate involvement.
- Strengthen participatory bodies by making youth councils more accessible and practical.

Date and place		25/01/2025, Argos
Organisations attending the focus group		
<ol style="list-style-type: none"> <li>1. Youth workers (3 persons)</li> <li>2. Psychologist – Working with Youth</li> <li>3. Member of Cultural Association Saminthos</li> <li>4. Member of the Sport Basketball Association Diomidis</li> <li>5. Director of the Municipal Youth Library of Argos – Mycenae</li> <li>6. Educator – Working with Youth</li> </ol>		
Summary of the focus group		
Group dynamics and readiness for dialogue	<ul style="list-style-type: none"> <li>• The integration of different backgrounds, experiences, and perspectives enriched the discussion, bringing greater awareness to youth voices, youth engagement, and the just transition.</li> <li>• Respectful awareness of all participants in the room, along with the expectation that everyone would have a fair chance to speak, fostered healthy and positive debate. People valued differing views and even played devil's advocate to challenge their own claims.</li> <li>• Thought-provoking questions that encouraged personal reflection and critical inquiry led to engaging and insightful dialogue. This was made possible thanks to strong group cohesion and a shared awareness of pressing issues. A safe space was created to ensure youth voices were not only heard but actively supported.</li> </ul>	
Main challenges identified	<ul style="list-style-type: none"> <li>• Differences in priorities and perspectives between younger and older generations created tensions in policymaking and social movements.</li> <li>• Lack of knowledge about climate policies and sustainable practices.</li> </ul> <p>In some contexts, expressing opinions on political or environmental issues can lead to social or political backlash.</p> <ul style="list-style-type: none"> <li>• At the local level, participants noted a lack of initiatives and projects related to the topic.</li> </ul>	
Recommendations	<ul style="list-style-type: none"> <li>• Establish institutional youth councils: Create structured local youth councils with real decision-making power in sustainability and digital policies.</li> <li>• Promote civic engagement programs: Offer workshops on public policy, advocacy, leadership, and entrepreneurship to empower young people.</li> <li>• Provide financial support for participation: Ensure youth from all backgrounds can engage in decision-making by offering travel reimbursements, stipends, and digital tools.</li> <li>• Recognise and reward youth initiatives: Create youth leadership awards and recognition programs for outstanding contributions in sustainability, activism, and technology.</li> </ul>	
Relevant quotes from the participants	<ul style="list-style-type: none"> <li>• <i>"We talk a lot about climate change, but where are the green jobs for young people? There's a gap between policy discussions and real career opportunities."</i></li> <li>• <i>"Teaching digital skills is just as important as traditional education now. Schools and governments should work together to make sure no one is left behind."</i></li> <li>• <i>"Collaboration is key. Governments, businesses, NGOs, and youth organisations need to work together to ensure young people have a real say in shaping the future."</i></li> </ul>	

## KEY POINTS

### OBSTACLES

- The development of youth policies can be obstructed by tensions due to generational differences.
- Lack of knowledge and initiatives on climate issues and sustainable practices.
- Consequences of taking a stance: Risk of negative reactions when expressing opinions.

### LEVERS

- Create a local youth council with decision-making powers.
- Develop workshops on public policy and civic engagement.
- Guarantee inclusive participation through financial support.
- Promote young people's initiatives through awards and recognition.



### III.2.B. GENERAL ANALYSIS

The discussion groups highlighted the main difficulties encountered by young people in their civic involvement, the common trends observed in the local authorities concerned, and concrete recommendations for strengthening their involvement in the creation of projects linked to the just transition.

#### GENERAL OBSERVATIONS

##### CHALLENGES

- Youth policies and youth participation spaces seem to lack a clear and transparent direction for young people, making it difficult for them to get involved.
- There are few places where young people can meet and get involved outside of school or institutional frameworks.
- Local youth councils are sometimes seen as symbolic, with no real impact.
- In addition to a lack of information about how to participate in local decision-making processes, young people do not always understand the value and usefulness of their involvement.
- It seems important to educate young people about citizenship.
- Social and educational issues (mental health, harassment, gender stereotypes, lack of support for young people from minority or disadvantaged backgrounds) take precedence over engagement.

##### COMMON TRENDS

- Local authorities appear not to inform and/or communicate effectively. Opportunities for involvement and participation do not seem to be clear.
- Young people are more inclined to get involved when they see a tangible impact from their actions (recognition and valorisation).
- The complexity of administrative procedures and processes makes it difficult for young people to propose projects.
- The projects that are initiated are short-lived: funding them and making them sustainable is therefore difficult to institutionalise.
- Participation tends to be ad hoc, informal and not linked to institutional structures.

##### GENERALITIES

- Young people want to get involved in concrete, meaningful projects. The institutional frameworks on offer do not necessarily suit them.
- Without access to dedicated spaces and without dedicated financial resources, young people's involvement in local life is limited.
- The support of youth workers is essential to supervise, ensure and sustain young people's involvement.
- Young people are sensitive to and concerned about environmental and social issues, but they need to be made accessible and interactive.

##### RECOMMENDATIONS

- Give youth councils real power to make decisions and take action, while guaranteeing the inclusion and active participation of all.

- Enable young people to express themselves, create and develop their own projects in open, inclusive spaces adapted to their availability.
- Better inform and mobilise young people using appropriate digital communication tools tailored to their practices.
- Enhance and recognise young people's commitment through qualifications, experience or formal/institutional recognition.
- Ensuring the long-term future of projects by providing financial and methodological support to ensure that initially one-off initiatives continue.

### CONCLUSION

Young people encounter difficulties in participating in local life, due to a lack of recognition of their commitment, a lack of spaces conducive to the creation of projects/initiatives, and a lack of access to information on how they can participate. However, their desire for a just transition, particularly on social and environmental issues, is undeniable.

By giving more structure to areas of participation, by making communication and information more accessible and appropriate, but also by giving greater recognition to their actions, it is possible to offer them a more active role in promoting a sustainable and equitable transition.

To develop their involvement, it seems necessary to modify current structures, improve communication and provide tangible resources so that young people can take action. By promoting and perpetuating actions led by them, young people have the opportunity to play a central role in local decision-making and in the just transition.

## CONCLUSION

### IV.1. MAIN RESULTS

#### IV.1.A. QUESTIONNAIRE

By means of a digitally completed questionnaire, the aim was to obtain information on how to improve local youth policies to better adapt them to the needs of young people, including those with the fewest opportunities, while promoting their involvement in civic life and their social integration. The questionnaire provides an overview of strategies and measures concerning youth policies, priorities, projects and services.

#### YOUTH POLICY

- Youth policies are mainly the responsibility of mayors and local councillors. Priority is given to education, training, civic participation and voluntary work. Some local authorities also promote mobility, integration, health and the environment. Initiatives are based on collaboration with schools, associations and sometimes local businesses, through services such as youth centres, programmes and workshops.
- Youth work is supported by dedicated funding and training. Some local authorities focus on employability, others on volunteering. Overall, the actions aim to strengthen inclusion and autonomy.
- Local authorities encourage the participation of young people (aged 6 to 35) through initiatives focusing on citizenship, education, the environment and culture. They encourage autonomy, entrepreneurship and democratic participation through funding, competitions, events and educational workshops.

#### YOUTH PARTICIPATION IN LOCAL LIFE

- Participation in democratic life is encouraged by youth councils and participatory programmes, the effectiveness and promotion of which vary from one local authority to another. The initiatives identified encourage creativity and commitment, but some local authorities limit themselves to ad hoc consultations.
- The inclusion of young people with the fewest opportunities remains uneven. Nonetheless, most local authorities offer support for inclusion, prioritising access to employment, training and health.

#### CONCLUSION

- Local authorities are keen to develop young people's involvement in local life, but face challenges relating to access to information and the inclusion of all young people. A participatory and inclusive approach, with services co-designed with young people, would encourage a fairer and more equitable transition.
- Local authorities therefore need to strengthen youth networks and the sharing of good practice, (re)structure youth councils to enable active participation, centralise online youth information, develop programmes for young people with few opportunities and facilitate training/skills in active citizenship and digital skills.

#### IV.1.B. FOCUS GROUP

Using a short grid of open questions drawn up beforehand, the discussion groups aimed to highlight issues relating to the involvement of young people in local decision-making processes and their role in the just transition. Indeed, young people are seen as key players capable of providing innovative perspectives. The discussion groups summarise challenges, opportunities and recommendations arising from these discussions.

##### IDENTIFY CHALLENGES

- Some factors can hinder young people's participation in local democratic life: unclear policies, limited access to suitable and inclusive venues, or a lack of information about opportunities for participation.
- In addition, the feeling of having little impact or power in the local area, a lack of interest, different priorities or social problems do not make democratic participation a priority for some young people.
- Lastly, administrative constraints or a lack of funding prevent projects from being sustained, so they remain occasional.

##### ACTIVATE LEVERAGES

- The notion of just transition implies providing the practical resources needed to enable young people to take control of local decision-making processes in the face of social and climate challenges. This means recognising their commitment, valuing their contributions, guaranteeing them sufficient resources and creating a constructive participatory dynamic in which they can express themselves.
- We also need to take account of the paradigm shift: engagement is moving towards occasional, one-off actions that are not always official.
- By improving the organisation of participatory spaces, adapting their approach to engagement, and encouraging and recognising their initiatives, young people can become key players in the just transition process and in local decision-making processes.

#### IV.2. RECOMMENDATIONS

While young people may find it difficult to participate in local decision-making processes, their interest in issues relating to the just transition seems undeniable. In order to develop civic participation among young people, it seems essential to modify the current participation methods and structures, but also to offer young people concrete resources to take action. The development of services co-designed by young people and local authorities is therefore timely. It is of strategic interest and beneficial to both parties.

Subject of the third activity in the first work package, the objectives of the “Transnational School of Service Design for a Just Transition” training course will therefore be to

- Provide youth professionals with the tools they need to design services and projects tailored to the challenges of a just transition;
- Strengthen their skills in service design, citizen participation and education for a just transition;
- Promote inclusive approaches to mobilise all young people, including those with the fewest opportunities;
- Encourage transnational cooperation and the exchange of good practices.

The idea will then be to come up with training modules including the following areas:

### **1. Develop the active participation of young people**

- Understand the mechanisms of participation
  - The different forms of participation (formal and informal)
  - The dynamics of citizen participation and engagement (actors, mechanisms, territorial schemes)
  - The obstacles and levers to the engagement of young people in local life
- Promote active participation
  - Structuring inclusive and appropriate spaces for participation (formal and informal spaces)
  - Mobilising young people through innovative approaches (digital tools, gamification)
  - Recognising and valuing commitment

### **2. Understand and educate about the just transition**

- Understand just transition
  - Definition and issues (social justice, inclusion, ecological transition)
  - The role of youth workers in supporting young people in the face of ecological and social transformations
- Educate for just transition
  - Educational strategies to raise awareness about the just transition in an engaging and interactive way
  - Integration of social issues (solidarity economy, social justice) in the creation of youth services

### **3. Train in service design**

- Definition and approaches
  - Design co-conception (principles, prototyping and testing)
  - The role of the service designer (development of solutions, information, communication)
- Methodology
  - Teaching methods and tools for co-designing solutions tailored to the needs of young people

- Practical experience: co-design of a service with a social and environmental impact

#### 4. Funding and sustainability

- Funding strategy
  - Identify funding opportunities for youth projects focused on just transition
  - Develop partnerships with local organisations (institutions, associations, businesses)
- Strategy for sustainability of services
  - Set up monitoring and evaluation indicators
  - Communicate, create a community
  - Innovate and constantly adapt to local needs

The aim of this training is to provide youth workers with the skills and resources necessary to encourage the engagement of young people and enable the co-creation of appropriate responses to the challenges of just transition.



## ANNEXES

### ANNEX 1. QUESTIONNAIRE

<b>1 THE LOCAL AUTHORITY</b>	<b>In this section, we explore the local authority's role and initiatives in youth policy, looking at its priorities and services, as well as the networks and collaborations that support it</b>		
<b>1.1 INFORMATION</b>	<b>The purpose of this subsection is to provide general information about the local authority, its structure and responsibilities.</b>		
1.1.1. indicate your first name			
1.1.2. your last name			
1.1.3. your position / function			
1.1.4. the name of your local authority			
1.1.5. your country	<ul style="list-style-type: none"> <li>• France</li> <li>• Portugal</li> <li>• Italy</li> <li>• Greece</li> <li>• Georgia</li> <li>• Poland</li> </ul>		
1.1.6. Number of residents			
1.1.7. What is the proportion of young people?			
1.1.8. Who in the local authority is responsible for developing youth policy? <i>Several answers possible</i>	<ul style="list-style-type: none"> <li>• The Mayor</li> <li>• Town councillor for youth affairs</li> <li>• Youth policy department</li> <li>• Youth advisory board or council representative</li> <li>• No specific delegation</li> <li>• Other (please specify)</li> </ul>		
1.1.9. Please indicate whether your local authority has a department / office dedicated to youth policy	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>		
<b>1.2. YOUTH POLICY: PRIORITIES AND SERVICES</b>	<b>The purpose of this subsection is to analyse the local authority's youth policy: specific services and strategic priorities.</b>		
1.2.1. Please indicate the priority areas for action in terms of youth policy within your local authority <i>Select 3 priorities in order of importance</i>	<ul style="list-style-type: none"> <li>• Education and training</li> <li>• Civic engagement, volunteering</li> <li>• Social and professional integration support</li> <li>• Sports, culture, leisure activities</li> <li>• Digital literacy / digital learning</li> <li>• Inclusion and diversity programmes</li> <li>• Environmental and sustainability programmes</li> <li>• European / international mobility</li> <li>• Health and safety</li> <li>• Other (please specify)</li> </ul>		
1.2.2. In connection with the 3 main priorities indicated in the previous question, what services are directly managed by the local authority <i>Select services (several options possible) for each priority</i>	<b>Priority 1</b> <ul style="list-style-type: none"> <li>• Centres / Spaces dedicated</li> <li>• Supporting programmes dedicated</li> <li>• Workshops / seminars</li> <li>• Events / Information sessions / Campaigns</li> <li>• Online platform</li> <li>• Nothing specific</li> <li>• Other (please specify)</li> </ul>	<b>Priority 2</b> <ul style="list-style-type: none"> <li>• Centres / Spaces dedicated</li> <li>• Supporting programmes dedicated</li> <li>• Workshops / seminars</li> <li>• Events / Information sessions / Campaigns</li> <li>• Online platform</li> <li>• Nothing specific</li> <li>• Other (please specify)</li> </ul>	<b>Priority 3</b> <ul style="list-style-type: none"> <li>• Centres / Spaces dedicated</li> <li>• Supporting programmes dedicated</li> <li>• Workshops / seminars</li> <li>• Events / Information sessions / Campaigns</li> <li>• Online platform</li> <li>• Nothing specific</li> <li>• Other (please specify)</li> </ul>



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1.3. YOUTH NETWORK		This subsection focuses on the youth network, partnerships and collaboration established between the local authority and local structures.	
1.3.1. In relation to the youth field, what types of organisations does the local authority work with as a priority? <i>Select 3 types of organisations in order of importance</i>	<div>Schools and educational institutions</div> <ul style="list-style-type: none"><li>Youth centres and community centres</li><li>Associations / NGOs</li><li>Health and social organisations</li><li>Local businesses</li><li>Cultural associations / institutions</li><li>Sports clubs / associations</li><li>Other local authorities</li><li>Public and private training organisations</li><li>Other (please specify)</li></ul>		
1.3.2. Is there a register kept by your local authority in which youth associations are listed?	<ul style="list-style-type: none"><li>Yes</li><li>No</li></ul>		
1.3.3. How many youth associations are known (or estimated) in your area?			
1.3.4. Is there a register kept by your local authority in which third-sector entities which operate, among other activities, in the field of youth policy, are listed?	<ul style="list-style-type: none"><li>Yes</li><li>No</li></ul>		
1.3.5. How many third-sector entities are known (or estimated) in your area?			
2 ACCESS TO INFORMATION		This section examines the means put in place to ensure that young people have optimum access to essential information, as well as specific actions to support young people with fewer opportunities. <i>* Young people with fewer opportunities includes those facing social and economic barriers, disabilities, educational difficulties, cultural differences, health problems and geographical obstacles.</i>	
2.1 RESSOURCES		This subsection explores the various information resources available to young people	
2.1.1. Does the local authority have online activities specifically dedicated to young people?	<ul style="list-style-type: none"><li>Yes</li><li>No</li></ul>	2.1.1.a. If yes, which ones? <i>Several answers possible</i> <ul style="list-style-type: none"><li>Social medias</li><li>Mobile application</li><li>Online information platform</li><li>Newsletter</li><li>Other (please specify)</li></ul>	2.1.1.b. If not, what are the reasons? <i>Several answers possible</i> <ul style="list-style-type: none"><li>Lack of resources</li><li>Lack of demand</li><li>It's not a priority</li><li>Other (please specify)</li></ul>
2.1.2. Do your local authority's educational programmes include information and digital literacy?	<ul style="list-style-type: none"><li>Yes</li><li>No</li></ul>	2.1.2.a. If yes, which ones? <i>Several answers possible</i> <ul style="list-style-type: none"><li>Digital literacy training</li><li>Media literacy programmes</li><li>Access to digital resources/spaces</li><li>Other (please specify)</li></ul>	2.1.2.b. If not, what are the reasons? <i>Several answers possible</i> <ul style="list-style-type: none"><li>Lack of resources</li><li>Lack of demand</li><li>It's not a priority</li><li>Other (please specify)</li></ul>

<b>2.2 YOUNG PEOPLE WITH FEWER OPPORTUNITIES</b>	<b>This subsection explores support schemes, programmes to ensure that young people with fewer opportunities also have equal access to the information</b>		
2.2.1. Do the youth information and advice services in your local authority provide resources or programmes adapted to the needs of young people with fewer opportunities?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	2.2.1.a. If yes, please indicate which resources / programmes <i>Several answers possible</i> <ul style="list-style-type: none"> <li>• Social integration programmes</li> <li>• Access to health services</li> <li>• Training and career guidance</li> <li>• Scholarships and financial aid</li> <li>• Collaboration with NGOs</li> <li>• Other (please specify)</li> </ul>	2.1.b. If not, what are the reasons? <i>Several answers possible</i> <ul style="list-style-type: none"> <li>• Lack of resources</li> <li>• Lack of demand</li> <li>• It's not a priority</li> <li>• Other (please specify)</li> </ul>
<b>3 YOUTH PARTICIPATION IN PUBLIC / DEMOCRATIC LIFE</b>	<b>This section looks at the initiatives, schemes, resources put in place to encourage and strengthen young people's participation in public life.</b>		
<b>3.1 SCHEMES / RESSOURCES</b>	<b>This section looks at the initiatives, schemes, resources put in place by the local authority</b>		
3.1.1. Are there any youth organisations / youth initiatives in your local authority?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	3.1.1.a. If yes, do you think they have the space, financial support and resources they need to operate effectively? <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• It needs to be improved</li> </ul>	3.1.1.b. If not, what are the reasons? <i>Several answers possible</i> <ul style="list-style-type: none"> <li>• Lack of resources</li> <li>• Lack of demand</li> <li>• It's not a priority</li> <li>• Other (please specify)</li> </ul>
3.1.2. Does your local authority have a structure or programme that enables all young people, including those in vulnerable situations, to participate in decisions and debates that concern them?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	3.1.2.a. If yes, which ones? <i>Several answers possible</i> <ul style="list-style-type: none"> <li>• Youth councils</li> <li>• Consultation workshops</li> <li>• Digital participation platforms</li> <li>• Community events</li> <li>• Collaboration with NGOs</li> <li>• Polls and surveys</li> <li>• Active citizenship training / programme</li> <li>• Other (please specify)</li> </ul>	3.1.2.b. If not, what are the reasons? <i>Several answers possible</i> <ul style="list-style-type: none"> <li>• Nothing is being developed or planned</li> <li>• A structure / programme is being developed / planned</li> <li>• There are partial schemes</li> <li>• Occasional consultations are organised</li> <li>• Other (please specify)</li> </ul>
<b>3.2. CIVIC AND CITIZENSHIP EDUCATION</b>	<b>This section focuses on civic and citizenship education</b>		
3.2.1. What is your local authority doing to provide young people with education in human rights and democratic citizenship? <i>Select 3 types of resources in order of importance</i>	<ul style="list-style-type: none"> <li>• Educational programmes in schools</li> <li>• Workshops and training</li> <li>• Partnerships with NGOs</li> <li>• Cultural and artistic activities</li> <li>• Use of media and technology</li> <li>• Awareness-raising days and community events</li> <li>• Other (please specify)</li> </ul>		
<b>3.3. ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT</b>	<b>This section focuses on environmental education and sustainable development.</b>		
3.3.1. What is your local authority doing to provide young people with education in environmental and sustainability? <i>Select 3 types of resources in order of importance</i>	<ul style="list-style-type: none"> <li>• Educational programmes in schools</li> <li>• Workshops and training</li> <li>• Partnerships with NGOs</li> <li>• Cultural and artistic activities</li> <li>• Use of media and technology</li> <li>• Awareness-raising days and community events</li> <li>• Other (please specify)</li> </ul>		

<b>3.4. SUPPORT FOR YOUTH WORK</b> 3.4.1. What specific strategies / resources is your local authority developing to support and sustain youth work? <i>Select 3 types of strategies / resources in order of importance</i>	<b>This section focuses on which resources support youth work</b> <ul style="list-style-type: none"> <li>• Funding and grants for youth projects</li> <li>• Establishing local partnerships with associations and businesses</li> <li>• Support for national laws promoting youth integration</li> <li>• Creation of permanent youth-dedicated structures</li> <li>• Training programs for youth work professionals</li> <li>• Local action plan for youth employment and integration</li> <li>• Initiatives for civic participation and volunteering</li> <li>• Digital resources for education and information</li> <li>• Other (please specify)</li> </ul>		
<b>4 YOUTH PROJECTS:/ YOUTH SERVICES: GOOD PRACTICE</b>	<b>This section looks at the different types of youth projects / youth services implemented, showcases examples of successful practices and outlines expectations for future initiatives</b> <i>* Please note the difference between projects and services: projects have a definite start and end, while services are continuous.</i>		
<b>4.1. YOUTH PROJECTS / YOUTH SERVICES</b>	<b>In this subsection, we explore the diverse types of youth projects / youth services that have been undertaken</b>		
4.1.1. Have any municipal youth policy projects been implemented in your region during the period 2023-2024?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	4.1.1.a. If yes, in which area(s)? <i>Select 3 areas in order of importance</i> <ul style="list-style-type: none"> <li>• Education and training</li> <li>• Civic engagement, volunteering</li> <li>• Social and professional integration support</li> <li>• Sports, culture, leisure activities</li> <li>• Digital literacy / digital learning</li> <li>• Inclusion and diversity programmes</li> <li>• Environmental and sustainability programmes</li> <li>• European / international mobility</li> <li>• Health and safety</li> <li>• Other (please specify)</li> </ul>	4.1.1.c. If not, what are the reasons ? <i>Several answers possible</i> <ul style="list-style-type: none"> <li>• Lack of resources</li> <li>• Lack of demand</li> <li>• It's not a priority</li> <li>• Other (please specify):</li> </ul>
		4.1.1.c. If yes, in collaboration with which type of organisation(s) ? <i>Select 3 organisations in order of importance</i> <ul style="list-style-type: none"> <li>• Schools and educational institutions</li> <li>• Youth centres and community centres</li> <li>• Associations / NGOs</li> <li>• Health and social organisations</li> <li>• Local businesses</li> <li>• Cultural associations / institutions</li> <li>• Sports clubs / associations</li> <li>• Other local authorities</li> <li>• Public and private training organisations</li> <li>• Other (please specify)</li> </ul>	



4.1.2..Have any services for young people been set up for 2023-2024?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	4.1.2.a. If yes, in which area(s)? <i>Select 3 areas in order of importance</i> <ul style="list-style-type: none"> <li>• Education and training</li> <li>• Civic engagement, volunteering</li> <li>• Social and professional integration support</li> <li>• Sports, culture, leisure activities</li> <li>• Digital literacy / digital learning</li> <li>• Inclusion and diversity programmes</li> <li>• Environmental and sustainability programmes</li> <li>• European / international mobility</li> <li>• Health and safety</li> <li>• Other (please specify)</li> </ul>	4.1.2.c. If not, what are the reasons ? <i>Several answers possible</i> <ul style="list-style-type: none"> <li>• Lack of resources</li> <li>• Lack of demand</li> <li>• It's not a priority</li> <li>• Other (please specify)</li> </ul>
		4.1.2.b. If yes, in collaboration with which type of organisation(s) ? <i>Select 3 organisations in order of importance</i> <ul style="list-style-type: none"> <li>• Schools and educational institutions</li> <li>• Youth centres and community centres</li> <li>• Associations / NGOs</li> <li>• Health and social organisations</li> <li>• Local businesses</li> <li>• Cultural associations / institutions</li> <li>• Sports clubs / associations</li> <li>• Other local authorities</li> <li>• Public and private training organisations</li> <li>• Other (please specify)</li> </ul>	
<b>4.2 GOOD PRACTICE</b>	<b>In this subsection, we highlight examples of successful youth projects</b>		
4.2.1 Please give 1 example of projects carried out in 2023-2024 that you consider to be good practice	Project (Topic, title, purpose and objectives, duration, young people targeted, weblink of the project - if applicable -)		
<b>4.3 EXPECTATIONS</b>	<b>This sub-section outlines the expectations for upcoming youth projects</b>		
4.3.1. Do you have any expectations for the youth projects to be developed in your local authority?	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	4.3.1.a. If yes, precise your expectations	

## ANNEX 2. FOCUS GROUP QUESTIONS

### **Participant's engagement**

- How do you feel about the project and its goals ?
- What aspects of the project resonate with you the most?
- Would you like to be involved in this project?

### **Understanding of just transition concept**

- What does the term “Just Transition” mean to you in relation to your field?

### **Youth participation in sustainable and inclusive transition**

- What challenges or opportunities do you see in involving young people in the transition to a more sustainable and inclusive society?
- What do you think could be the main challenges connected to young people's participation in the local decision-making process?
- What actions or collaborations could better support youth participation?
- Who are the target groups that could benefit from young people's participation?
- How can policymakers ensure that young people have a voice in decisions related to the green and digital transition? How can they provide support?

### **Spaces and initiatives for young people**

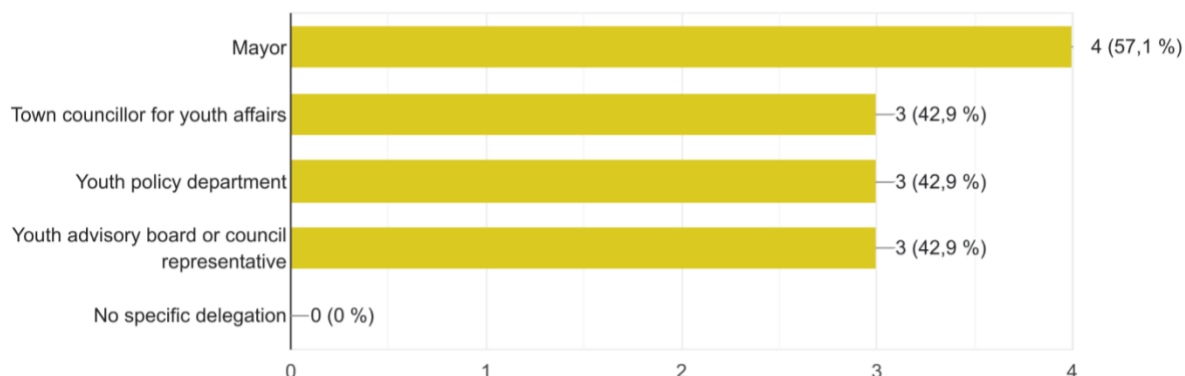
- What spaces could be used to enable young people's participation?
- Are there spaces in your city already dedicated to youth activities?
- Is there anything else you would like to share regarding projects or initiatives carried out in your city?



## ANNEX 3. QUESTIONNAIRE: CHARTS

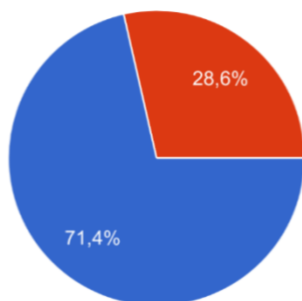
### 1.1.8. Who in the local authority is responsible for developing youth policy?

- Mayor: 4 answers
- Town councillor for youth affairs: 3 answers
- Youth policy department: 3 answers
- Youth advisory board / council representative: 3 answers
- No specific delegation: 0 (0 %)



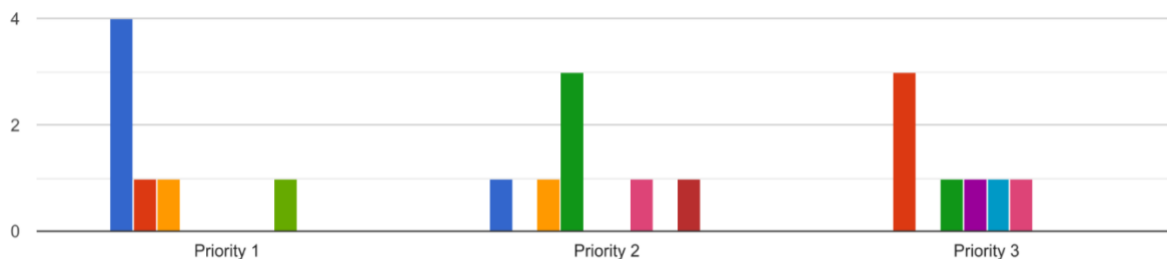
### 1.1.9. Please indicate whether your local authority has a department / office dedicated to youth policy

- Yes 71.4%
- No 28.6%



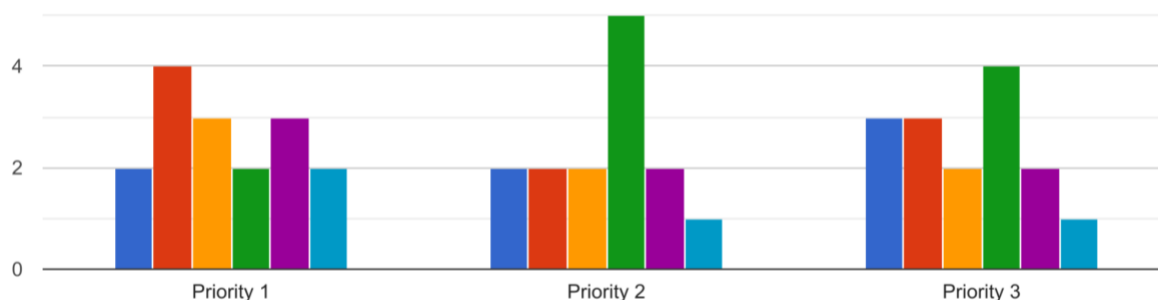
### 1.2.1. Please indicate the priority areas for action in terms of youth policy within your local authority

- Education and training
- Civic engagement, volunteering
- Social and professional integration support
- Sports, culture, leisure activities
- Digital literacy / digital learning
- Inclusion and diversity programmes
- Environmental and sustainability programmes
- European / international mobility
- Health and safety
- Other (please specify)



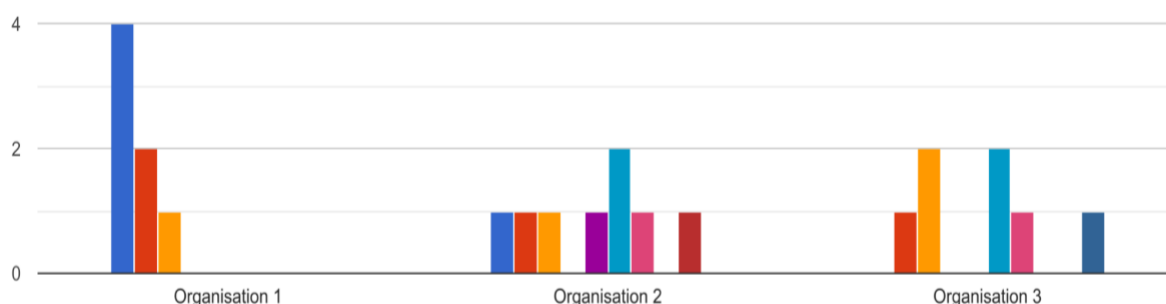
### 1.2.2. In connection with the 3 main priorities indicated in the previous question, what services are directly managed by the local authority

- Centres / Spaces dedicated
- Supporting programmes dedicated
- Workshops / seminars
- Events / Information sessions / Campaigns
- Online platform
- Other (please specify)



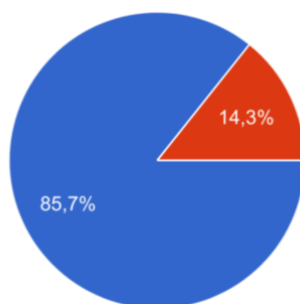
### 1.3.1. In relation to the youth field, what types of organisations does the local authority work with as a priority?

- Schools and educational institutions
- Youth centres and community centres
- Associations / NGOs
- Health and social organisations
- Local businesses
- Cultural associations / institutions
- Sports clubs / associations
- Other local authorities
- Public and private training organisations
- Other (please specify)



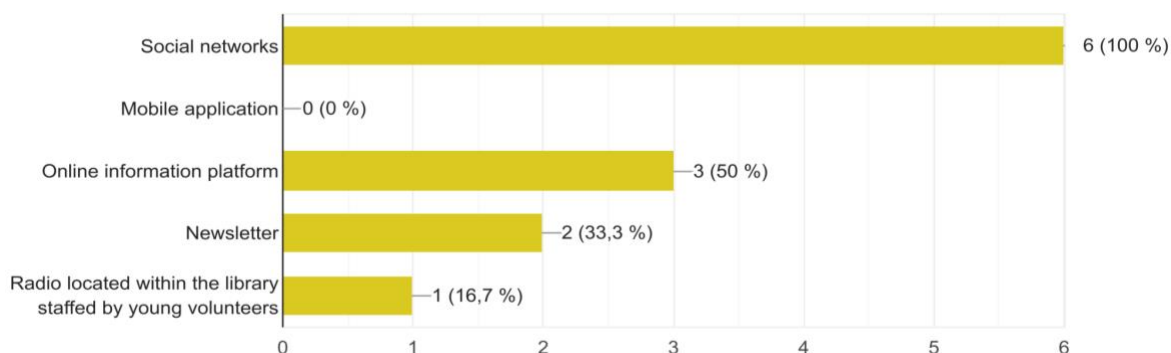
### 2.1.1. Does the local authority have online activities specifically dedicated to young people?

- Yes 85.7%
- No 14.3%



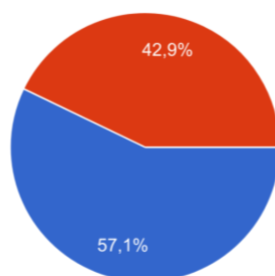
### 2.1.2. Do your local authority's educational programmes include information and digital literacy?

- Social networks: 6 answers
- Online information platform: 3 answers
- Newsletter: 2 answers
- Other: Radio staffed by young volunteers : 1 answer



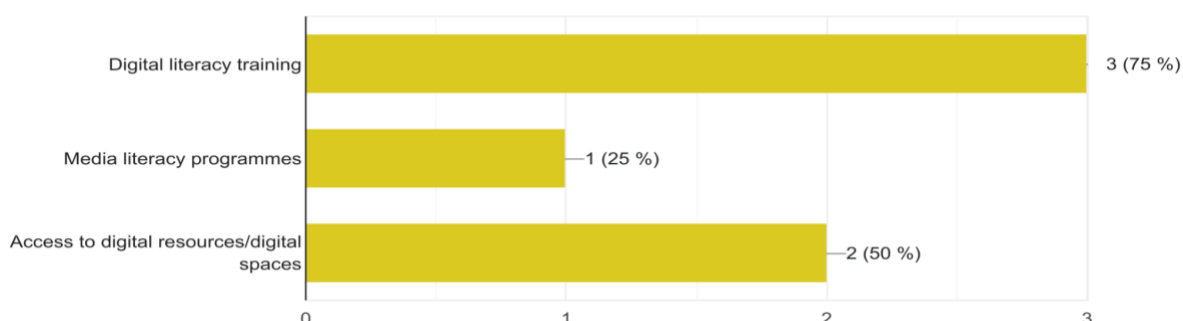
### 2.2.1. Do the youth information and advice services in your local authority provide resources or programmes adapted to the needs of young people with fewer opportunities ?

- Yes 57.1%
- No 42.9%



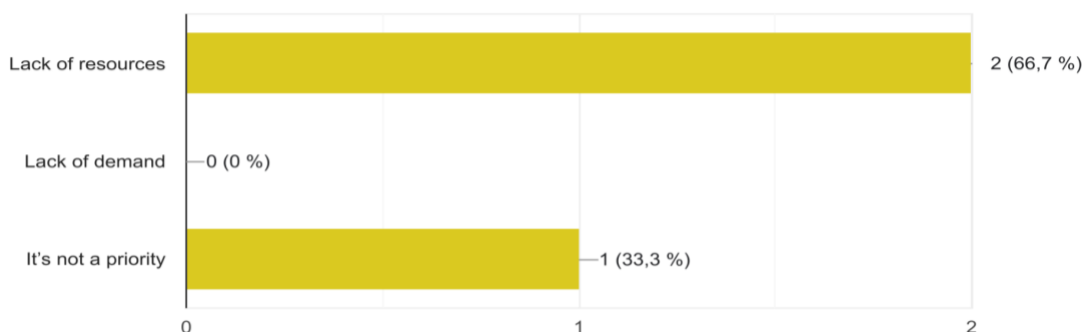
#### 2.2.1.a. If yes, please indicate which ressources / programmes

- Digital literacy training: 3 answers
- Access to digital resources / digital spaces: 2 answers
- Media literacy programmes: 1 answer



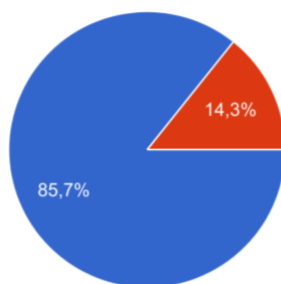
### 2.2.1.b. If not, what are the reasons ?

- Lack of resources: 2 answers
- It's not a priority: 1 answer



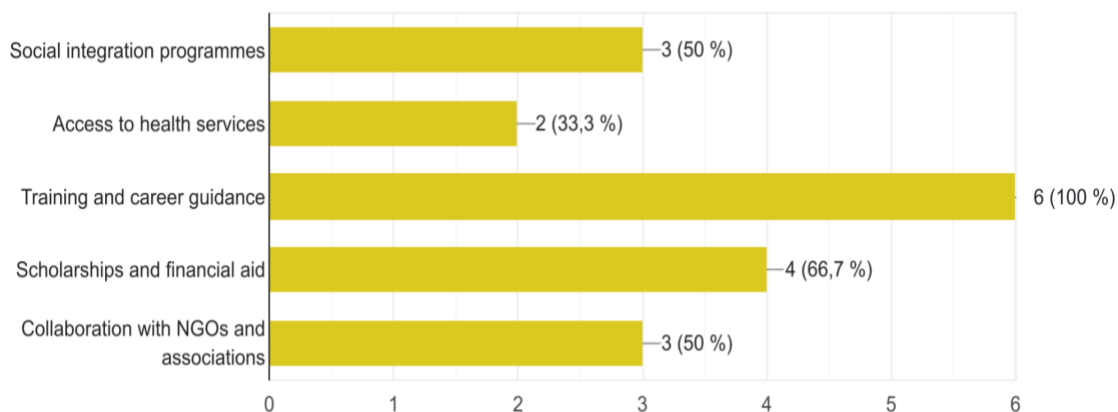
### 2.2.2. Do the youth information and advice services in your local authority provide resources or programmes adapted to the needs of young people with fewer opportunities ?

- Yes 85.7%
- No 14.3%



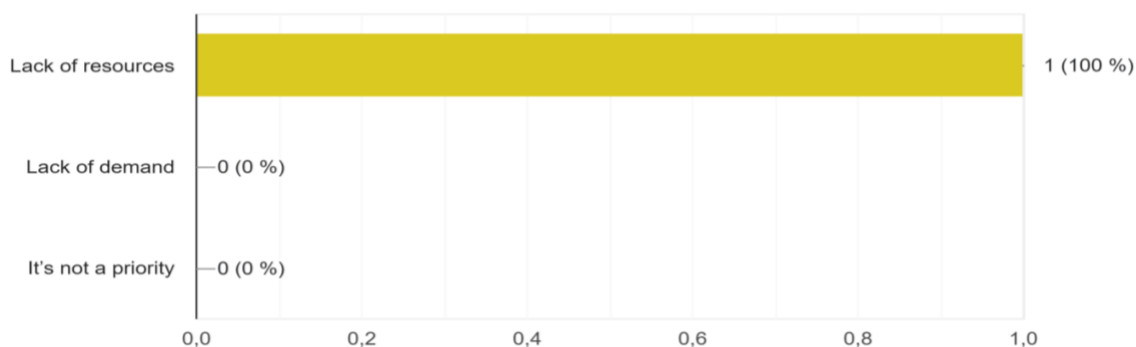
#### 2.2.2.a. If yes, please indicate which resources / programmes

- Training and career guidance: 6 answers
- Scholarship and financial aid: 4 answers
- Collaboration with NGO and associations : 3 answers
- Social integration programmes: 3 answers
- Access to health services: 2 answers



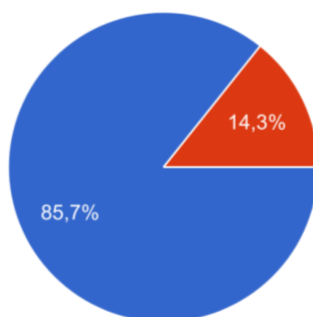
### 2.2.2.b. If not, what are the reasons?

- Lack of resources : 1 answer



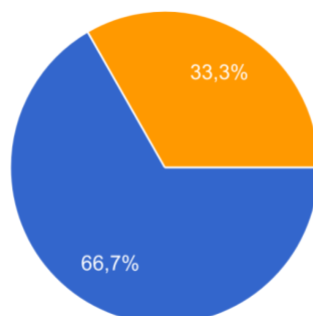
### 3.1.1.Are there any youth organisations / youth initiatives in your local authority?

- Yes 85.7%
- No 14.3%



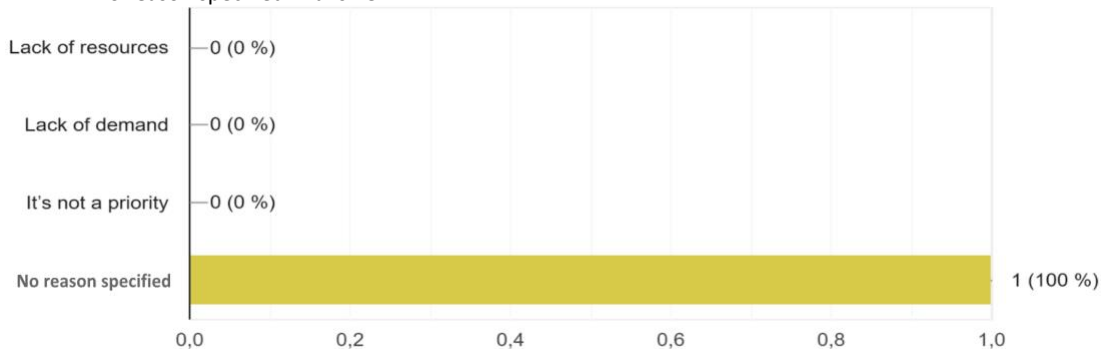
### 3.1.1.a. If yes, do you think they have the space, financial support and resources they need to operate effectively?

- Yes 66.7%
- No
- It needs to be improved 33.3%



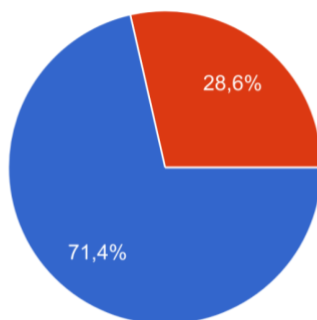
### 3.1.1.b. If not, what are the reasons?

- No reason specified: 1 answer



### 3.1.2. Does your local authority have a structure or programme that enables all young people, including those in vulnerable situations, to participate in decisions and debates that concern them?

- Yes 71,4%
- No 28,6%



### 3.1.2.a. If yes, which ones?

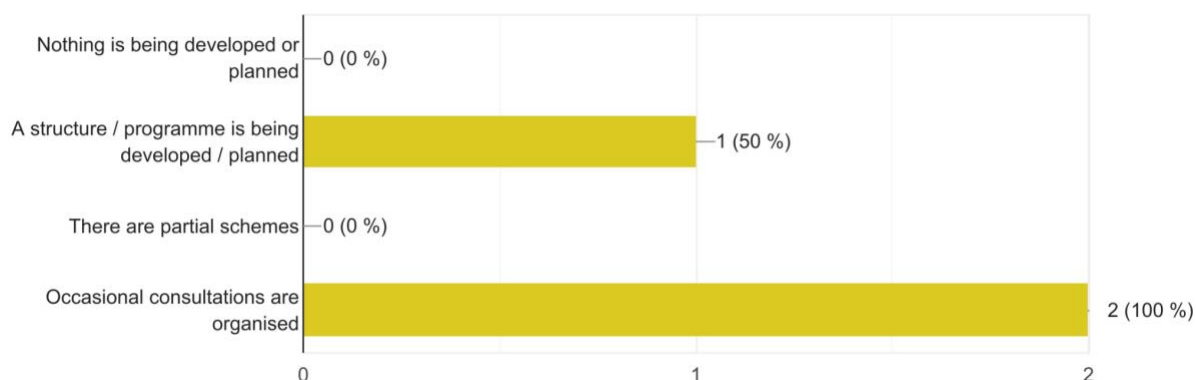
- Youth councils
- Consultation workshops
- Digital participation platforms
- Community events
- Collaboration with NGOs
- Polls and surveys
- Active citizenship training / programme
- Other (please specify)





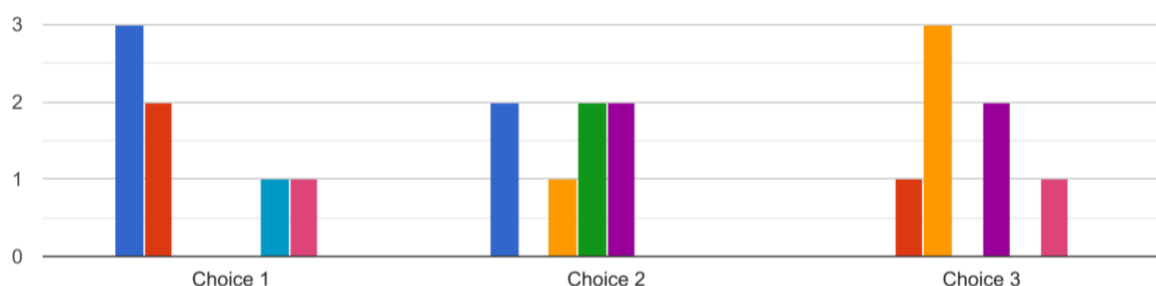
### 3.1.2.b. If not, what are the reasons ?

- Occasional consultations are organised: 2 answers
- A structure / programme is being developed/planned: 1 answer



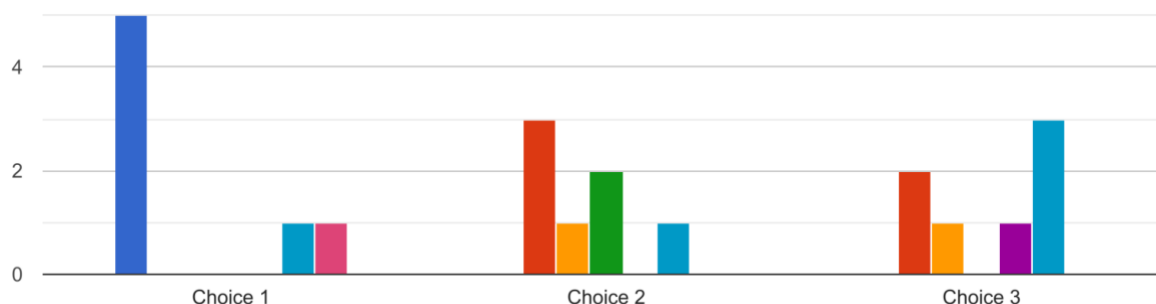
### 3.2.1. What is your local authority doing to provide young people with education in human rights and democratic citizenship?

- Educational programmes in schools
- Workshops and training
- Partnerships with NGOs
- Organisation of conferences / debates
- Cultural and artistic activities
- Use of media and technology
- Awareness-raising days and community events
- Other (please specify)



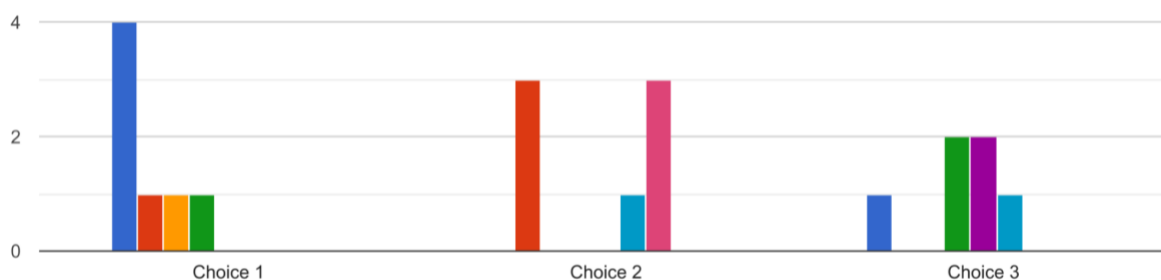
### 3.3.1. What is your local authority doing to provide young people with education in environmental and sustainability?

- Educational programmes in schools
- Workshops and training
- Partnerships with NGOs
- Cultural and artistic activities
- Use of media and technology
- Awareness-raising days and community events
- Other (please specify)



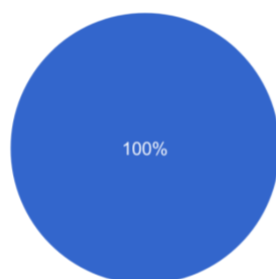
### 3.4.1. What specific strategies / resources is your local authority developing to support and sustain youth work?

- Funding and grants for youth projects
- Establishing local partnerships with associations and businesses
- Support for national laws promoting youth integration
- Creation of permanent youth-dedicated structures
- Training programs for youth work professionals
- Local action plan for youth employment and integration
- Initiatives for civic participation and volunteering
- Digital resources for education and information
- Other (please specify)



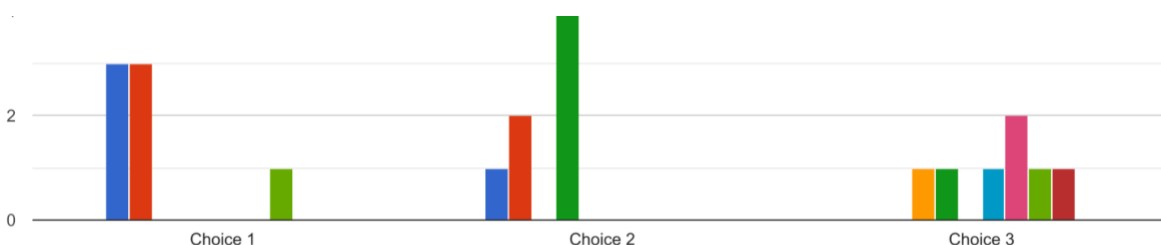
### 4.1.1. Have any municipal youth policy projects been implemented in your region during the period 2023-2024?

- Yes : 100%
- No



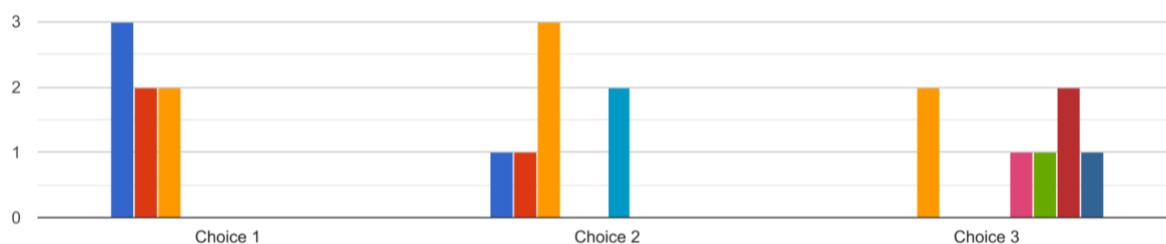
### 4.1.1.a. If yes, in which area(s)?

- Education and training
- Civic engagement, volunteering
- Social and professional integration support
- Sports, culture, leisure activities
- Digital literacy / digital learning
- Inclusion and diversity programmes
- Environmental and sustainability programmes
- European / international mobility
- Health and safety
- Other (please specify)



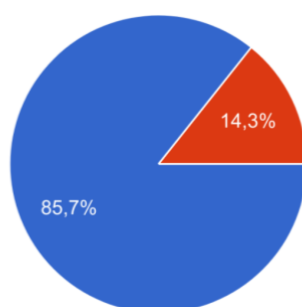
#### 4.1.1.b. If yes, in collaboration with which type of organisation(s) ?

- Schools and educational institutions
- Youth centres and community centres
- Associations / NGOs
- Health and social organisations
- Local businesses
- Cultural associations / institutions
- Sports clubs / associations
- Other local authorities
- Public and private training organisations
- Other (please specify)



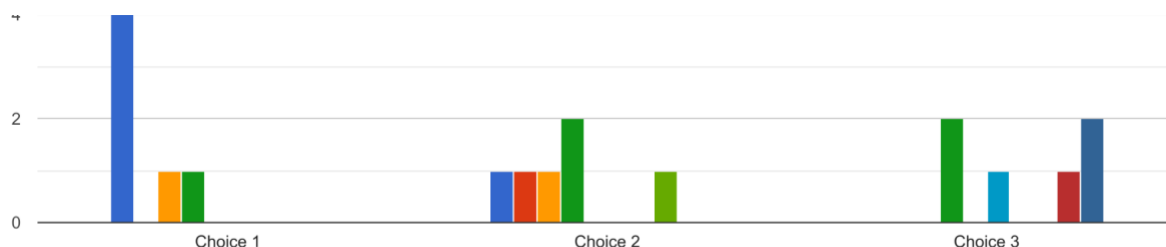
#### 4.1.2..Have any services for young people been set up for 2023-2024?

- Yes 85,7%
- No 14,3%



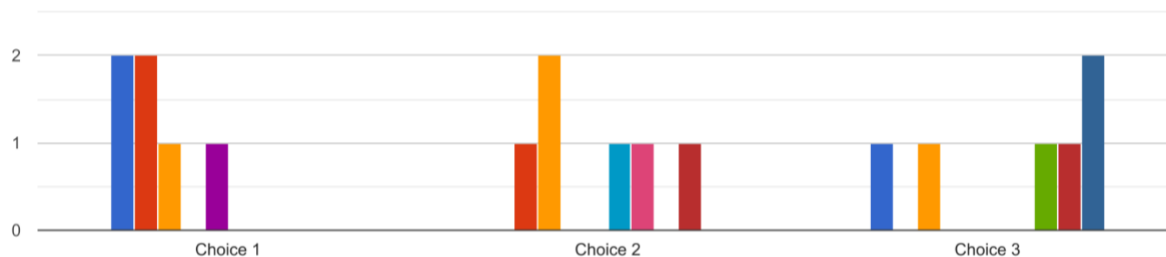
#### 4.1.2.a. If yes, in which area(s)?

- Education and training
- Civic engagement, volunteering
- Social and professional integration support
- Sports, culture, leisure activities
- Digital literacy / digital learning
- Inclusion and diversity programmes
- Environmental and sustainability programmes
- European / international mobility
- Health and safety
- Other (please specify)



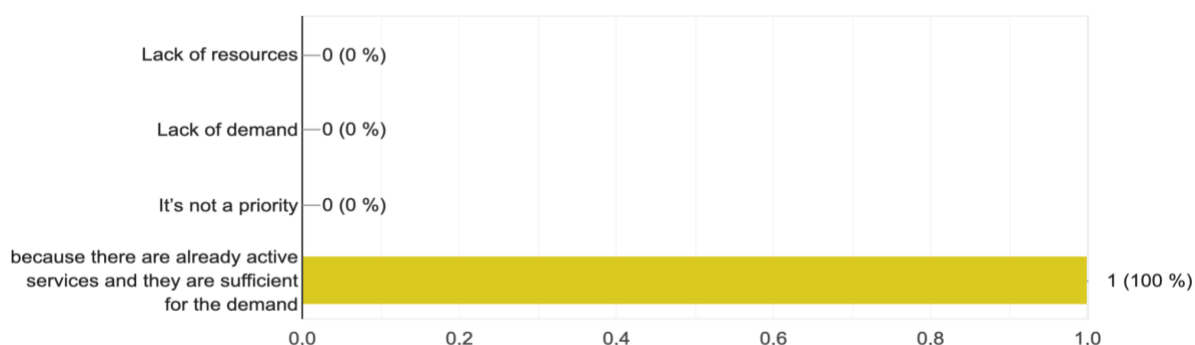
#### 4.1.2.b. If yes, in collaboration with which type of organisation(s) ?

- Schools and educational institutions
- Youth centres and community centres
- Associations / NGOs
- Health and social organisations
- Local businesses
- Cultural associations / institutions
- Sports clubs / associations
- Other local authorities
- Public and private training organisations
- Other (please specify)



#### 4.1.2.c. If not, what are the reasons ?

- There are already active services and they are sufficient for the demand: 1 answer





YOUTRANSITION

YOUTH SEEDS FOR  
A JUST TRANSITION

2024-1-FR02-KA220-YOU-000246991

