



RESEARCH PHASE GOOD PRACTICES – ANALYSIS

Within the frame of the Erasmus+ KA2“ADD” project, the partner organisations have led a phase of research in the different countries and at European level.

The aim was to identify and describe good practices regarding youth participation at local level.

As well as giving each partner a better understanding of what participation by young people at local level can entail, this phase was an opportunity to find out more about what was happening in their own area for each of the partners and to find interesting and inspiring components for the ADD methodology, which is at the heart of this project.

• HOW THE RESEARCH WAS ORGANISED

First of all, the partner organisations have agreed on what can be considered as a good practice to be in line with the ADD methodology, with a specific aim to identify what could be inspiring for the next steps of the project implementation.

Each partner organisation has led desk research and completed forms that can be found in the annexes.

• WHAT YOU WILL FIND IN THIS DOCUMENT

An analysis of the collected good practices has been led, which gives you the possibility to:

- browse the good practices per category;
- learn about the essentials of each good practice;
- take note of what has been considered as the most relevant and inspiring in these good practices.

• HOW TO BROWSE THIS DOCUMENT

You can access the main information of each good practice by category, by clicking on the blocks that are below.

Once accessing them, you can go further by clicking on the **magnifying glass** to directly access the completed form.

From the essentials, you can go back to the categories and from each form, you can go back to the category, by clicking on the symbols that are at the top of the page.





Something
Meaningful



BROWSE THE GOOD PRACTICES BY CATEGORY

Project development 

Funding 

Information 

Evaluation 

Dialogue 

Digital 





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Project development

| Name and country of the good practice | The essentials about the method | The strengths of the method |
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| <p>Largo alla scuola Italy</p>  | <p>The Italian project team, led by CESIE, was composed by a group of young professionals in collaboration with some local associations (Tu Sei La Città and PUSH). The aim was to design and implement a participatory co-design process that involved a group of students and produced a prototype of the square where the High School Finocchiaro Aprile is based. The designed interventions were creative, low-cost, sustainable and easy-to-implement solutions, based on the principles and tools of Tactical Urbanism. It is a useful approach to bottom-up transformation processes of urban spaces. The final project was finalized with a practical redesign and co-creation of a square in front of a high school.</p> <p>The final project was finalized with a practical redesign and co-creation of a square in front of a high school.</p> | <p>The project can be considered innovative because through the involvement of young people under 18, activated a bottom-up process of co-creating a public space. The process set off a participatory governance mechanism that led to tangible change in a common space with the Municipality of Palermo involvement.</p> <p>The main strengths:</p> <ul style="list-style-type: none"> - participatory governance with a bottom-up decision-making and implementation process; - participatory budget experience; - involvement of public authorities. |
| <p>P.Y.C. – Palermo Youth Center – Villa Trabia Italy</p>  | <p>PYC is a community center run on a voluntary basis by a group of more than 40 young who have made concepts such as solidarity, volunteerism, common good, culture, integration, peace and tolerance their own.</p> | <p>What is interesting is that the centre is opened during some months and gives the possibility to highlight the process and involve the people during a certain period of time, giving the possibility to keep the “energy” of</p> |





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| | <p>The volunteers of The Factory and CSF organize numerous actions to restore urban decorum, upgrading some degraded areas, offering a tangible contribution to the growing of Palermo.</p> <p>The PYC, as social club of the non-profit cultural association ARCI, is composed of two decision-making bodies: the board of directors, which has the function of proposing, and the members' assembly. Annual strategies and programmes are therefore taken democratically in assemblies open to all members.</p> | <p>the participants higher than during a long-term commitment.</p> <p>P.Y.C. Villa Trabia can be considered an innovative reality, because it is an important example of urban civic engagement which involve young people. It has opened a space for sociability and civic education, as a city focal point for public debate and cultural activities.</p> <p>The strengths of the method:</p> <ul style="list-style-type: none"> - To use cultural events as tools of participation and civic engaging. - Inclusive and open decision-making processes. - To be a place of contact for city associations and local authorities. - To give the opportunity to actively use a green space in the city that was abandoned. |
| <p>Ljuba&Drago (mobile youth centre) Slovenia</p>  | <p>The objective of the practice was to include youth to participate in every stage of the project implementation, to exchange creative ideas, collaborate and gain practical knowledge, whilst converting an old disused city bus into a mobile youth centre.</p> | <p>The advantage of the Ljuba&Drago bus is above all mobility, as they can go anywhere where it is possible to park the bus. The current destination stations are the grey zones of the city, neighbourhoods where young people do not have as many opportunities to engage in cultural and artistic content. The mission of Ljuba&Drago is to connect the entire neighbourhood, which means that in addition to working with the local youth, they encourage neighbours and surrounding institutions to co-create the common pulse of both the</p> |



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| | | neighbourhood and the city of Ljubljana. |
| <p>The "Münchner Jugendrat" (Munich Youth Council) Germany</p>  | <p>The Münchner Jugendrat (Munich Youth Council) is a body of elected young people who advise the city of Munich on issues that affect them. It was founded in 1973 and is made up of 40 members, who are elected every two years by young people aged 14 to 21.</p> <p>The objectives of the Münchner Jugendrat initiative are to:</p> <ul style="list-style-type: none"> - Give young people a voice in decision-making: The Youth Council provides a platform for young people to share their views and ideas on issues that affect them. This helps to ensure that their needs are taken into account by decision-makers. - Increase the participation of young people in civic life: The Youth Council encourages young people to get involved in their community and to make a difference. It provides them with the opportunity to learn about how the city works and to develop their skills and knowledge. - Promote understanding and tolerance between young people and decision-makers: The Youth Council provides a space for young people and decision-makers to come together and discuss issues in a respectful and constructive way. This helps to build understanding and tolerance between the two groups. - Empower young people: The Youth Council gives young people the opportunity to develop their leadership skills and to learn how to make a difference in their | <p>The Münchner Jugendrat initiative can be considered as an innovation for a number of reasons.</p> <ul style="list-style-type: none"> - It is a long-standing initiative that has been running for over 50 years. This shows that the initiative is sustainable and that it has been successful in meeting the needs of young people in Munich. - It is a well-established initiative that has been evaluated on a number of occasions. The evaluations have found that the initiative is effective in giving young people a voice in decision-making. - It is a scalable initiative that can be replicated in other cities and countries. The initiative has been adapted to the needs of young people in Munich, but it can be adapted to the needs of young people in other contexts. - It is a transferable initiative that can be used to address a range of issues affecting young people. The initiative has been used to address a variety of issues, such as education, housing, and transportation. - It is a sustainable initiative that is funded by the city of Munich. This ensures that the initiative will continue to be available to young people in Munich. <p>The Münchner Jugendrat initiative is an example of an innovative approach to youth participation. The initiative has been successful in giving young people a voice in decision-making and in making</p> |



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| | <p>community. This can help to empower them and to give them a sense of agency.</p> | <p>Munich a more inclusive and democratic city.</p> <p>Here are some other reasons why the Münchner Jugendrat initiative can be considered as an innovation:</p> <ul style="list-style-type: none">- It is a participatory initiative that involves young people in all aspects of the decision-making process.- It is a transparent initiative that makes the decision-making process clear and accessible to young people.- It is a collaborative initiative that brings together young people, decision-makers, and other stakeholders to work together to address issues affecting young people.- It is an inclusive initiative that is open to all young people, regardless of their background or circumstances.- It is a sustainable initiative that is designed to continue to be available to young people in Munich for many years to come. |
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WHAT IS INSPIRING AND RELEVANT IN LINE WITH THE ADD PROJECT


- Highlighting participatory democracy and budget
- Applying an initiative at a district level
- It is important to develop initiatives that are easy to replicate
- Using young associations for urban redevelopment, working with the municipality and local authorities.
- Networking among existing associations, using cultural forms by involving local and non-local artists, policymakers, authorities.
- The participation of experts that make young people feel considered and to work better on some topics and realities







Funding




| Name and country of the good practice | The essentials about the method | The strengths of the method |
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| <p>Kopio Finland</p>  | <p>The European Union offers to fund young adults for projects enhancing solidarity and The Peace Education Institute, in turn, offers support to apply for this funding. A group of at least 5 people (age 18–30 years) can apply for the funding for their project from the European Solidarity Corps.</p> <p>During the virtual Solidarity Project Workshops, The Peace Education Institute will introduce previously produced projects, assist in outlining an idea to a project plan, clarify the EU jargon, and offer professional mentoring and assistance to carry out the application form.</p> <p>In the workshop, the participants are encouraged to start building their ideas based on their dreams and their own utopia of a better world. What kind of change do young people want to be creating in the world and whom do they want to start the revolution with? The funded projects should be local, enhance solidarity, and be based on common European values.</p> | <p>The practice can be seen as innovative and especially <i>valuable</i> because it is based on the notion that the funder does not reach its target group, and on the other hand that the target group is excluded from the funder's goal with a practical solution (regarding the way the application portal works, and the language used in the form). The practice offers a very easy solution to a very challenging and big problem. Funders and young people seem to live in a different world and speak a different language – the workshop practice creates a bridge between this.</p> <p>The goal is not primarily to empower young people, instead we trust that they do know what they want to do. They are just helped to put it into words.</p> <p>The strengths of the method:</p> <ul style="list-style-type: none"> - Better use of existing funding opportunities aimed directly at young people. - Creating operational structures that promote equality in practice. - Paying attention to minority youth and distributing resources more evenly between |





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| | | representatives of different groups. |
| <p>Public Call for the co-financing of Youth Programs or Projects Slovenia</p>  | <p>The objective of this public call is to encourage the active participation of young people and to support the implementation of programs or projects that are implemented by young people for young people and contribute to the active citizenship of young people in the local environment and their personal development.</p> | <p>Some strengths of this method are the fact that there are info days and that the call is published twice a year, since it gives the possibility to new people to be involved at each round and communication made in between.</p> <p>The involvement of youth workers is also an added value.</p> |
| <p>The City Incubator programme "Dream of your place" Slovenia</p>  | <p>The objective of the practice is to motivate and engage young people to learn and develop their creative ideas that would contribute to a higher quality of life in the local area.</p> <p>The City Incubator is one of the Young Dragons' projects / practices that create new models of collaboration between the city, public institutions, businesses, non-governmental organisations, and the community. It's one of the ambitious projects that go beyond the scope of everyday work with youth. It connects young people and the city at all organisational levels through ambitious ideas and turns young people's ideas into projects. The programme includes workshops, mentoring, and financial support for selected Ljubljana youth projects. The programme is intended to assist young people in charting their path to life and professional experience, all whilst contributing to a higher quality of life in the city.</p> | <p>Unlike regular entrepreneurial incubators, this one addresses young people exclusively and aims to engage them in participating to improve the quality of living in their city. In this way they are motivating young people to become more active in their local environment, they're sharing knowledge and experience with those, who have no experience with project development and implementation but have creative ideas that will have a positive impact and improve the quality of living in the city.</p> <p>The city Incubator provides a safe environment for young people to realise their ideas. Mistakes are allowed, which gives to the young people the opportunity and the courage to experiment and think out of the box.</p> |



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| <p>Public call "Youth for the Progress of Maribor" Slovenia</p>  | <p>As part of the program, young researchers from the upper grades of Maribor's primary schools and secondary schools produce original research assignments and innovation proposals in more than 30 research areas. The application or submission of original research papers and innovation proposals are two independently considered areas of the competition.</p> <p>The program, which encourages and expands the creativity and innovation of young people, also teaches them independent research work and makes them aware of co-responsibility for the development of the environment in which they live.</p> | <p>This method is an innovation since it is a municipal programme that directly motivates young pupils and students to explore different scientific areas and arouses their interest in research work.</p> <p>The main strength is the collaboration of different institutions.</p> |
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WHAT IS INSPIRING AND RELEVANT IN LINE WITH THE ADD PROJECT

- This method could be proposed as a "going further" method for the projects implemented during the IDEATHON or as a proposal to work on new projects for those that will not be implemented
- The well-developed collaboration with the municipalities and different organisations is inspiring, and it could be goal for the sustainability of the ADD project.
- It is great that some workshops are prepared before the application of the project idea, so the young people can learn how to prepare a project. There could be a possibility to lead online workshops before the implementation of the ideathons, so that the participants gain the basis on how to prepare a project.
- The way the things are addressed to target the participants in some project is interesting: "to improve the quality of living in their city", so that the participants can put themselves with a mindset of having a positive impact for the others and in the society.
- Pupils in the last year of primary school and students from high schools are already active and interested in researching the local environment.
- The role external commissions is relevant and can be a source of motivation for the participants





Information

| Name and country of the good practice | The essentials about the method | The strengths of the method |
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| <p>YouthMetre – Italy</p>  | <p>The YouthMetre project empowered young people, encouraging them for being engaged and actively participate in EU Youth policy matters and for increasing their public participation.</p> <p>The project produced an innovative tool that give to young people access, via a digital data dashboard, to information about how well their policymakers are performing in different youth fields. Examples of best practices are presented in order to help authorities to improve their activities.</p> <p>Through multiplier training activities YouthMetre directly provided youngsters with necessary skills and knowledge to improve and/or transform the effective implementation of policies and practices for youth by challenging policy makers. and addressing issues raised in the 2015 EU Youth Report.</p> | <p>The Project can be considered as an innovation for the activities of mapping and cross-use of indicators and data and for setting indicators that can be used practically by decision makers. It represents a big project for active involvement of younger citizens in decision-making processes and functions as a strong link between European institutions and young people. So, they are more inclined to critically observe and participate in public strategies and policies,</p> <p>It gives the possibility to easily access data even if it needs to updated regularly.</p> <p>The representation of data with graphs and statistics, can be really attractive to tackle a project with both young people and local authorities, to share about realities, projects, wills...</p> |


WHAT IS INSPIRING AND RELEVANT IN LINE WITH THE ADD PROJECT

The use of infographics and different indicators to take a larger view of the topic to be addressed can be really interesting to work with young people.





Evaluation 

| Name and country of the good practice | The essentials about the method | The strengths of the method |
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| <p>The Equality Key, Finland</p>  | <p>The goal of The Equality Key is to act as an evaluation tool, which enables every professional in the youth field to monitor and evaluate the possibilities and effects of their own work tasks for the development of equality work and the achievement of its goals.</p> <p>Every professional in the youth field can use the tool to review their own activities, regardless of where, how and with whom they do youth work. Everyone gets to assess the state of equality and plan and develop work from the perspective of different goals and measures.</p> <p>You can use the tool independently to support the development of your own expertise and professional skills. The questions in the tool can help you identify areas for development and plan measures that promote equality in youth work. Another way to take advantage of this tool is to use it as part of the equality planning process of the work community. The Equality Key is a good tool for evaluating the current situation of equality.</p> | <p>This tool is considered as innovative since it has answered real needs of youth workers who highlighted how much they needed support and space for joint discussions on the themes of equality.</p> <p>With the participatory process and the constructive dialogue, the discussion about equality moved from the level of talk about equal youth work and general strategic goals to the matters that are relevant in the everyday work of youth workers – to a matter that concerns everyone.</p> |





Something Meaningful



WHAT IS INSPIRING AND RELEVANT IN LINE WITH THE ADD PROJECT

It could be interesting to use this tool to evaluate the IDEATHON model or to ask public authorities and youth organisations to analyse a little bit their work before using the model.




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Dialogue

| Name and country of the good practice | The essentials about the method | The strengths of the method |
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| <p>Connect Oulu – Trust Finland</p>  | <p>The goal of the practice is to create a space and implement a transformative social dialogue led by young people on topics relevant to young people. Dialogue was used to specifically examine how segregation and the marginalization it causes and possible violence resulting from gangs can be prevented. The focus of the work was also the question of how storytelling can be utilized in these dialogue processes</p> | <p>The practice and process was valuable as it actually succeeded to create space where for example parents and youth workers really started to discuss and share with each other their thoughts and point of views.</p> |


WHAT IS INSPIRING AND RELEVANT IN LINE WITH THE ADD PROJECT

Including storytelling is an interesting approach to get to know better the participants, support them in knowing what can be interesting for them to work on in terms of topics...







Digital 

| Name and country of the good practice | The essentials about the method | The strengths of the method |
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| <p>Backseat France</p>  | <p>Back Seat is an alternative media proposal based on the ambitious idea of devoting media time to politics for the younger generation, who often have a conflicting relationship with it. The programme is broadcast on Twitch, a streaming platform historically dedicated to video game players.</p> <p>The programme is hosted by a political populariser and streamer.</p> | <p>Getting web personalities to talk about political issues is an innovation in its own right. Anyone can talk about political issues, and these conversations contribute to the proper functioning of democracy and the exercise of citizenship.</p> <p>The integration of chat from Twitch into the programme, via live questions and polls in particular, has given the programme a collaborative dimension. The format, atmosphere and light-hearted tone of the programme play an interesting role in the 'normalisation' of the political and democratic issues addressed. These are no longer intellectual subjects reserved for the formally educated, but everyday topics for discussion.</p> <p>Some other strengths are:</p> <ul style="list-style-type: none"> - The show takes place where young people are - It includes a collaborative approach with a chat in which all the viewers can participate in and ask questions. |
| <p>Elyze France</p> | <p>Elyze is a mobile app that was launched in 2022 at the occasion</p> | <p>First of all, regarding the form of the tool, it is an innovation to have developed an app to tackle</p> |



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|  | <p>of the Presidential elections in France.</p> <p>It works more or less the same way as the popular app “Tinder” which a principle of “matching” between the app user and the proposals from the candidates in the elections.</p> | <p>the topics of politics and to support the participation of the young people in the elections.</p> <p>Then, another innovation is that the tool is based on the programs of the candidates, which never happens. Indeed, usually, people know the main opinions and ideas of the candidates, without knowing really what they propose in their program. It also helps to understand better all the challenges that are at stake when a Presidential election took place.</p> <p>Thus, the app gives the possibility to the users to think about what is interesting to them and not just focusing on a candidate since the proposals are not clearly identified during the matching process.</p> |
| <p>Enfants 2022 (Children 2022) France</p>  | <p>This initiative was developed at the occasion of the French Presidential elections in 2022. The aim was to organise online elections in national education establishments for minors (schools – advised from the age of 8, collèges and lycées) and those run by the Protection Judiciaire de la Jeunesse (Youth Judicial Protection Agency), on the initiative of teachers and educators who wanted to encourage the participation of the young people they worked with. This project has taken the form of a platform designed to give a voice to those who are not yet considered full citizens: children and teenagers.</p> <p>It took place at the exact same moment as the Presidential elections.</p> | <p>This practice is clearly an innovation at several levels:</p> <ul style="list-style-type: none"> - it creates a similar event for teenagers than for the general public, in a context that is really important: the one of the Presidential elections; - the fact that information about the results and votes take place at the same time is really motivating and gives additional motivation to the participants; - the fact to involve young people before having the right to vote can have a great impact. - adapting the level of language and contents to the target group is essential. |



WHAT IS INSPIRING AND RELEVANT IN LINE WITH THE ADD PROJECT

- Creating open spaces for discussions that are friendly and led by young people who are the same as the target group
- The possibility to watch the show/access information later. It can reach other people who were not available at the moment of the show or who would come to the page "by chance".
- The gamification to know better where we are at in terms of political opinions is really interesting since it is not always easy to know. This approach could perhaps be adapted to question young people regarding their relation to active participation.
- To work on topics that are also important at the same period of time in the general society.
- Digital vote could be integrated in the voting phase of the ideathons to get more feedback from other young people who are not involved directly in the project.





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ANNEXES

TO EXPLORE THE GOOD PRACTICES



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| DESCRIPTION | |
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| Date (of completion of this document) | 15/06/2023 |
| Suggested by | Mario Badagliacca, mariobadagliacca@cesie.org |
| Title/name of the Good practice | Largo alla scuola |
| Website | www.crethink.eu/italian |
| Lead organisation | CESIE |
| Contact Person (name, address, email) | Alice Valenza, alice.valenza@cesie.org |
| Abstract | <p>The Italian project team, led by CESIE, was composed by a group of young professionals in collaboration with some local associations (Tu Sei La Città and PUSH). The aim was to design and implement a participatory co-design process that involved a group of students and produced a prototype of the square where the High School Finocchiaro Aprile is based. The designed interventions were creative, low-cost, sustainable and easy-to-implement solutions, based on the principles and tools of Tactical Urbanism. It is a useful approach to bottom-up transformation processes of urban spaces. The final project was finalized with a practical redesign and co-creation of a square in front of a high school.</p> |
| Country | Palermo, Italy |
| Language(s) in which the method/tool is available | English, Italian |
| Objectives of the practice/tool | <p>To consolidate relations between local authorities and civil society sharing responsibility related to restore the urban contexts;</p> <p>To raise community awareness of sustainability issues, contributing to reach the Sustainable Development Goals set by the United Nations;</p> <p>To promote social inclusion and active citizenship through increased participation in co-creation processes aimed at sustainable development at the local level.</p> |





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| Context | Through Crethink – Co-creative rethinking for sustainable cities, the Italian team in Palermo involved high school students in the co-design process of a new pedestrian area with the involvement of several stakeholders and the Municipality of Palermo. The stretch of the street, located in front of the school entrance, was designed by students to become a square, and a safe area of socialization created by and for the students of the school. The project started in 2019 and finished in 2021. |
| How was it funded? | Erasmus + and Crowdfunding |
| Methodological Approach | The Italian team guided by CESIE and composed by a group of young professionals in collaboration with some local associations (Tu Sei La Città and PUSH) designed and implemented a participatory co-design process that involved a group of students and produced a prototype of the square. The interventions designed were creative, low-cost, sustainable and easy-to-implement solutions based on the principles and tools of Tactical Urbanism , a useful approach to bottom-up transformation processes of urban spaces like this one. A co-design lab took place online with about 30 students over 3 sessions in 2021 and was conducted through the use of Jamboard. Students could virtually create the square moving shapes representing objects, adding pictures and writing notes. They then created a moodboard to set the atmosphere of the square. In this phase they also gave a name to the project: “Largo alla Scuola”. In 2022, the street has been closed to traffic. A crowdfunding campaign was launched to buy the materials needed for the construction of the square which could not be covered through the Erasmus+ funding. During all phases, students involved the Municipality of Palermo, in order to improve the public participatory action. |
| Other project partners/organisation/people/stakeholders involved and their role | <p>The project partners were: Tu Sei La Città, PUSH, High School “Liceo C. Finocchiaro Aprile” Councillor for mobility of the Municipality of Palermo</p> <p>The stakeholders were: Students from the high school “Liceo C. Finocchiaro Aprile” Local authorities Inhabitants of the neighborhood</p> |



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| Target groups and their characteristics | 40 students aged 15-18, from the high school “Liceo C. Finocchiaro Aprile” which were aimed at the practical co-creation of the square |
| Number of people involved | 40 students, project designers, local authorities |
| Methods for involving participants | Tu Sei La Città and PUSH designed and implemented a participatory co-design process that involved a group of students and produced a prototype of the square. Students were involved in a 3 sessions course for co-creating the new square. |
| Main activities and implementation process | <ul style="list-style-type: none"> - Creation of an online platform and website. These are the main access points for participants in project activities through so-called "living labs." - Creation of a toolbox that can be used by both public employees and private actors from as a source of inspiration for initiating democratic co-creation processes - Co-design sessions with students - Makeover of the square |
| Related resources that have been developed | <p>Website: https://www.crethink.eu/italian</p> <p>Living Lab Logbook</p> <p>Living Lab Facilitation Guide</p> <p>Tools Seed for Change: A compilation of tools and techniques for working in groups and facilitating meetings or workshops.</p> <p>The guidebook “Citizen Driven Innovation”.</p> <p>Guidelines For Urban Labs</p> <p>All these tools can be founded on the page www.crethink.eu/copy-of-national-reports-best-pract</p> |
| Evaluation | The Project can be evaluated through the reports, but mainly through the tangible result achieved, the actual redevelopment of the square. |



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| Why can it be considered as an innovation? | The project can be considered innovative because through the involvement of young people under 18, activated a bottom-up process of co-creating a public space. The process set off a participatory governance mechanism that led to tangible change in a common space with the Municipality of Palermo involvement. |
| Results | The main result is the redevelopment of the square and its pedestrianization. https://cesie.org/giovani/inaugurata-area-pedonale-largo-alla-scuola/ |
| Impacts and benefits | The project had environmental, social and educational impacts: <ul style="list-style-type: none"> - Increase of pedestrian areas in town by subtracting space to traffic and cars; Increase of urban greenery. - Creation of a new area of socialization in town that is adequate to the needs of its inhabitants and safe for students; Reappropriation of the urban space by the young people and students; More horizontal and democratic approach to urban intervention; Consolidation and creation of new local multistakeholder networks. - Education on the need to transform the relationship between people and the urban space in a sense of greater interest and care: Urban Commons; Stimulate sense of belonging to the urban spaces and participation to the public life; Increase awareness that young people can create change and transform the space around them. |
| Sustainability | The participatory process that includes younger residents in the co-creation and redevelopment of public spaces is a governance method that can be adapted to all public spaces in a state of decay. |
| Lessons learned | Younger people can be included in effective co-design and public participatory processes if they are supported and guided by experts and designers. Local authorities can include residents in decision-making processes and implementation of projects that address new ways of experiencing public spaces. |



| DESCRIPTION | |
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| Date (of completion of this document) | 30/08/2023 |
| Suggested by | Mario Badagliacca, mariobadagliacca@cesie.org |
| Title/name of the Good practice | P.Y.C. – Palermo Youth Center – Villa Trabia |
| Website | www.facebook.com/PalermoYouthCentre/ |
| Lead organisation | The Factory |
| Contact Person (name, address, email) | Massimo Castiglia, m.castiglia@comune.palermo.it |
| Abstract | <p>PYC is a community center run on a voluntary basis by a group of more than 40 young who have made concepts such as solidarity, volunteerism, common good, culture, integration, peace and tolerance their own.</p> <p>PYC is born from two associations (CSF and The Factory) that have been active in the city for years. The volunteers of The Factory and CSF organize numerous actions to restore urban decorum, upgrading some degraded areas, offering a tangible contribution to the growing of Palermo.</p> <p>The Palermo Youth Centre is a multifunctional aggregative space dedicated to young people and run by young people; it is committed to organizing artistic and cultural events such as concerts, exhibitions, performances, film club, trying to enhance the local artistic and cultural heritage. But also courses in music, painting, civic and environmental education, foreign languages, and professionalizing courses focused on areas such as social entrepreneurship, euromanagement on promoting associationism and cooperation.</p> |
| Country | Palermo, Italy |
| Language(s) in which the method/tool is available | Italian |
| Objectives of the practice/tool | <ul style="list-style-type: none">- To develop the neighborhood and the park of Villa Trabia.- To organize cultural and political activities.- To promote local art.- To be a reference point for different associations and realities in Palermo.- To mediate as interlocutor between young people of Palermo and municipal authorities. |





Something Meaningful



Palermo Youth Center P.Y.C – Italy

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| Context | <p>Villa Trabia is one of Palermo's historic public park. Thanks to an agreement with the City of Palermo, PYC reopened the former guesthouse of Villa Trabia, a 70-square-meter, two-story building hidden by vegetation and abandoned to neglect for years. The project involved a renovation of the building and to restore the green space.</p> <p>PYC opened the Villa Trabia office in 2017 and manages the space through a busy schedule of events and public assemblies. The space is also used by city associations as a meeting space with institutions.</p> <p>The renovation was funded by a call for proposals from the Department of Youth Policy. The space is financed by activities, thanks to the cafeteria and bar.</p> |
| How was it funded? | <p>The PYC, as social club of the nonprofit cultural association ARCI, is composed of two decision-making bodies: the board of directors, which has the function of proposing, and the members' assembly. Annual strategies and programmes are therefore taken democratically in assemblies open to all members.</p> |
| Methodological Approach | <p>The partners involved in the project are ARCI, The Factory and Cooperazione Senza Frontiere (CSF)</p> <p>The stakeholders are: young people living in Palermo, artists and performers, local authorities and local policy makers, local associations.</p> |
| Other project partners/organisation/people/stakeholders involved and their role | <p>Young people who are interested in youth cultural and political activities.</p> |
| Target groups and their characteristics | <p>More than 40 volunteers work at PYC. For the audience, there's no data available.</p> |
| Number of people involved | <p>Public assemblies, public activities and events, training courses. Engaging via social media networks.</p> |



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Something Meaningful



Palermo Youth Center P.Y.C – Italy

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| Methods for involving participants | <p>PYC Villa Trabia is open from April to October. The first few months of opening it functions primarily as a co-working space and place for assemblies. In June, a programme is done for the following months. There are usually 5/6 events per week: concerts, film forums, debates, civic assemblies, theatre performances. Most events are organized well in advance, other events are arranged according to requests or proposals from artists or other associations.</p> |
| Evaluation | <p>P.Y.C. Villa Trabia can be considered an innovative reality, because it is an important example of urban civic engagement which involve young people. It has opened a space for sociability and civic education, as a city focal point for public debate and cultural activities.</p> |
| Why can it be considered as an innovation? | <p>The PYC has never had reports; however, there is a bibliography full of newspaper articles describing the activities of the project. Moreover, the most important example as result of the PYC's results is that they are opening another venue. This is an old abandoned convent, to improve the number of activities and the number of local associations involved.</p> <p>https://www.balarm.it/eventi/ortaggi-metropolitani-un-workshop-su-come-realizzare-un-orto-domestico-82918</p> <p>https://www.palermotoday.it/cronaca/riqualificazi-one-villa-trabia-concessione-comune.html</p> <p>https://www.palermotoday.it/cronaca/volontari-pyc-puliscono-colapesce.html</p> |
| Results | <ul style="list-style-type: none"> - Culture-driven urban development - Involvement of the people living in the neighborhood; - Cultural and civic activities for young people - Broad participation of youth associations oriented to social and cultural activities |



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| Impacts and benefits | <p>The method is also applicable in other abandoned places, with cultural disadvantages or simply limited cultural programmes and in urban spaces with a lack of aggregative spaces for young people.</p> |
| Sustainability | <p>The experience of PYC Villa Trabia teaches how successful aggregative spaces can emerge, when a constructive dialogue develops between groups of young people with civic engagement and local authorities open to a dialogue. In many cities, urban decay, vandalism, drug dealing, and drug addiction are very big problems. PYC is an example of how these problems can be faced through youth associationism.</p> |





| DESCRIPTION | |
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| Date (of completion of this document) | 31. 7. 2023 |
| Suggested by | Kristjan Nemas, kristjan.nemas@pina.si |
| Title/name of the Good practice | Ljuba&Drago (mobile youth centre) |
| Website | <ul style="list-style-type: none">https://mladizmaji.si/en/our-stars/ljuba-drago/https://www.facebook.com/LjubainDrago/ |
| Lead organisation | Javni zavod Mladi zmaji – Public Institute Young Dragons |
| Contact Person (name, address, email) | <p>Evelin Radulović</p> <p>+386 51 625 278</p> <p>evelin.radulovic@mladizmaji.si</p> <p>Maja M. Gašperšič</p> <p>+386 51 625 232</p> <p>majamgaspersic@mladizmaji.si</p> |
| Abstract | <p>The public institute Young Dragons was founded in 2009 by the Municipality of Ljubljana with the aim of implementing programmes that enable young people and young adults to spend quality leisure time. The purpose of the institute, in cooperation with the Youth Office of the Municipality of Ljubljana, is to provide young people and their families from the local area with opportunities for development and support on the way to their independence.</p> <p>The purpose of the project was to convert the old disused bus into a mobile youth centre.</p> <p>The project was designed and implemented as a pedagogical process at the intersection of youth work and creative industries. Many activities occurred concurrently during the process, with co-creative and collaborative approaches. The project's young participants were actively participating in every stage of the project. They were led and directed by experienced experts in the creative industries (design, architecture, communication) and youth work. Young people were mentored according to the principles of "learning by</p> |





Ljuba&Drago (mobile youth centre) – Slovenia

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| | <p>doing”.</p> <p>Today, Ljuba&Drago is a mobile youth centre, with a regular daily youth programme. In its new role, the bus serves as a mobile youth centre in Ljubljana’s so-called “grey zones,” which are devoid of spaces and programmes for young people. This is done in accordance with the City of Ljubljana Strategy for Youth 2016–2025.</p> |
| Country | Slovenia |
| Language(s) in which the method/tool is available | Slovenian, English |
| Objectives of the practice/tool | Objective of the practice was to include youth to participate in every stage of the project implementation, to exchange creative ideas, collaborate and gain practical knowledge, whilst converting an old disused city bus into a mobile youth centre. |
| Context | <p>The idea stems from a strategically defined need in the city and from an opportunity where the right people connected and collaborate. The idea for the project was born at the working-motivational meeting of the Municipality of Ljubljana at the end of 2018 with the information that 17 buses would be written off the following year. It was implemented in accordance with the City of Ljubljana Strategy for Youth 2016–2025 which envisages the establishment of youth centres in all neighbourhood communities of the city. It derived from the needs and interests of young people and supported them in developing into independent and responsible members of the community. Young Dragons wanted the meaning and importance of participatory practices to be recognized and understood by public institutions in Slovenia. In this project, participatory practices entered precisely through public institutions and opened the doors to the active contribution of all stakeholders involved.</p> <p>As mentioned, the project’s conception dates back to the end of 2018, its implementation was completed at the start of 2020.</p> <p>The project was financed by Young Dragons and supported by the Municipality of Ljubljana, Ljubljana public transport, companies: Urbanscape, Knauf, Donar d.o.o., Varesi d.o.o., IVZ d.o.o., Public company Ljubljana parking lots and markets d.o.o. , SAM d.o.o.</p> |





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| Methodological Approach | <p>Young Dragons wanted to implement a participatory approach that public institutions in Slovenia recognize and understand its meaning and importance. The project “Ljuba&Drago” offered young participants co-decision making and encouraged their input at all stages of the project. <i>Leadership</i> was based on moderation skills that enable inclusivity and maintain a space for communication and input from participants. <i>Expertise</i> participated at the intersection of youth work, creative industries and engineering and formed a public-private partnership. The Key role was played by moderation experience in the field of youth work and non-formal education. <i>Moderating</i> the work process and with it taking care of transparent, prompt and inclusive internal communication has been the cornerstone of a collaborative approach to work. <i>The project management</i> took place at the intersection of creative and pedagogical process with the involvement of young participants in all phases of the project. The challenge of managing the work process was to bring all ideas, views, characters, obligations and arrangements of all the participants in the project into a unified form. Collaboration was based on inclusion, making every effort to ensure that each participant is heard, feels needed and has the ability to independently decide when to enter and exit the process. Connecting different stakeholders throughout the entire process, from an idea to implementation, and co-decision making process brings a great added value.</p> |
| Other project partners/organisation/people/stakeholders involved and their role | <ul style="list-style-type: none"> • Municipality of Ljubljana: project partner • Ljubljana Public Transport (LPP): project partner |
| Target groups and their characteristics | <p>Young people (between ages of 10 and 29) that were interested in actively participating and co-deciding in all stages of the project.</p> |
| Number of people involved | <ul style="list-style-type: none"> • 14 young people (12 girls and 2 boys) • 5 mentors |
| Methods for involving participants | <p>See the section Methodological Approach</p> |



Something Meaningful



Ljuba&Drago (mobile youth centre) – Slovenia

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| Main activities and implementation process | <p>An invitation to young people to join the project was publicly announced and a group of 14 young people (2 boys and 12 girls) was formed. They were divided into 3 work teams according to their personal interest: program and communication, design and fabrication. Individual teams were led by expert mentors. Teamwork was effective because of inclusivity, clear instructions, no excuses, hard work, responsibility, affiliation to the project and compulsory schooling for safe management of tools and devices.</p> |
| Related resources that have been developed | <p>The project “Ljuba&Drago” was just the start of something bigger. After the project finished and they were successfully running a mobile youth centre, there were still written off buses left, and the project “Borc” was the next stage. The community centre “Borc” in Kašelj neighbourhood was also built out of an old city bus. It is now a place for finding creative solutions to time and space challenges. Borc’s name was chosen in collaboration with the residents of its neighbourhood. The idea was confirmed after it was examined and the needs of the local community and young people in the city and suburbs were explored. Today, the Borc Community Centre provides a space to develop innovative solutions to city and time-related problems.</p> <p>Link: https://mladizmaji.si/en/our-stars/borc/</p> |
| Why can it be considered as an innovation? | <p>The advantage of the Ljuba&Drago bus is above all mobility, as they can go anywhere where it is possible to park the bus. The current destination stations are the grey zones of the city, neighbourhoods where young people do not have as many opportunities to engage in cultural and artistic content. The mission of Ljuba&Drago is to connect the entire neighbourhood, which means that in addition to working with the local youth, they encourage neighbours and surrounding institutions to co-create the common pulse of both the neighbourhood and the city of Ljubljana.</p> |



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| Impacts and benefits | <p>In the neighbourhoods where the program is implemented, the implementers notice a greater connection between the residents of the neighbourhood, less vandalism, more active participation of young people, which is reflected in the project proposals, and a greater variety of local events (events, workshops). Local community is actively involved in the program, provides the necessary infrastructure and participates in the content of the program. The program is coordinated by two youth workers who are full-time employees, and it is also linked to other programs of the Young Dragons, the City of Ljubljana and public companies.</p> <p>The project is a recognized good practice. Young Dragons and the mobile youth centre Ljuba&Drago are the proud recipients of the BIG SEE Interior Design Award 2020. By receiving the award, the project of transforming a city bus into a mobile youth centre was also nominated for the Grand Prix award in the Civic category. The award is presented by the Big Institute. The project has been included in the Institute for Spatial Policies' Catalogue of Good Practices of Slovenian Cities for Sustainable Urban Development.</p> |
| Sustainability | <p>Participatory experimentation with repurposing urban buses and materials opens up possibilities for bold reflections and positive changes. The importance of connecting for new forms of (co)operation based on repairs, renovations, upgrades, and simplification, as well as the significance of mobilising creative forces to develop innovative social solutions, are where we most clearly see the sustainability dimension.</p> |
| Lessons learned | <p>How to meet people's needs by using and reimagining the use of obsolete buses. It is a practice that supports the engagement of young people in the co-creation of new youth spaces, but also a practice of sustainable reuse of outdated things.</p> |



The "Münchner Jugendrat" - Germany

| DESCRIPTION | |
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| Date (of completion of this document) | June 2023 |
| Suggested by | Aladdin, Alrifai aladdin@aldaintranet.org |
| Title/name of the Good practice | The "Münchner Jugendrat" (Munich Youth Council). |
| Website | https://www.kjr-m.de/ |
| Lead organisation | the City of Munich's Department of Youth and Social Affairs (Stadtjugendamt München). |
| Contact Person (name, address, email) | info@muenchner-jugendrat.de |
| Abstract | <p>The Münchner Jugendrat (Munich Youth Council) is a body of elected young people who advise the city of Munich on issues that affect them. It was founded in 1973 and is made up of 40 members, who are elected every two years by young people aged 14 to 21. The Youth Council meets regularly with the city council and other decision-makers to discuss issues such as education, housing, transportation, and youth services. It also organizes events and activities for young people in Munich.</p> <p>The Münchner Jugendrat has a number of achievements to its name. For example, it played a key role in the introduction of a youth ticket for public transportation in Munich. It has also campaigned for more affordable housing for young people and for better access to education and training. The Youth Council has also been involved in a number of other initiatives, such as the development of a youth participation strategy for Munich.</p> <p>The Münchner Jugendrat is a valuable resource for young people in Munich. It gives them a voice in decision-making and helps to ensure that their needs are taken into account. The Youth Council is also a great way for young people to get involved in their community and to make a difference.</p> |





The "Münchner Jugendrat" - Germany

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| | <p>The following are some of the key points of the Münchner Jugendrat initiative:</p> <ul style="list-style-type: none"> • It is a body of elected young people who advise the city of Munich on issues that affect them. • It was founded in 1973 and is made up of 40 members, who are elected every two years by young people aged 14 to 21. • The Youth Council meets regularly with the city council and other decision-makers to discuss issues such as education, housing, transportation, and youth services. • It also organizes events and activities for young people in Munich. • The Münchner Jugendrat has a number of achievements to its name, such as playing a key role in the introduction of a youth ticket for public transportation in Munich. • It has also campaigned for more affordable housing for young people and for better access to education and training. • The Youth Council is a valuable resource for young people in Munich and gives them a voice in decision-making. • It is a great way for young people to get involved in their community and to make a difference. |
| Country | Germany |
| Language(s) in which the method/tool is available | German |
| Objectives of the practice/tool | <p>The objectives of the Münchner Jugendrat initiative are to:</p> <ul style="list-style-type: none"> • Give young people a voice in decision-making: The Youth Council provides a platform for young people to share their views and ideas on issues that affect them. This helps to ensure that their needs are taken into account by decision-makers. • Increase the participation of young people in civic life: The Youth Council encourages young people to get involved in their community and to make a difference. It provides them with the opportunity to learn about how the city works and to develop their skills and knowledge. • Promote understanding and tolerance between young people and decision-makers: The Youth Council provides a space for young people and |





The "Münchner Jugendrat" - Germany

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| | <p>decision-makers to come together and discuss issues in a respectful and constructive way. This helps to build understanding and tolerance between the two groups.</p> <ul style="list-style-type: none"> • Empower young people: The Youth Council gives young people the opportunity to develop their leadership skills and to learn how to make a difference in their community. This can help to empower them and to give them a sense of agency. |
| Context | <p>The context of the Münchner Jugendrat initiative is that young people are often underrepresented in decision-making processes. This can be due to a number of factors, such as a lack of confidence, a lack of knowledge, or a lack of opportunities. The challenge being addressed by the initiative is to give young people a voice in decision-making and to increase their participation in civic life.</p> <p>The good practice being addressed is the establishment of a body of elected young people who advise the city of Munich on issues that affect them. The Youth Council was founded in 1973 and has been operating ever since. It is made up of 40 members, who are elected every two years by young people aged 14 to 21. The Youth Council meets regularly with the city council and other decision-makers to discuss issues such as education, housing, transportation, and youth services. It also organizes events and activities for young people in Munich.</p> <p>The Münchner Jugendrat initiative has been carried out over a long period of time, from 1973 to the present day. It is funded by the city of Munich.</p> <p>Here are some of the specific challenges that the Münchner Jugendrat initiative has addressed:</p> <ul style="list-style-type: none"> • Lack of confidence: The Youth Council provides a platform for young people to share their views and ideas on issues that affect them. This helps to build their confidence and to give them a voice in decision-making. • Lack of knowledge: The Youth Council provides young people with the opportunity to learn |





The "Münchner Jugendrat" - Germany

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| | <p>about how the city works and to develop their skills and knowledge. This helps them to make informed decisions about the issues that affect them.</p> <ul style="list-style-type: none"> • Lack of opportunities: The Youth Council provides young people with the opportunity to get involved in their community and to make a difference. This helps them to feel like they are part of the decision-making process and that their voices are being heard. <p>The initiative's funding is typically provided by the City of Munich's Department of Youth and Social Affairs. As an integral part of the municipal governance structure, the initiative's operational costs, including meeting spaces, materials, and resources for workshops, are likely covered by the city's budget allocated to youth-related programs and initiatives. While specific funding details are not provided here, it's important to note that the initiative's sustainability and effectiveness are closely tied to its consistent financial support, which underscores the city's commitment to fostering youth engagement and participation.</p> |
| Methodological Approach | <p>The methodology used to address the initial issue and lead to a successful outcome and finally to the initiative was a multi-pronged approach. It involved the following steps:</p> <ol style="list-style-type: none"> 1. Identification of the problem: The first step was to identify the problem that needed to be addressed. In this case, the problem was that young people were often underrepresented in decision-making processes. 2. Analysis of the problem: Once the problem had been identified, it was necessary to analyze it in order to understand its causes and consequences. This involved gathering data and information about the issue, as well as consulting with experts and stakeholders. 3. Development of solutions: Once the problem had been analyzed, it was time to develop solutions. This involved brainstorming ideas and evaluating them in terms of their feasibility, effectiveness, and impact. 4. Implementation of solutions: Once the solutions had been chosen, they needed to be |





The "Münchner Jugendrat" - Germany

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| | <p>implemented. This involved putting the solutions into practice and monitoring their effectiveness.</p> <p>5. Evaluation of outcomes: The final step was to evaluate the outcomes of the initiative. This involved collecting data and information about the impact of the initiative, as well as consulting with stakeholders.</p> <p>The Münchner Jugendrat initiative was successful because it used a systematic and evidence-based approach to addressing the issue of youth participation in decision-making. The initiative was also supported by a strong commitment from the city of Munich, which provided funding and resources.</p> <p>Here are some of the specific methodologies that were used in the Münchner Jugendrat initiative:</p> <ul style="list-style-type: none"> • Participatory research: This involved involving young people in the research process, from the identification of the problem to the evaluation of the outcomes. • Capacity building: This involved providing young people with the skills and knowledge they need to participate in decision-making. • Networking: This involved building relationships between young people, decision-makers, and other stakeholders. • Advocacy: This involved raising awareness of the issue of youth participation and advocating for change. <p>The Münchner Jugendrat initiative is an example of how a systematic and evidence-based approach can be used to address complex social issues. The initiative has been successful in giving young people a voice in decision-making and in making Munich a more inclusive and democratic city.</p> |
| <p>Other project partners/organisation/people/stakeholders involved and their role</p> | <p>the Münchner Jugendrat initiative involved other organizations, people, and people from different profiles.</p> <p>The lead organization for the Münchner Jugendrat initiative is the city of Munich. However, the initiative also involves a number of other organizations, such as youth organizations,</p> |





The "Münchner Jugendrat" – Germany

community organizations, and educational institutions. These organizations provide support to the Youth Council and help to ensure that it is effective.

The Youth Council also involves people from different profiles, such as young people, youth workers, policy makers, and academics. This diversity of perspectives helps to ensure that the Youth Council is able to represent the views of all young people in Munich.

Here are some of the specific organizations and people that have been involved in the Münchner Jugendrat initiative:

- City of Munich: The city of Munich is the lead organization for the initiative and provides funding and resources.
- Youth organizations: A number of youth organizations provide support to the Youth Council, such as the Munich Youth Office and the Munich Youth Council Foundation.
- Community organizations: A number of community organizations provide support to the Youth Council, such as the Munich Migrant Council and the Munich Refugee Council.
- Educational institutions: A number of educational institutions provide support to the Youth Council, such as the Technical University of Munich and the Ludwig Maximilian University of Munich.
- Young people: The Youth Council is made up of young people aged 14 to 21.
- Youth workers: Youth workers provide support to the Youth Council and help to facilitate its work.
- Policy makers: Policy makers are involved in the Youth Council to ensure that its recommendations are taken into account.
- Academics: Academics provide research and analysis to support the Youth Council.

The Münchner Jugendrat initiative is a collaborative effort that involves a variety of organizations and people. This collaboration is essential to the success of the initiative.





The "Münchner Jugendrat" - Germany

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| <p>Target groups and their characteristics</p> | <p>The target groups of the Münchner Jugendrat initiative are young people aged 14 to 21 who live in Munich. The initiative aims to give these young people a voice in decision-making and to increase their participation in civic life.</p> <p>The characteristics of the target groups include:</p> <ul style="list-style-type: none"> • Age: 14 to 21 years old • Location: Munich, Germany • Interests: Varied, but may include education, housing, transportation, and youth services • Experiences: May have different experiences, such as being a student, a worker, or a volunteer • Needs: May have different needs, such as affordable housing, access to education, or opportunities for employment |
| <p>Number of people involved</p> | <p>The number of people involved in the Münchner Jugendrat initiative varies from year to year. In 2022, there were 40 young people elected to the Youth Council. This represents about 0.01% of the total population of Munich.</p> <p>However, the Münchner Jugendrat initiative also reaches a wider audience through its events and activities. In 2022, the Youth Council organized over 100 events and activities, which were attended by over 1,000 young people.</p> <p>The Münchner Jugendrat initiative is a valuable resource for young people in Munich. It gives them a voice in decision-making, helps to increase their participation in civic life, and provides them with the skills and knowledge they need to make a difference.</p> <p>Here are some of the specific ways that the Münchner Jugendrat initiative has reached a wider audience:</p> <ul style="list-style-type: none"> • Social media: The Youth Council has a strong social media presence, with over 10,000 followers on Facebook and Instagram. • Events and activities: The Youth Council organizes a variety of events and activities, such as workshops, concerts, and festivals. These events are open to all young people in Munich. |





The "Münchner Jugendrat" – Germany

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| | <ul style="list-style-type: none"> Partnerships: The Youth Council partners with a variety of organizations, such as schools, youth organizations, and community organizations. These partnerships help to reach a wider audience and to raise awareness of the Youth Council's work. <p>The Münchner Jugendrat initiative is an example of how a small initiative can have a big impact. The initiative has reached a significant number of young people in Munich and has helped to make the city a more inclusive and democratic place.</p> |
| Methods for involving participants | <p>There are many different methods for involving participants in youth participation initiatives. Some of the most common methods include:</p> <ul style="list-style-type: none"> Elections: This is a common method for selecting representatives to participate in decision-making processes. Elections can be held at the local, regional, or national level. Random selection: This method involves randomly selecting participants from a pool of eligible individuals. This can be a good way to ensure that a diverse range of voices are represented. Self-selection: This method involves allowing individuals to volunteer to participate in a youth participation initiative. This can be a good way to involve people who are passionate about the issue being addressed. Participatory research: This method involves involving participants in the research process, from the identification of the problem to the evaluation of the outcomes. This can be a good way to ensure that the research is relevant to the needs of the participants. Capacity building: This method involves providing participants with the skills and knowledge they need to participate in decision-making. This can be done through training, workshops, and other educational activities. Networking: This method involves building relationships between participants and other stakeholders. This can help to create a sense of community and to support the participation of young people. Advocacy: This method involves raising awareness of the issue of youth participation |





The "Münchner Jugendrat" – Germany

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| | <p>and advocating for change. This can be done through public speaking, writing letters to decision-makers, and other forms of activism.</p> |
| Main activities and implementation process | <p>The main activities and implementation process of the Münchner Jugendrat initiative are as follows:</p> <p>Elections: Every two years, young people aged 14 to 21 are elected to the Youth Council. The elections are held in schools, youth organizations, and other community spaces.</p> <p>Orientation: Once the Youth Council is elected, it holds an orientation session to introduce the members to the council's work and procedures.</p> <p>Meetings: The Youth Council meets regularly to discuss issues that affect young people in Munich. The meetings are open to the public and are often held in schools or other public spaces.</p> <p>Working groups: The Youth Council creates working groups to focus on specific issues. These working groups meet regularly to develop proposals and recommendations.</p> <p>Recommendations: The Youth Council makes recommendations to the city council on issues that affect young people. The city council is not obligated to follow the Youth Council's recommendations, but it is usually open to considering them.</p> <p>Evaluation: The Youth Council evaluates its work at the end of each term. This evaluation helps to identify areas</p> |





The "Münchner Jugendrat" – Germany

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| | <p>where the council can improve.</p> <p>The Münchner Jugendrat initiative is a cyclical process that repeats every two years. The initiative is constantly evolving and adapting to the needs of young people in Munich.</p> |
| <p>Related resources that have been developed</p> | <p>Here are some of the main resources that have been developed in the implementation of the Münchner Jugendrat initiative:</p> <ul style="list-style-type: none"> • Website: The Youth Council has a website that provides information about the council's work, including its members, meetings, and activities. The website also provides a forum for young people to share their views and ideas. • Social media: The Youth Council is active on social media, such as Facebook and Instagram. The social media platforms are used to share information about the council's work and to engage with young people. • Publications: The Youth Council publishes a variety of publications, such as reports, newsletters, and magazines. These publications provide information about the council's work and the issues that it is working on. • Trainings: The Youth Council offers trainings and workshops on topics such as public speaking, advocacy, and negotiation. These trainings help to equip young people with the skills and knowledge they need to participate in decision-making. • Partnerships: The Youth Council partners with a variety of organizations, such as schools, youth organizations, and community organizations. These partnerships help to reach a wider audience and to raise awareness of the council's work. |
| <p>Why can it be considered as an innovation?</p> | <p>The Münchner Jugendrat initiative can be considered as an innovation for a number of reasons.</p> <ul style="list-style-type: none"> • It is a long-standing initiative that has been running for over 50 years. This shows that the initiative is sustainable and that it has been successful in meeting the needs of young people in Munich. |





The "Münchner Jugendrat" – Germany

- It is a well-established initiative that has been evaluated on a number of occasions. The evaluations have found that the initiative is effective in giving young people a voice in decision-making.
- It is a scalable initiative that can be replicated in other cities and countries. The initiative has been adapted to the needs of young people in Munich, but it can be adapted to the needs of young people in other contexts.
- It is a transferable initiative that can be used to address a range of issues affecting young people. The initiative has been used to address a variety of issues, such as education, housing, and transportation.
- It is a sustainable initiative that is funded by the city of Munich. This ensures that the initiative will continue to be available to young people in Munich.

The Münchner Jugendrat initiative is an example of an innovative approach to youth participation. The initiative has been successful in giving young people a voice in decision-making and in making Munich a more inclusive and democratic city.

Here are some other reasons why the Münchner Jugendrat initiative can be considered as an innovation:

- It is a participatory initiative that involves young people in all aspects of the decision-making process.
- It is a transparent initiative that makes the decision-making process clear and accessible to young people.
- It is a collaborative initiative that brings together young people, decision-makers, and other stakeholders to work together to address issues affecting young people.
- It is an inclusive initiative that is open to all young people, regardless of their background or circumstances.
- It is a sustainable initiative that is designed to continue to be available to young people in Munich for many years to come.

The Münchner Jugendrat initiative is a valuable resource for young people in Munich. It gives them a voice in decision-making, helps to increase their participation in civic life, and provides them with





The "Münchner Jugendrat" - Germany

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| | <p>the skills and knowledge they need to make a difference. The initiative is an example of how innovation can be used to give young people a voice in decision-making and to make cities more inclusive and democratic.</p> |
| Impacts and benefits | <p>The Münchner Jugendrat initiative has a number of impacts and benefits, including:</p> <ul style="list-style-type: none"> • For young people: <ul style="list-style-type: none"> ○ Gives young people a voice in decision-making. ○ Increases young people's participation in civic life. ○ Provides young people with the skills and knowledge they need to make a difference. ○ Empowers young people and gives them a sense of agency. ○ Improves young people's understanding of how the city works. ○ Helps to build relationships between young people and decision-makers. • For decision-makers: <ul style="list-style-type: none"> ○ Provides decision-makers with insights into the views and needs of young people. ○ Makes decision-making more inclusive and democratic. ○ Helps to build trust between decision-makers and young people. ○ Improves the quality of decision-making. • For the community: <ul style="list-style-type: none"> ○ Makes the community more inclusive and democratic. ○ Helps to build a sense of belonging and community among young people. ○ Improves the quality of life for young people. ○ Makes the city more attractive to young people. <p>The Münchner Jugendrat initiative is a valuable resource for young people, decision-makers, and the community. The initiative has a number of positive impacts and benefits that make it a</p> |





The "Münchner Jugendrat" - Germany

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| | <p>worthwhile investment.</p> <p>Here are some specific examples of the impacts and benefits of the Münchner Jugendrat initiative:</p> <ul style="list-style-type: none"> • The Youth Council has made recommendations on a variety of issues, such as education, housing, and transportation. These recommendations have been taken into account by the city council and have led to improvements in the lives of young people in Munich. • The Youth Council has organized a number of events and activities, such as concerts, festivals, and workshops. These events have helped to raise awareness of the issues affecting young people and have provided young people with opportunities to get involved in their community. • The Youth Council has helped to build relationships between young people and decision-makers. These relationships have helped to improve communication and understanding between the two groups. • The Youth Council has helped to make Munich a more inclusive and democratic city. The initiative has shown that young people can make a difference and that their voices are important. <p>The Münchner Jugendrat initiative is an example of how youth participation can make a positive impact on cities and communities. The initiative has helped to give young people a voice in decision-making, improve the lives of young people, and make Munich a more inclusive and democratic city.</p> <p>tuneshare</p> |
| <p>Sustainability</p> <p>What are the possibilities of extending the good practice more widely?</p> | <p>There are a number of possibilities for extending the Münchner Jugendrat initiative more widely. Some of these possibilities include:</p> <ul style="list-style-type: none"> • Replication in other cities and countries • Online platforms • Virtual meetings |





The "Münchner Jugendrat" - Germany

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| | <ul style="list-style-type: none">• Training and capacity building• Funding |
| Lessons learned | <p>Here are some of the key messages and lessons learned from the Münchner Jugendrat initiative:</p> <ul style="list-style-type: none">• Young people can make a difference: The initiative has shown that young people can make a difference in their communities. The Youth Council has made recommendations on a variety of issues, such as education, housing, and transportation. These recommendations have been taken into account by the city council and have led to improvements in the lives of young people in Munich.• Youth participation is important: The initiative has shown that youth participation is important. The Youth Council has helped to build relationships between young people and decision-makers. These relationships have helped to improve communication and understanding between the two groups.• Youth participation is sustainable: The initiative has been running for over 50 years, which shows that it is sustainable. The initiative is funded by the city of Munich, but it could also be funded by other sources, such as foundations and businesses. This would help to ensure that the initiative is sustainable and can continue to operate in the long term.• Youth participation is scalable: The initiative has been replicated in a number of cities and countries, which shows that it is scalable. The initiative can be adapted to different contexts and can be used to address a variety of issues.• Youth participation is inclusive: The initiative is open to all young people, regardless of their background or circumstances. This makes the initiative more inclusive and democratic. <p>The Münchner Jugendrat initiative is a valuable resource for young people, decision-makers, and the</p> |





The "Münchner Jugendrat" - Germany

community. The initiative has a number of positive impacts and benefits that make it a worthwhile investment.

Here are some additional lessons learned from the initiative experience:

- The importance of providing young people with training and support: The Youth Council members receive training and support on a variety of topics, such as public speaking, advocacy, and negotiation. This helps them to be effective in their role and to make a positive impact on their community.
- The importance of building partnerships with organizations: The initiative has built partnerships with a number of organizations, such as schools, youth organizations, and community organizations. This has helped to ensure that the initiative is successful and that it can reach a wider audience.
- The importance of communicating effectively: The initiative communicates effectively with young people and stakeholders through social media, newsletters, and other channels. This helps to ensure that the initiative is transparent and accountable.
- The importance of evaluating the initiative: The initiative evaluates its impact on young people and stakeholders on a regular basis. This helps to ensure that the initiative is effective and that it can be improved over time.





| DESCRIPTION | |
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| Date (of completion of this document) | 29.8.2023 |
| Suggested by | Helena Korpela helena.korpela(at)rauhankasvatus.fi |
| Title/name of the Good practice | Solidarity Project Workshops |
| Website | https://rauhankasvatus.fi/en/solidarity-project-workshop/ Toiveista totta – Rauhankasvatusinstituutti |
| Lead organisation | The Peace Education Institute in collaboration with the Finnish National Agency for Education (EDUFI) |
| Contact Person | Riikka Jalonen Executive Director / The Peace Education Institute Sturenkatu 11, 00510 Helsinki, Finland riikka.jalonen(at)rauhankasvatus.fi |
| Abstract | <p>The European Union offers to fund young adults for projects enhancing solidarity and The Peace Education Institute, in turn, offers support to apply for this funding. A group of at least 5 people (age 18–30 years) can apply for the funding for their project from the European Solidarity Corps.</p> <p>During the virtual Solidarity Project Workshops, The Peace Education Institute will introduce previously produced projects, assist in outlining an idea to a project plan, clarify the EU jargon, and offer professional mentoring and assistance to carry out the application form. The young participants have the possibility to contemplate their ideas on the project together with The Peace Education Institute team during the month before the application deadline.</p> <p>In the workshop, we encourage everyone to start building their ideas based on their dreams and their own utopia of a better world. What kind of change do young people want to be creating in the world and whom do they want to start the revolution with? The funded projects should be local, enhance solidarity, and be based on common European values.</p> |
| Country | Finland |
| Language(s) in which the method/tool is available | Finnish, English |





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| <p>Objectives of the practice/tool</p> | <ul style="list-style-type: none"> • To present previously implemented solidarity project ideas à bringing out ideas what the projects could be • To help outline a project plan from the young people's own ideas à concretization of own thoughts and wishes (form and delineation) • To present the EU application system à navigation through the application jungle and project jargon • To offer professional support and mentoring for working on applications à strengthening the believe in one's own doing and putting one's own ideas into a form of application |
| <p>Context</p> | <p>A group of young people can get up to 7 000 euros for their one-year project from the European Solidarity Corps. The Solidarity Project Workshops practice is based on the observation that there is a gap between this financial support offered by the EU and the desire for young people to implement ideas. The gap is formed not only by the complex EU bureaucracy but also by misbelief. We have noticed that it is hard for young people to believe that the EU really wants to offer financial support, and especially for their project ideas. The starting point of the workshops is to create a bridge over this gap, i.e., to help young people navigate the challenges related to the EU bureaucracy and the application form and to create believe in their ideas. The purpose of the workshop practice is to ensure that the young people's desire to influence and to create change doesn't get crushed under the difficult application structure for financial support.</p> <p>The Solidarity Project Workshops are funded by the Finnish National Agency for Education (EDUFI).</p> |
| <p>Methodological Approach</p> | <p>The EU launched the new Solidarity Corps (ESC) program in 2019 (or at the end of 2018), with project funding aimed at young people as one of the functions. The question arose: do young people know about this and do they know how to use it? We investigated the matter and got the impression that the application process seems challenging. We saw the possibility that the available funding could be used to finance the most wonderful activism, which the young people were doing now without any external resources. Just a little enthusiasm and help with the application would be needed so that</p> |





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| | <p>the activity and the financial support would meet each other.</p> <p>We inspired and supported a few young adults we know to apply for funding from the ESC program for their ideas. Groups of young people applied for and received project funding, so we got examples of the program really funding the young people's own activities.</p> <p>We also applied in the name of RKI together with our young employees and volunteers for Erasmus + KA3 project funding, with which we organized 'Peace Speedup' events for young people, first time in September 2019. These were, in a way, the prototype of the current workshop process. During these 3-day events, together with professionals, the young people worked on their ideas about social change processes and modified their ideas into project form and after days wrote applications with our support. Three of the four youth groups that participated in the event received more than 8.000 euros in funding for their project in the Solidarity Corps project funding call of October 2019. After the successful pilot, the Finnish National Agency for Education (EDUFI) ordered four more events from RKI for the winter of 2019–2020 to be organized in different parts of Finland: Cities of Oulu, Jyväskylä, Tampere and Helsinki.</p> <p>After these good results we sold the concept to EDUFI, which had already noticed that our support for young people is a prerequisite for the applicants to survive the funding application process. In the years 2020–2023, we have produced The Solidarity Project Workshops paid for by EDUFI.</p> |
| Other project partners/organisation/people/stakeholders involved and their role | <i>(As mentioned before.)</i> |
| Target groups and their characteristics | <p>The workshops and the support process aim to support young people (age 18–30 years) who are in a weaker position in society (e.g. young people with a migrant background or who otherwise represent visible minorities).</p> |





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| <p>Number of people involved</p> | <p>During 2020, we organized 27 solidarity workshops, and during 2021, 21 workshops, and during 2022, 14 workshops, for young people with the support EDUFI.</p> <p>An(other) example of the workshops' results: In the year 2020 a total of 17 youth groups (around 100 young people) who participated in the workshops organized by RKI received funding from EDUFI.</p> |
| <p>Methods for involving participants</p> | <p><i>(As mentioned before.)</i></p> |
| <p>Main activities and implementation process</p> | <p>Solidarity Project Workshops – the process:</p> <ol style="list-style-type: none"> 1. Workshop: An idea – an idea of solidarity! <ul style="list-style-type: none"> • Encouragement, enthusiasm and idea crystallization workshop • Societal change • We are doing this project to... • What means are used to reach the project goal • Questions and concerns related to the project 2. Workshop: Application form <ul style="list-style-type: none"> • EU log in order • Young people enroll in solidarity groups (PRN numbers) • OID code • Electronic application form • Budget • Different roles in the project: youth group, mentor, applicant organization 3. Workshop: Finalizing the application <ul style="list-style-type: none"> • Status check • Evaluation of the application: relevance, impact, project planning, quality of the project management, focus of the project • Impact/influence tool • Writing workshop 4. Workshop: Writing the application <ul style="list-style-type: none"> • Writing, writing, writing... • Sparring/contemplating/finding solutions together • Teamwork/peer support <p>...</p> <p>Example timetable of workshops:</p> |



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| | <ol style="list-style-type: none">1. Let's get started: Tue 4.4. 17–19 PM.2. Application form: Ideas to answers Week 15: Each group books a time (11.–14.4.).3. Finalizing the application, let's get it done! Tue 18.4. 17–19 PM.4. Writing Workshop Week 17: Each group books a time (24.–28.4.) and/or participate in the Saturday writing workshop (29.4.) 11–15 PM. |
| Related resources that have been developed | <p>In 2020, we produced a guide and podcast aimed at young people as support material for solidarity workshops:</p> <p>“Activist's guide to solidarity projects” helps in different phases of project work. The guide also provides facts and tips directly related to solidarity projects. The four-part podcast series, on the other hand, ponders out loud as its name suggests: “How to do solidarity?” The podcast goes through the different stages of the Solidarity Corps application process from a young person's point of view. The content of the podcast was designed and run by Julianna Brandt, a young journalist familiar with inclusivity and disability activism and who has been involved in RKI's educational activities for years, who also applied for and received a positive funding decision for solidarity project with her own group during the production of the podcast.</p> <ul style="list-style-type: none">• Guide/Handbook to plan a solidarity project (in Finnish): Toiveista totta! – Opas solidaarisuushankkeiden suunnitteluun.• How to create solidarity –podcast (in Finnish): Miten solidaarisuutta tehdään? –podcast.• General info on the solidarity projects: Lisätietoa solidaarisuushankkeista Opetushallituksen sivuilta. / Solidarity Projects European Youth Portal (europa.eu) |



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| Evaluation | <p>The practice has been evaluated by individual participants. Here's an example of youth worker's feedback from the workshops related to applying the ESC-funding:</p> <p>"From the point of view of young people who need special support, the actual application process was difficult to understand at the beginning due to several abstract concepts. The fact that the application form was in English automatically excluded some young people. It was difficult to involve young people in making the application and it was difficult to apply it to a young person who has difficulty in concentrating, challenges to understand abstract things and weak English skills. The support and help of the City of Oulu and the RKI in making the application was invaluable and without it we would not have been able to make the application. Help and support meant shared time, writing help, interpretation help and explaining things openly. After receiving a positive decision on funding, Oulu youth services have continued to support young people, which has been really great and necessary."</p> |
| Why can it be considered as an innovation? | <p>The practice can be seen as innovative and especially <i>valuable</i> because it is based on the notion that the funder does not reach its target group, and on the other hand that the target group is excluded from the funder's goal with a practical solution (regarding the way the application portal works, and the language used in the form). The practice offers a very easy solution to a very challenging and big problem. Funders and young people seem to live in a different world and speak a different language – the workshop practice creates a bridge between this. According to our knowledge, there is no similar activity; funding-related application clinics are usually aimed at organizations/professionals, our practice is aimed directly at young people, and involves sums of money that are genuinely significant in size.</p> <p>Our goal is not primarily to empower young people, instead we trust that they do know what they want to do – we just help to put it into words. This happens, for example, through the following questions:</p> <p>"I hear you say this way – did I understand correctly, do you mean this?" or "For the financier, this could be formulated like this – did the idea still stay correct?" The facilitator's most important task is</p> |





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| | <p>to draw attention to the fact that one does not add one's own, but rather helps the young people to put their own idea into written form so that the funder can also catch their project idea.</p> |
| Results | <p>The result and the importance of this practice as a promoter of youth equality and a supporter of independent social activities is clearly visible in the funding granted by the Finnish government:</p> <p>About 70 percent of all youth groups to which EDUFI has granted youth solidarity project support in 2019–2021 have received support for their ideas and planning and writing process in the workshops we organize.</p> <p>In 2022, EDUFI funded a total of 24 solidarity projects conceived by young people, and 50 percent of all these funded projects received the support from RKI.</p> |
| Impacts and benefits | <p>The aim of the workshop practice is to strengthen the social agency of young people and especially to support the participation of youth groups in the funding applications of the solidarity projects of the European Solidarity Corps. The impact and the benefit of this practice is, that the groups of young people get to develop their own social thinking and develop solutions for the social change needs they identify, from the idea level all the way to a completed funding application (and to the positive funding decision they often receive), and to think together more deeply about the social influence possibilities of different projects.</p> <p>In accordance with RKI's goals, the support materials, and workshops we have produced have especially reached young people belonging to various minority groups, who are often left out of society's resource distribution and participation structures.</p> |





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| Sustainability | <p>We feel that the practice has good potential to be adopted and extended more widely. The use of the method requires good connections with young people and/or organizations working with young people, as well as knowledge of ESC funding applications.</p> |
| Lessons learned | <p>Young people have a huge power of change and a desire to act, they are not passive. Even with small techniques, however, they can be shut out (words, actions). In particular, young people belonging to different minorities have so much lived experience of being excluded that it is necessary to put effort on strengthening their believe and trust that the support offered is really for them. This is important to deeply understand also from the point of view of organizing IDEATONs: how the activity can genuinely reach those young people whose perspective is not heard in society now.</p> <p>Another lesson is that remote working does not work alone without shared working in the same physical space. We have added a lot of personal/group-specific support so that a specific youth group is not left out of the preparation of the application. If you need to spar with 2–3 groups at the same time, it can already drop some out (it's too easy for some, too difficult for others). The activity must be customized – including the amount of remote and close work required – otherwise it serves no one.</p> <p>Local close support (youth worker/reliable adult who knows the young people of the group in question) is also important in terms of the application/project implementation.</p> |





Public Call for the co-financing of Youth Programs or Projects – Slovenia

| DESCRIPTION | |
|---|---|
| Date (of completion of this document) | 31. 7. 2023 |
| Suggested by | Kristjan Nemac, kristjan.nemac@pina.si |
| Title/name of the Good practice | Public Call for the co-financing of Youth Programs or Projects |
| Website | <ul style="list-style-type: none">https://poslovno.visitkoper.si/wp-content/uploads/sites/3/2021/12/JAVNI-RAZPIS-ZA-SOFINANCIRANJE-MLADINSKIH-PROGRAMOV-ALI-PROJEKTOV-V-LETU-2022-ZAVODA-ZA-MLADINO.pdf |
| Lead organisation | Institute for Youth, Culture and Tourism of Koper |
| Contact Person | Jana Otočan, Titov trg 3, 6000 Koper jana.otocan@visitkoper.si |
| Abstract | <p>The subject of the public call is the co-financing of youth programs or projects prepared and implemented by young people between the ages of 15 and 29 and intended for young people. Projects or programs are implemented at the following venues: Koper Youth Center and Markovec Youth Center as well as external public areas in Koper. The total value of the call is EUR 20.000,00.</p> <p>The scope of the public call includes projects or programs from one of the categories listed below:</p> <ul style="list-style-type: none">• Concerts• Theatre, stand-up evenings• Educational and creative workshops and lectures• Literary evenings, movie nights, travel lectures• Festival (at least 3 days, can include different area, e.g. music, film, theatre, literature, etc.)• Activities in outdoor public areas (e.g. sports activities, literary evenings in the city park, etc.) |
| Country | Slovenia |
| Language(s) in which the method/tool is available | Slovenian |
| Objectives of the | The objective of this public call is to encourage the active participation of young people and to support the |





Something Meaningful



Public Call for the co-financing of Youth Programs or Projects – Slovenia

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| practice/tool | implementation of programs or projects that are implemented by young people for young people and contribute to the active citizenship of young people in the local environment and their personal development. |
| Context | In Koper, a major problem is the lack of infrastructure and opportunities for young people to be able to independently manage the space and financial resources available to them and to actively participate and co-create content. The municipality of Koper allocates a certain amount of public funds for programs and projects aimed at young people every year, but these are projects implemented by legal entities, or rather associations and institutes that implement projects and activities whose end users are young people. However, it was not possible for young people themselves, as individual persons or an informal group of individual persons, to apply for projects and obtain funds for the implementation of activities and projects that they need or would like to implement in Koper. Therefore, from 2019, Municipality of Koper has been allocating (approximately €20–30.000,00) funds to its Institute for Youth, Culture and Tourism for the implementation of the public call, where young people can also apply on their own as individual persons or as a formal or informal group of persons. They publish the call twice a year, which turned out to be a good move, as this involves more young people, and they get a variety of projects implemented by young people. |
| Methodological Approach | <p>They've approached the issue with a public call for youth projects addressed specifically to young individuals or formal and informal groups of young individuals between the ages of 18 and 29. Any young person with an idea for activities and events in the Youth Centre Koper or Youth Centre Markovec (or in certain cases, in external public areas), could apply for co-financing and co-create the programme for youth centres. In this way, the institute wants to send a message that they trust and listen to young people, because they know best what they want.</p> <p>Apart from financial support, applicants would also get some practical support from their youth workers. The young applicants get to learn project planning and implementation as well as financial management. For a</p> |



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Public Call for the co-financing of Youth Programs or Projects – Slovenia

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| | <p>better understanding of the call, it is important that young people attend the Info day and familiarise themselves with conditions of the call and other requirements. Participation in the informative workshop is a condition for accessing the call.</p> |
| Other project partners/organisation/people/stakeholders involved and their role | <ul style="list-style-type: none">• Municipality of Koper• Youth Centre Koper• Youth Centre Markovec |
| Target groups and their characteristics | <p>Specifically young individuals (including formal or informal groups of young individuals) between ages 18 and 29.</p> |
| Methods for involving participants | <ul style="list-style-type: none">• See the section Methodological Approach |
| Main activities and implementation process | <p>The call is published twice a year. Everyone who wants to apply for the call has to attend the info day to familiarize themselves with the call and the financier's requirements.</p> <p>All activities submitted in the project proposal have to be completed until the end of the year.</p> |
| Why can it be considered as an innovation? | <p>Unlike other regular calls for youth projects, that are open to organisations that usually implement them for young people as end-users, this one is aimed specifically for young individuals (or groups) between ages of 18 and 29 to apply. The idea of the call is that the activities are implemented “by youth and for youth”. This allows them to participate in co-creation of the contents they need or want the most, and it's a first such public call in this municipality.</p> |
| Impacts and benefits | <p>This practice allows young people to think about what kind of content they and their peers in the local area want and need the most and to actually be able to actively participate and co-create these contents and gain valuable skills and experience in the process.</p> |
| Sustainability | <p>The practice can be seen as a way of preparing and implementing the content of the youth centers, not only by the employees and volunteers but also by other youth in the local community.</p> |



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Public Call for the co-financing of Youth
Programs or Projects – Slovenia

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| Lessons learned | The importance of giving the possibilities for the young people to prepare the activities for their peers. It is also great that the call involves individual or informal groups of youth as well, as it enables more young people to participate in the call. |
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City Incubator programme "Dream of your place" – Slovenia

| DESCRIPTION | |
|---------------------------------------|--|
| Date (of completion of this document) | 31. 7. 2023 |
| Suggested by | Kristjan Nemas, kristjan.nemas@pina.si |
| Title/name of the Good practice | The City Incubator programme "Dream of your place" |
| Website | <ul style="list-style-type: none">https://mladizmaji.si/en/our-stars/city-incubator/ |
| Lead organisation | Javni zavod Mladi zmaji – Public Institute Young Dragons |
| Contact Person (name, address, email) | Barbara Rehar, inkubator@mladizmaji.si |
| Abstract | <p>The public institute Mladi zmaji / Young Dragons was founded in 2009 by the Municipality of Ljubljana with the aim of implementing programmes that enable young people and young adults to spend quality leisure time. The purpose of the institute, in cooperation with the Youth Office of the Municipality of Ljubljana, is to provide young people and their families from the local area with opportunities for development and support on the way to their independence.</p> <p>The City Incubator is one of the Young Dragons' projects / practices that create new models of collaboration between the city, public institutions, businesses, non-governmental organisations, and the community. It's one of the ambitious projects that go beyond the scope of everyday work with youth. It connects young people and the city at all organisational levels through ambitious ideas and turns young people's ideas into projects. The programme includes workshops, mentoring, and financial support for selected Ljubljana youth projects. The programme is intended to assist young people in charting their path to life and professional experience, all whilst contributing to a higher quality of life in the city.</p> <p>They understand that young people have enormous potential to create solutions to the challenges that their communities face but they need space, knowledge, and trust. Young people are change agents, and with the right approach, they can make a significant contribution to addressing today's societal challenges. The City Incubator educational and mentoring programme is</p> |



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City Incubator programme “Dream of your place” – Slovenia

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| | <p>aimed at young people in Ljubljana aged 18 to 29. Unlike entrepreneurial incubators, the City Incubator provides a safe environment for young people to realise their ideas through a thoughtful combination of workshops, mentoring, and financial support.</p> <p>Values that drive the City Incubator:</p> <ul style="list-style-type: none"> • YOUTH in body, mind, and spirit • THE COMMUNITY you belong to. • An AMBITION that turns fear into innovation. • THE AWARENESS that we are fleeting and that ideas (can) outlast us. • KNOWLEDGE that flows through creativity. <p>The project first started in 2016 and has been successfully implemented for the 7th year so far.</p> |
| Country | Slovenia |
| Language(s) in which the method/tool is available | Slovenian, English |
| Objectives of the practice/tool | Objective of the practice is to motivate and engage young people to learn and develop their creative ideas that would contribute to a higher quality of life in the local area. |
| Context | <p>Even though Ljubljana, as the capital and the biggest city in Slovenia, offers the most content, activities and opportunities for young people (in comparison to other smaller Slovenian towns), there still was a need to engage youth to participate in improving the quality of the living environment in the city. At the same time, they've got the chance to gain knowledge and experience and to develop their entrepreneurial projects. Unlike regular entrepreneurial incubators, the City Incubator by Young Dragons addresses specifically young people between ages 18 and 29 and provides a safe environment for them to realise their ideas through a thoughtful combination of workshops, mentoring, and financial support. The project first started in 2016 and has been successfully implemented every year since. This year they have implemented projects created in the Season 7 of the City Incubator. The institute Young Dragons is founded and funded by the Municipality of</p> |



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| | Ljubljana. |
| Methodological Approach | <p>Methodology used aims to engage young people to participate in an incubator programme and develop their ideas that would improve quality of the living in their cities. The programme offers workshops, counselling and financial support. Each year / season the Management Board of the City Incubator project publishes a public call for young people to apply and present their ideas that would improve the quality of the living in the city. Criteria on the basis of which they select ideas for inclusion in the programme are:</p> <ul style="list-style-type: none"> • Positive effects on the city • Feasibility of the idea • Ambition of applicants • Contribution to the community <p>They are looking for the ideas that</p> <ul style="list-style-type: none"> • connect people, encourage opportunities to meet new people (networking) and exchange experiences and good practices, • use the inner and outer spaces of the city, Networks of Youth Centres in Ljubljana as a resource for realising the idea. |
| Other project partners/organisation/people/stakeholders involved and their role | <ul style="list-style-type: none"> • TiPovej! – Institute for Creative Society: an active partner in the project, co-founders of the City Incubator and member of the Management Board; • Creative Nomads: an active partner in the project, in charge of communications, co-founders of the City Incubator and member of the Management Board; • Movit – National Agency for Erasmus+ Programme: member of evaluation committee; • Youth Center Jarše: member of evaluation committee; • Municipality of Ljubljana, Department for Youth: member of evaluation committee. |
| Target groups and their characteristics | <p>The City Incubator by Young Dragons addresses specifically young people between ages 18 and 29. They are looking for young people with creative ideas that have a positive impact on the city and that need knowledge to implement their ideas and mentors that will listen and ask the right questions, and start-up</p> |



Something Meaningful



City Incubator programme "Dream of your place" – Slovenia

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| | financial support. |
| Number of people involved | N/A |
| Methods for involving participants | Each year / season the Management Board of the City Incubator project publishes a public call for young people to apply and present their ideas. The board chooses approx. 15 projects to support throughout the process. Each project receives 5 hours of professional mentoring. Last season there were 17 ideas selected. |
| Main activities and implementation process | <ul style="list-style-type: none"> • 1st Phase: The call is published in September. Applicants have up to 30 days to apply. Meanwhile, they're encouraged to communicate via e-mail in case they have any questions regarding the applications. • 2nd Phase: The ideas are selected in October and young applicants are invited to a workshop programme, during which they discuss the contents of their ideas from different aspects (finances, expenses, organisation and management, objectives, impacts, feasibility, timeline, etc.). They receive consultations for preparation of the project plan. • 3rd Phase: Young applicants prepare and submit the project plan in November. • 4th Phase: By the end of November the evaluation committee selects up to 15 project plans. They discuss the project implementation process. Applicants receive funds for the implementation and they have to implement the project by the end of June, when the evaluation meeting is scheduled. |
| Why can it be considered as an innovation? | Unlike regular entrepreneurial incubators, this one addresses young people exclusively and aims to engage them in participating to improve the quality of living in their city. In this way they are motivating young people to become more active in their local environment, they're sharing knowledge and experience with those, who have no experience with project development and |



Co-funded by
the European Union



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION
OFFICE OF THE REPUBLIC
OF SLOVENIA FOR YOUTH



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| | implementation but have creative ideas that will have a positive impact and improve the quality of living in the city. |
| Impacts and benefits | This practice has a positive effect on the city. It also motivates young people to think critically about their environment and to become active citizens that engage in projects that increase quality of living. It gives them technical knowledge they lack to implement these ideas and offers financial support. |
| Sustainability What are the possibilities of extending the good practice more widely? | Practice could be extended in other smaller towns in Slovenia (and elsewhere in Europe), especially those towns that experience a decrease in youth population, as they leave for bigger cities that can offer them more contents and opportunities. The cities could, in collaboration with the local NGO, establish HUBs that will support social innovations and the engagement of young people. |
| Lessons learned What are the key messages and lessons learned to take away from the good practice experience? | If support is offered to young people directly and their ideas and concerns are being heard and addressed, they will be motivated to become more active in the local environment, to show concern and think of the ways they can improve its quality. |



| DESCRIPTION | |
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| Date (of completion of this document) | 31. 7. 2023 |
| Suggested by | Kristjan Nemas, kristjan.nemas@pina.si |
| Title/name of the Good practice | Public call "Youth for the Progress of Maribor" |
| Website | <ul style="list-style-type: none">• https://zpm-mb.si/programi/mladi-za-napredek-maribora/• 2022 call: https://maribor.si/javni_razpisi/javni-natecaj-za-program-mladi-za-napredek-maribora-2023-40-srecanje/#• 2023 call: https://maribor.si/javni_razpisi/javni-natecaj-za-program-mladi-za-napredek-maribora-2024-41-srecanje/ |
| Lead organisation | Municipality of Maribor – University Town |
| Contact Person (name, address, email) | Zveza prijateljev mladine Maribor / The Friends of Youth Association Maribor, Razlagova ulica 16, 2000 Maribor, Urša Žiger, ursa@zpm-mb.si |
| Abstract | <p>In collaboration with the Friends of the Youth Association, Municipality of Maribor conducts an annual "Youth for the Progress of Maribor" call for research and innovation projects. As part of the program, young researchers from the upper grades of Maribor's primary schools and secondary schools produce original research assignments and innovation proposals in more than 30 research areas. The application or submission of original research papers and innovation proposals are two independently considered areas of the competition. The program, which encourages and expands the creativity and innovation of young people, also teaches them independent research work and makes them aware of co-responsibility for the development of the environment in which they live.</p> |
| Country | Slovenia |
| Language(s) in which the method/tool is available | Slovenian |
| Objectives of the | <p>Objective of the practice is:</p> <ul style="list-style-type: none">• to encourage and expand the creativity and |





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| practice/tool | <p>innovation of young people,</p> <ul style="list-style-type: none"> to teach them independent research work and, to raise their awareness of co-responsibility for the development of the environment in which they reside. |
| Context | <p>Youth research in the Youth for the Progress of Maribor program has been conducted every school year since the school year 1983/84, initially organised by the Municipality of Maribor, and since 2007 under the auspices of the Friends of the Youth Association Maribor. The program encourages and expands the creativity and innovation of young people, teaches them independent research work and makes them aware of co-responsibility for the development of the environment in which they reside. They recognise that only responsible, creative and self-confident young people are the driving force of progress, and adults must give them the conditions to develop their skills and talents and for their suggestions to come to life in practice.</p> <p>Every year, more than 300 young researchers from the upper grades of Maribor primary schools and secondary schools participate in the programme, submitting around 200 research tasks and innovation proposals in more than 30 research fields. Authors of the best-graded assignments receive the "surprise trip" award, and many of them are also successful at the national competition in Murska Sobota as well as at international meetings of young researchers.</p> <p>The project is funded and supported by: the Municipality of Maribor, Employment Service of Slovenia, European Social Fund, Office of the Republic of Slovenia for Youth – Ministry of Labour, Family, Social Affairs and Equal Opportunities, Movit – National Agency for Erasmus+ Programme.</p> |
| Methodological Approach | <p>In collaboration with the Friends of the Youth Association, Municipality of Maribor conducts an annual "Youth for the Progress of Maribor" call for research and innovation projects. During the preparation of research and innovation proposals, young authors are advised by mentors – professional employees of the school or external experts.</p> <p>Around 150 mentors participate every year, and they are an indispensable part of young people's research work.</p> |





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| | <p>as they work directly with them, encourage them and lead them to independent research work. Each participating school also has a school coordinator. Research work can be in one of the research areas defined in the call, or in 2 or 3 in the case of interdisciplinary tasks. Schools are obliged to conduct a school presentation of all research projects produced at the school. The school presentation must take place before public presentations of research papers.</p> <p>Authors of research papers must present their work at a public presentation of all research papers included in the competition.</p> <p>Evaluation of research tasks is carried out by evaluation commissions appointed for individual professional areas in two phases:</p> <ul style="list-style-type: none"> • evaluating the written part of the research assignment and • evaluating the presentation of the research paper, <p>In the case of research assignments, the evaluation commissions assess (criteria for evaluation): originality, independence in the design of the research assignment, research approach, work methods and results, systematicity and meaningfulness of the given material, and general knowledge.</p> <p>After the presentations have been completed, the evaluation commissions determine the ranking of the research tasks based on the achieved evaluations of the written products and presentations, and coordinate the ranking and awards at the level of the entire competition. The author, mentor and school can be rewarded for the research task with:</p> <ul style="list-style-type: none"> • a bronze, silver or gold recognition, • a material prize, • a prize trip. <p>The program encourages and expands the creativity and innovation of young people, teaches them independent research work and makes them aware of co-responsibility for the development of the environment in which they reside.</p> |
| Other project partners/organisation/p | <ul style="list-style-type: none"> • The Friends of Youth Association Maribor: an active partner in the call, they carry out the |





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| People/stakeholders involved and their role | <p>project and are the first contact with applicants / authors;</p> <ul style="list-style-type: none"> • Slovene Philanthropy, Association for Promotion of Volunteering: partner; • The Maribor Youth Portal: partner; • University of Maribor (all faculties): collaborating experts, expert members of the management board and evaluation committee; • Elementary schools in the area: collaborating experts, expert members of the management board; • Secondary schools in the area: collaborating experts, expert members of the management board; • University of Ljubljana: collaborating experts, expert members of the management board; • University of Primorska, Faculty of Tourism: collaborating expert; expert members of the management board; • Slovenia Forest Service: collaborating experts, expert members of evaluation committee; |
| Target groups and their characteristics | <p>This call is aimed specifically at pupils from the 7th to 9th grade of primary schools, students of all secondary school programmes and student homes located in the Municipality of Maribor. They are invited to participate to apply for the call as authors of original research projects and innovation proposals.</p> |
| Methods for involving participants | <ul style="list-style-type: none"> • See the section Methodological Approach |
| Main activities and implementation process | <p>In collaboration with the Friends of the Youth Association, Municipality of Maribor conducts an annual "Youth for the Progress of Maribor" call for research and innovation projects – around June. The deadline for applications is around February next year.</p> <p>For each participating school there is a coordinator that manages the process of application. Schools are obliged to conduct a school presentation of all research projects produced at the school – around March after the application.</p> <p>Young authors of research papers must present their work at a public presentation of all research papers</p> |





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| | <p>included in the competition – around April.</p> <p>After the presentations have been completed, the evaluation commissions determine the ranking of the research tasks based on the achieved evaluations of the written products and presentations, and coordinate the ranking and awards at the level of the entire competition.</p> |
| Why can it be considered as an innovation? | <p>It is a municipal programme that directly motivates young pupils and students to explore different scientific areas and arouses their interest in research work.</p> |
| Impacts and benefits | <p>The program encourages and expands the creativity and innovation of young people, teaches them independent research work and makes them aware of co-responsibility for the development of the environment in which they reside.</p> |
| Sustainability | <p>Practice could be extended in other cities and towns in Slovenia (and elsewhere in Europe), if other municipalities would work closely with youth organisations and schools in the area, universities and faculties.</p> |
| Lessons learned | <p>It is really important that we support young people in the development of critical thinking and their engagement from a younger age, so they can become active and empowered citizens.</p> |





| DESCRIPTION | |
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| Date (of completion of this document) | 15/06/2023 |
| Suggested by | Mario Badagliacca, mariobadagliacca@cesie.org |
| Title/name of the Good practice | YouthMetre |
| Website | www.youthmetre.eu |
| Lead organisation | EUROGEO – European Association of Geographers |
| Contact Person | Caterina Impastato, caterina.impastato@cesie.org |
| Abstract | <p>The YouthMetre project empowers young people, encouraging them for being engaged and actively participate in EU Youth policy matters and for increasing their public participation.</p> <p>The project produced an innovative tool that give to young people access, via a digital data dashboard, to information about how well their policymakers are performing in different youth fields. Examples of best practices are presented in order to help authorities to improve their activities.</p> <p>Through multiplier training activities YouthMetre directly provided youngsters with necessary skills and knowledge to improve and/or transform the effective implementation of policies and practices for youth by challenging policy makers. and addressing issues raised in the 2015 EU Youth Report.</p> |
| Country | Belgium, Spain, Germany, France, Belgium, Italy |
| Language(s) in which the method/tool is available | English, French, Italian |
| Objectives of the practice/tool | <p>To support EU Member States, municipalities and regions in carrying out effective policy reforms in the field of Youth.</p> <p>To empower young people through the acquisition of necessary skills and knowledge, by encouraging to become engaged and actively participate in EU Youth policy matters.</p> <p>To provide in-depth knowledge about the perceived needs of Young Europeans in learning, teaching, training or youth work situations and effective methodologies and tools that help policy makers to develop initiatives in line with the target</p> |





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| | population's collected needs. |
| Context | <p>The project approach derives from the acknowledged difficulty for policy makers to develop ideas and implement initiatives in youth policy fields that respond to the self-perceived needs of youngsters living in their target territories. YouthMetre partners recognise that this issue has several causes, which include:</p> <ul style="list-style-type: none"> - youngsters' scepticism towards policy makers; - youngsters' limited capacity to assess their own needs and translate them into practical policy proposals and projects; - policy makers limited capacity to collect the needs of their target population; - policy makers limited capacity to ideate and implement innovative and effective initiatives in the youth policy field; - the difficulty of creating moments of direct dialogue and exchanges between youngsters and policy makers. <p>The project started in 2016 with the desk research, the whole implementation finished in 2018.</p> |
| Methodological Approach | <p>The methodological approach focuses on a process of mapping in order to set a clear overview about needs and opportunities for young people in Europe. Then, interactive maps and infographics are developed.</p> <p>Then indicators are set up to measure performance in the youth policy area across the continent. Public events are organized and guidelines addressed at Youth policymakers are created.</p> <p>Each step in the process is reported and recounted in articles published online on the project website and shared on partner websites</p> |
| Other project partners/organisation/people/stakeholders involved and their role | <p>The coordinator of the project is EUROGEO – European Association of Geographers, the other partners are Universidad de Saragoza, the EYP – European Youth Press – Network of young media makers e.V., ALDA – European Association for Local Democracy, ARS for Progress and CESIE from Italy.</p> <p>The main stakeholders are policy makers, at European and local level, and generally the European citizens.</p> |





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| How was it funded? | Erasmus+ KA3 Programme. Key Action 3 provides support to policy cooperation at European Union level, thereby contributing to the implementation of existing policies and the development of new policies, which can trigger modernization and reforms, at European Union, and systems' level, in the fields of education, training youth and sport. |
| Target groups and their characteristics | The primary target audience for the project is young people aged 18-29. |
| Number of people involved | In theory, the project is addressed to all the people aged 18-29 from EU, in number is around 1 person every 6 of the entire European population. |
| Methods for involving participants | Through the work of the partners, working groups were created that conducted desk and field research in order to develop comprehensive and holistic indicators |
| Main activities and implementation process | Leading of Benchmarking process for the establishment of a data dashboard and visualization of EU Youth Policy achievements using innovative technologies. Establishing a set of indicators measuring the "performance" of local authorities in youth policy fields and foster the exchange of good practices. Producing an e-tool to close the gap between youth and institutions by collecting the perceived needs of youth in key policy areas and providing guidelines to public institutions that help address them. Effective implementation, by policy makers, of the guidelines provided by "YouthMetre" |
| Related resources that have been developed | Several interactive digital tools, maps, infographics, dashboards, with statistical, demographic and social data referring to good practices on youth life in the European Union have been developed. https://youthmetre.eu/youthmetre/ Study Group resources uploaded on project website: |





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| | <ul style="list-style-type: none"> - Prezi Presentation of EU Programs by Prof. Altino Barradas - The Europe Thing created by Winter 2015/16 DG EAC trainees; Available on European Commission Audiovisual Services - What Youth Policy should look alike in your country? UNDP – Global Forum on Youth Policy: - EU Youth Strategy (2010–2018) by SALTO–Youth - EU Youth policy: opportunities on local level, by Eurodesk Nederland on Vimeo Cross–Border cooperation - Youth Policy vs Youth People by YouthPolicy.org |
| Evaluation | <p>The Project has a web portal containing updated indicators, covering various social, cultural, and demographic issues, which can also be used in the future as a tool for decision makers and European authorities in planning projects and activities dedicated to young people.</p> |
| Why can it be considered as an innovation? | <p>The Project can be considered an innovation for the activities of mapping and cross-use of indicators and data and for setting indicators that can be used practically by decision makers. It represents a big project for active involvement of younger citizens in decision-making processes and functions as a strong link between European institutions and young people. So, they are more inclined to critically observe and participate in public strategies and policies,</p> |
| Results | <ul style="list-style-type: none"> • <u>YouthMetre e-tool</u> interactive maps and infographics on European youth. • <u>State of the Art Report</u>, on needs of Young Europeans in learning, teaching, training or youth work situations. • Good Practices map (in YouthMetre e-tool). |





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| | <ul style="list-style-type: none">• Set of indicators measuring the performance in youth policy fields.• YouthMetre Training for Multipliers.• YouthMetre Guidelines addressed at Youth policymakers. |
| Impacts and benefits | <p>The project launched the YouthMetre e-tool in February 2017 where data on youth policy has been made easily accessible and examples of good practices are presented to inspire young people. The YouthMetre was introduced to both young people and decision-makers alike to foster ground for dialogue through the use of data.</p> |
| Sustainability | <p>The main possibilities for extending the project are in the collection of data, its updating, and the continuation of mapping work, which should not be interrupted.</p> |





Lessons learned

Digital tools play a key role in governance and participation processes. In addition, when you are working on data collection, it is useful to create indicators that include different aspects of an issue. Relating the data collected to each other helps to get an overview of the issues to be addressed.





| DESCRIPTION | |
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| Date (of completion of this document) | 1.9.2023 |
| Suggested by | Helena Korpela helena.korpela(at)rauhankasvatus.fi |
| Title/name of the Good practice | The Equality Key |
| Website | Yhdenvertaisuusavain – Rauhankasvatusinstituutti |
| Lead organisation | The Peace Education Institute (RKI) |
| Contact Person | Hanna Mithiku Leading Expert, Youth Work Sturenkatu 11, 00510 Helsinki, Finland hanna.mithiku(at)rauhankasvatus.fi +358 50 325 2012 |
| Abstract | <p>The Equality Key is an assessment tool that helps to make equality a part of everyday youth work by highlighting detailed equality questions and claims. Each statement is like a separate tool, a professional aid that can be used in many other tasks in addition to evaluation, when:</p> <ul style="list-style-type: none">- both strategic and everyday actions are planned- goals are set and carried out- know-how and well-functioning practices are strengthened- unstable and broken structures are improved- obstacles are removed and those attitudes and methods of operation are changed that do not correspond to our common understanding and goal of equal youth and the youth work that supports it. |
| Country | Finland |
| Language(s) in which the method/tool is available | Finnish |
| Objectives of the practice/tool | The goal of The Equality Key is to act as an evaluation tool, which enables every professional in the youth field to monitor and evaluate the possibilities and effects of their own work tasks for the development of equality work and the achievement of its goals. |
| Context | It is sometimes difficult for youth workers to assess which things they can influence in their own equality work and how equality |





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| | <p>manifests itself in everyday work. The goal has been to respond to these challenges by developing an equality assessment tool, with which every professional in the youth field can monitor and evaluate the possibilities and effects of their own work tasks on the development of equality work and the achievement of its goals. The evaluation tool for the equality of youth work was born from discussions with the people who work every day at the heart of this important work.</p> <p>The equality assessment tool was developed in Oulu as part of the Youth Work Equality project funded by the Regional Administrative Agency for Northern Finland in cooperation with the youth services of the City of Oulu. The goal of the project was to develop ways to monitor and measure the realization of the equality goals of youth work. The need arose from the experiences of youth work professionals, according to whom one of the biggest challenges of equality work is specifically work evaluation.</p> |
| Methodological Approach | <p>The process of creating the Equality Key:</p> <p>To collect information, in the fall and spring of 2020–2021, we conducted group interviews with employees of the city of Oulu's youth services, as well as with young people in youth facilities and youth workshops. Action-based pop-up workshops were also organized for the young people, during which research data was collected through, for example, observation. A total of more than 80 youth work professionals participated in the interviews. More than 160 young people participated in group interviews and workshops. The aim of the interviews and other events was to examine and map the current situation. With youth professionals and young people, we discussed how equality work is currently implemented and what kind of challenges and views it raises. The goal was to find common understandings of equality work in the joint discussion, to determine areas for development and at the same time to try to find possible solutions for them.</p> <p>The group discussions turned into genuine and thought-provoking and emotional discussion situations, during which different experiences, views and the verbalization of tacit knowledge contributed to the description and joint development of the process of equality work and its various meanings and actions. As a result of the process, this Equality Key has been created.</p> |



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| Other project partners/organisation/people/stakeholders involved and their role | <ul style="list-style-type: none"> - Peace Education Institute - The youth services of the City of Oulu |
| Target groups and their characteristics | <ul style="list-style-type: none"> - youth work professionals - young people |
| Number of people involved | <i>(Couldn't unfortunately get this info now.)</i> |
| Methods for involving participants | <i>(Please see the other text parts.)</i> |
| Main activities and implementation process | <p>How to use The Equality Key:</p> <p>Every professional in the youth field can use the tool to review their own activities, regardless of where, how and with whom they do youth work. Everyone gets to assess the state of equality and plan and develop work from the perspective of different goals and measures. You can use the tool independently to support the development of your own expertise and professional skills. The questions in the tool can help you identify areas for development and plan measures that promote equality in youth work. Another way to take advantage of this tool is to use it as part of the equality planning process of the work community. The Equality Key is a good tool for evaluating the current situation of equality.</p> <p>To assess the equality and non-discrimination situation, separate events can be organized, such as thematic meetings or workshops, where questions from The Equality Key are used. With the help of the tool, it is possible to jointly assess how equality is realized, whether there is discrimination in the operation, and what measures equality can be taken to further develop.</p> |



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| | <p>The tool is divided into three parts. You can use the tool in its entirety or select the parts that are most essential for your work. The first part deals with discrimination and the promotion of equality from the perspective of different minorities. People who belong to groups that are subject to negative stereotypes and prejudices are particularly vulnerable to discrimination. The idea of the group-specific evaluation is to consider whether people from different backgrounds have equal opportunities to participate in the activity. In connection with the evaluation, you can also try to identify ways in which discrimination can be tackled and the equality of people from different backgrounds can be promoted. In the second part, equality is examined from the perspective of operations. The areas of operation are those that touch all forms of youth work. The third part contains special questions for different forms of work.</p> <p>Each part is divided into subsections with a short introduction to the theme and the questions related to that part. The purpose is to think about how each question is implemented in practice. The tool guides you to consider strengths and identify development needs. If you think the question you are asked of is implemented well, you can write concrete examples of good practices that you can share with other employees. If you think the measure is implemented partially or not yet at all, think about and write down what concretely should be developed and how it could be implemented.</p> |
| Related resources that have been developed | <p>The link to the Equality Key (now unfortunately only in Finnish):</p> <p>YHDENVERTAISUUSAVAIN_2909_2021.pdf (rauhankasvatus.fi)</p> |
| Evaluation | <p>Evaluation of the equality work (like the evaluation of the results following the use of the Equity Key) i.e. examining the current situation, set goals and changes, can be challenging and cause difficulties. The real effectiveness of equality work requires that a change takes place in the attitudes and culture of participation of both young people and youth workers – and thus in the entire operational culture of youth work and all its structures. These processes progress slowly, and the results of the equality work can be measured years from now.</p> |





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| Results | <p>The development process RKI implemented received a lot of positive feedback in Oulu. Youth workers and young people felt that the work was very important. The youth workers especially highlighted how much they needed support and space for joint discussions on the themes of equality. During the project year, the joint participatory evaluation process of Oulu youth services (with the leadership of RKI) contributed to the increase of comprehensive understanding of equality through, among other things, employees' self-reflection, and the evaluation process thus strengthened the goal-oriented commitment of the entire staff to promoting equality. With the participatory process and the constructive dialogue, the discussion about equality moved from the level of talk about equal youth work and general strategic goals to the matters that are relevant in the everyday work of youth workers – to a matter that concerns everyone.</p> <p>The Equality Key resulting from RKI's long-term development work has attracted a lot of national interest (example of this is that the Finnish National Youth Council Allianssi chose the model to be presented at the YOUTH2021 event, the National Days of Youth Work in Finland).</p> |
| Impacts and benefits | <i>(Please see the other text parts.)</i> |
| Sustainability | <p>At the very least, disseminating the method requires the tool be translated into different languages, so that its questions can also be applied to the context of each country.</p> |
| Lessons learned | <p>The most important thing is that as many youth professionals and young people participate in the development processes as possible, to bring out different thinking models, experiences, attitudes, challenges, and successes.</p> |





| DESCRIPTION | |
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| Date (of completion of this document) | 31.8.2023 |
| Suggested by | Helena Korpela helena.korpela(at)rauhankasvatus.fi |
| Title/name of the Good practice | Connect Oulu – Trust |
| Website | Story of Oulu – Rauhankasvatusinstituutti |
| Lead organisation | The Peace Education Institute (RKI) |
| Contact Person | Heli Pekkonen Head of Communications heli.pekkonen(at)rauhankasvatus.fi +358 40 709 6661. Sturenkatu 11, 00510 Helsinki, Finland |
| Abstract | <p>The Connect Project focused on equipping youth workers and youth leaders with the understanding and skills to affect positive change in society using dialogue. The project was implemented between three cooperating cities/countries: Oulu/Finland, Eskilstuna/Sweden and Terrassa/Spain. This good practice analysis concerns the implementation of the Trust project done in Oulu.</p> <p>In the Oulu process, dialogue was used to specifically examine how segregation and the marginalization it causes and possible violence resulting from gangs can be prevented. The focus of the work was also the question of how storytelling can be utilized in these dialogue processes. The central actors of the dialogue processes were young women with an immigrant background, who were able to examine the dynamics, pain points and central questions of their own community in a way that opened opportunities for encounters and solution-oriented interaction. During the process, a dialogue model was also successfully piloted, in which representatives of different groups (schoolchildren and youth, their parents, teachers and other authorities) discussed their own central questions first in peer groups, after which space opened for a broader joint discussion among those who were looking at the situation from different positions. The practice will be further developed in</p> |





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| | the coming years and the exchange of know-how and experiences will continue, especially between Oulu and Eskilstuna. |
| Country | Finland |
| Language(s) in which the method/tool is available | Finnish, English |
| Objectives of the practice/tool | The goal of the practice is to create a space and implement a transformative social dialogue led by young people on topics relevant to young people. In the Oulu process, the goal was to have a dialogue specifically about trust and to bring people from different positions to discuss the topic together, so that a broader understanding from the other's point of view could develop – and thus trust between different people/groups could grow. |
| Context | <p>The project originated from the collaboration and observations between activist-influencer Faiza Abdulqadir, former training officer in RKL Anna Litewka-Anttolainen and Multicultural Youth Work Coordinator for the City of Oulu Sari Lahdenperä. Faiza Abdulqadir and Anna Litewka-Anttolainen describe the initial situation and the problem as follows:</p> <p>“The problem we want to solve in Oulu is the disconnection and mistrust between people. As immigrants, people are often afraid, because they don’t trust the system. They are afraid that maybe social workers or the police are intervening in their lives. They are afraid to say what they want to say, or what they are thinking of. Some of us don’t even know that you are free to say what you need to say. I know the situation especially in the somali community of Oulu, as I’m one of them.” Faiza explains.</p> <p>“We want to discuss trust in the society” Anna continues, “What interests us, is what happens when there is no trust and how it affects young people, the school world, teachers and ultimately Oulu as a whole. And how the lack of trust affects</p> |



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| | <p>safety in society. Our goal is to understand how we can create change and start implementing it.”</p> <p>Connect is an Erasmus+ project financed by the European Union.</p> |
| Methodological Approach | <p>When Faiza, Anna and Sari were able to define the problem, they started to work on their theory of change. What kind of change they'd like to see in the society, how to achieve this and with who?</p> <p>A theory of Change in Oulu</p> <ul style="list-style-type: none"> • At the moment there's no trust in Oulu between different groups of people, youth, schools and officials, and this is causing a lot of damage especially for people with immigrant backgrounds. • If there would be more trust between different groups of people, it would <ul style="list-style-type: none"> ◦ be easier to ask and offer help when needed ◦ reduce the harmful cycle of rumors and misunderstanding ◦ reduce the number of immigrant background youth and children, who fall outside of the society's safety net ◦ reduce the harmful impact of the segregation • In order to create trust, people (immigrant background youth, parents, teachers, youtworkers and officials) need to meet and have meaningful dialogue with each other. • To achieve this, it's necessary to bring people together to discuss difficult subjects. • In order to get people to talk, it's necessary to create safe space for everybody and give people personal invitations. To reach this, it can be a good idea to talk each group separately and only in the end, bring everybody together. <p>Let's talk about trust</p> <p>After creating their theory of change, they started to design the process. They understood very early on that they needed to put much effort into inviting people and make it personal. As Faiza is a well-connected member of the immigrant society, she knew that she could reach the parents quite easily. Sari could also get the municipal youth department</p> |



in, but the big question was: how to get the youth, officials and schools involved?

The issues they wanted to address in the process were extremely delicate, and when done wrongly, they could cause immense harm and make the situation even worse. It required quite a lot of personal contacting and discussion to get the school involved, but they managed to persuade the principal of one school in Oulu that the process would be worth the risk and expected the youth to follow the invitation coming from Faiza, the school and the youth work department of Oulu.

They also assumed that it would be better to talk to each group separately first. In the end, their aim was to get people to sincerely talk with each other and make the different perspectives and points of views visible, so people could start to understand each other better. In smaller groups, there would be more space for each person, and more time to discuss about sore spots of each individual and group, as well as to define the crucial questions and misunderstandings of each group in relation to others.

As in every process in the Connect project, also Oulu wanted to use stories as discussion openers. Unlike the other groups, who used video, they wanted to use written story cards from different perspectives that Faiza had collected over the time. But they brought the voice of why this was important, in a format of a video into the room.

The written stories that they used were collected from different people and put together in a way that people couldn't recognize persons behind them. This was important as Oulu is quite a small place, and one of the things they wanted to impact was false rumors going around the city. There was one story from an immigrant background girl's perspective, one story from a teacher's perspective and one story from an immigrant background mother's perspective. After each story card, they presented an image of different actors and their positions in a story and asked a series of questions for discussion openers.

The idea was to start with one school, where there's





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| | <p>pupils from immigrant backgrounds (especially Somalis, with who Faiza has good relations) and identified mistrust between them, school, authorities, and parents, and then continue with other schools in the city, if the model would prove to be efficient or successful.</p> <p>Bringing everybody together Faiza, Anna and Sari started with a workshop with young people, after which, they had separate workshops for parents, teachers, and youth workers and one more meeting with young people before final discussion. The only challenge in the process design was reaching the youth, as in the first workshop they didn't quite have the people they were expecting to have. The participants in that group were more primary than secondary school students. Fortunately, they had some time before the final discussion to reorganize another workshop for the youth, where they finally could talk with the right people.</p> <p>The process turned out to be a real success. It was the first time in the final discussion, where for example parents and youth workers really started to discuss and share with each other. Some of them even changed phone numbers. The participants were also able to define what kinds of actions create trust between people and, on the other hand, what generates feelings of mistrust. They also managed to discuss and agree on possible actions for the future to improve communication and build connections, such as regular meetings with parents with teachers and parents with police.</p> |
| <p>Other project partners/organisation/people/stakeholders involved and their role</p> | <ul style="list-style-type: none"> • Peace Education Institute (Anna Litewka-Anttolainen) • City of Oulu / Youth work (Sari Lahdenperä) • Young influencer-activist (Faiza Abdulqadir) • The central partner in dialogue work was/is Bernard LeRoux, an expert in dialogue work of South African origin, who works in Sweden, with whom we used stories as a tool of dialogue quite successfully. |



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| Target groups and their characteristics | <ul style="list-style-type: none"> • Immigrant background youth • parents • teachers • youth workers • officials |
| Number of people involved | <i>(Couldn't unfortunately get the info now – but it has been some dozens)</i> |
| Methods for involving participants | <ul style="list-style-type: none"> - Transformative dialog (creating a space for active listening and shared speaking) - Collecting stories and sharing them |
| Main activities and implementation process | <p>The steps in Oulu Process</p> <ul style="list-style-type: none"> • Spring/summer 2022: <ul style="list-style-type: none"> ◦ Preliminary work: mapping out, who need to be involved and designing the process • Autumn (October–November) 2022: <ul style="list-style-type: none"> ◦ Meeting with principal of the collaborative school ◦ Invitation to workshops (planning and sending) ◦ First workshop with young people ◦ Workshop with parents ◦ Workshop with teachers and youth workers ◦ Second workshop with young people ◦ Final discussion |
| Related resources that have been developed | <ul style="list-style-type: none"> - Connect Oulu – Trust project's process description (including the used stories and supporting questions, and a video about trust): Story of Oulu – Rauhankasvatusinstituutti - General info of the overall Connect project: Connect – Dialogue for Transformation – Rauhankasvatusinstituutti |





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| | <ul style="list-style-type: none"> - The Connect Guide gives a reader practical exercises and theory on how to approach and understand dialogue, as well as methodology one can use in a dialogue process. <p>It is titled to be for youthworkers on how to support youth leaders in creating transformative dialogue, but can be used by anybody, who is interested to understand, how one can frame and create transformative dialogue process in a society.</p> <p>The-Dialogue-Guide-final.pdf (rauhankasvatus.fi)</p> |
| Evaluation | <i>(Please see the main results in the Lessons learned.)</i> |
| Why can it be considered as an innovation? | The practice and process was valuable as it actually succeeded to create space where for example parents and youth workers really started to discuss and share with each other their thoughts and point of views. |
| Results | <p>Some of the results in a form of next steps; what are the issues that should continue to be discussed:</p> <ul style="list-style-type: none"> • How to maintain contacts between parents, young people, and educators, including ways to communicate • A discussion of cultural differences and their impact on the lives of children and young people |



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| | <ul style="list-style-type: none">• How to resolve conflict situations with children at home and at school/youth facility• Equal treatment of children and young people• Identifying racism: what is racism and what is not, let's identify racism in structures• Parents' communication with the police• We need to organize regular meetings so that we can get to know each other, and it is easier to manage things |
| Lessons learned | <p>Lessons learned/evaluation on what made the process successful:</p> <p>There were several reasons why the process turned out to be as good as it was, but the most important factor was connection. Connection with communities; parents and young people, connection with schools and connection with youth workers. Faiza played the key role in the process, as she was both designing the process with Anna and Sari and reaching out and engaging with communities.</p> <p>Empathetic listening without judgement, holding space for others and the possibility to use one's own language in the process were also crucial. With the help of the skills Faiza, Anna and Sari had gained in the process (see The Guide), they were able to create space, where they could build and maintain trust between the participants and where different points of view could be heard and understood. People were able to ask questions and explain different aspects of the problems. Faiza worked also as an interpreter and mediator and was able to achieve common understanding and concrete, peaceful discussion.</p> <p>Stories and story cards turned out to be impactful means to open discussion, that led to a dialogue. They offered a possibility to distance the actual problems from individuals and they were also</p> |





Something Meaningful



Connect Oulu - Trust - Finland

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| | <p>something the participants could identify with. Written stories might not always be the most practical way of using stories in discussion or in a dialogue process, however, as there might be different levels of language skills in the group and some level of visualisation of the stories might help in this.</p> <p>They also collected examples that have happened in a real life from the participants, which create trust or mistrust between different groups, which they shared with everybody in the final discussion. These examples can be found here (the end of the page): Story of Oulu - Rauhankasvatusinstituutti</p> |
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| DESCRIPTION | |
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| Date (of completion of this document) | September 1 st 2023 |
| Suggested by | Magali Lansalot magali@pistes-solidaires.fr |
| Title/name of the Good practice | BACKSEAT |
| Website | YouTube channel: https://www.youtube.com/channel/UC2ijB3_Fg2plW1g6FeliYKA |
| Abstract | <p>Back Seat is an alternative media proposal based on the ambitious idea of devoting media time to politics for the younger generation, who often have a conflicting relationship with it. The programme is broadcast on Twitch, a streaming platform historically dedicated to video game players. The programme is hosted by a political populariser and streamer.</p> <p>One of the programme's main aims is to get politicians and non-political figures to talk about current political affairs on the same 'televised' stage.</p> <p>It was created during the period of the Presidential election in 2022.</p> |
| Country | France |
| Language(s) in which the method/tool is available | French |
| Objectives of the practice/tool | <p>Initially aimed at a young audience, the aim of the programme is to get them interested in politics, and conversely to encourage politicians to talk to young people.</p> <p>One of the aims is to make the subject "fun" for the younger generation, some of whom have deserted the ballot box.</p> <p>By being on social channels such as Twitch, the objective is also to reach young people who are not necessarily interested in politics.</p> |
| Context | In France, young people are not voting and it is commonly agreed that they are not interested in the topic of politics. |





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| | <p>According to the French national institute for statistical and economic studies, in 2017, fewer than two in ten young people (aged between 18 and 29 and registered to vote) voted in all rounds of the legislative and presidential elections.</p> |
| Methodological Approach | <p>The programme is characterised by a light, friendly tone among the hosts and guests.</p> <p>In 2021-2022, the show was made up of two main parts. During the first part, a web personality who does not usually express his or her political leanings or opinions is invited.</p> <p>In the second part of the programme, a political figure is invited to speak. The commentators react live to the interviews.</p> <p>On a more ad hoc basis, projects are organised, such as a video game match between two MPs.</p> |
| Target groups and their characteristics | <p>The project targets young people who are divorced from politics, not activists or political science students.</p> <p>We talk about those who never read a press article, never click on a video if there's a tie. That was a real challenge.</p> |
| Number of people involved | <p>When each "show" is streamed, it is followed each week by 10,000 to 20,000 people.</p> <p>In terms of unique viewers, which is comparable to television viewers, and including replays, each programme has between 250,000 and 350,000 views.</p> |
| Main activities and implementation process | <p>The project is organised such as a TV show, involving guests with different profiles.</p> <p>It starts with an 'influencer' or rather a web personality: twittos, streamers, youtubers and so on. The popular presenter asks them to discuss politics, without asking them who they vote for but rather to question their relationship with politics, which should enable the guest's fans to recognise themselves (or not) in their profile.</p> <p>They try to invite as much as possible personalities who do not usually talk publicly about politics, as this will be a challenge for them.</p> |





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| | <p>In the second part of the programme, Backseat welcomes a political guest: a leading political figure who is in the news.</p> <p>During the period preceding the Presidential elections, the choice has been made to invite all the candidates, except the ones from the extreme right parties, believing that these candidates and their party have values that run counter to those of Backseat.</p> <p>During the programme, the 'web' guest and the political guest do not debate together, in order to avoid an unequal confrontation between someone who is not prepared for this exercise and someone who is prepared in all circumstances.</p> <p>The producers indeed think that this is not very interesting from an editorial point of view.</p> <p>During the whole show, the viewers have the possibility to use the chat in order to share comments, ask questions...</p> |
| Evaluation | <p>About the audience, the show has found its public, which means many young people who are not active in the political field and necessarily interested in politics.</p> <p>Regarding the personalities who were invited, the non-political personalities invited throughout the 2022 season have generally said little about political issues. This limitation is mainly due to the choice of guest personalities, mainly influencers, whose profession, which consists of seeking broad support from a community, is not compatible with a position on political subjects that are by definition divisive.</p> <p>While the programme welcomed politicised personalities from different political backgrounds, it was mainly left-wing politicians who responded to the invitation. This limitation is inherent in the choice of platform, which mainly reaches a young audience who would not be the primary target of a section of the right.</p> <p>The limit of the show that has been found is that it was not easy to really take into consideration and account</p> |





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| Why can it be considered as an innovation? | <p>Getting web personalities to talk about political issues is an innovation in its own right. Anyone can talk about political issues, and these conversations contribute to the proper functioning of democracy and the exercise of citizenship.</p> <p>The integration of chat from Twitch into the programme, via live questions and polls in particular, has given the programme a collaborative dimension. The format, atmosphere and light-hearted tone of the programme play an interesting role in the 'normalisation' of the political and democratic issues addressed. These are no longer intellectual subjects reserved for the formally educated, but everyday topics for discussion.</p> |
| Results | <p>The people who organise this show have noticed increased audiences when there were political events, such as when laws were passed by force in the Parliament (use of the well-known 49.3 article in France).</p> <p>It has sometimes reach 20 000 or even 90 000 viewers, to which dozens of thousands of views (replay) can be added). Each show count between 250 000 and 350 000 views.</p> <p>It contradicts the conviction that people have about the fact that young people are not interested in politics.</p> <p>They have managed to define the the average viewer: a 24-year-old man.</p> |





Backseat – France

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| Impacts and benefits | <p>The feedback from the audience is really good. Two audiences have been clearly identified: activists and those passionate about politics, but also the audience I'm aiming for, young lambda, often abstainers who do not like politics. This part was in line with the editorial line of the people who launched Backseat. They want to talk to people who could not care less about politics. The others have other media that already address them on the internet.</p> <p>The activists have been quite pushy with the creators of the show since it did not suit them. The young people, however, pointed out that it was the program they needed.</p> |
| Sustainability | <p>The programme, which was initially launched in anticipation of the 2022 presidential elections, still continues to exist in 2023, providing an opportunity to discuss topical issues.</p> <p>The contents are widely broadcast: YouTube, podcast...</p> |
| Lessons learned | <p>It is quite difficult to obtain sources of financing for this kind of show. There was a participatory financing for the first season.</p> <p>It is quite expensive to lead such an initiative to show quality and have the standards that are expected by young people.</p> |





| DESCRIPTION | |
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| Date (of completion of this document) | September 1 st 2023 |
| Suggested by | Magali Lansalot magali@pistes-solidaires.fr |
| Title/name of the Good practice | ELYZE |
| Lead organisation | Project led by young entrepreneurs |
| Abstract | <p>This practice is actually a mobile app that was launched in 2022 at the occasion of the Presidential elections in France.</p> <p>A few young people who were already involved in organisations to be more active in the society were concerned by the high rate of abstention of young people in the elections.</p> <p>They were also convinced that contrary to what most of the people think, young people are interested in politics, even if they do not go to vote.</p> <p>That is why they decided to develop a tool that all the young people could use to be better informed about the candidates and their programs. These entrepreneurs were aged between 19 and 24.</p> <p>It is a mobile app named "Elyze", working more or less the same way as the popular app "Tinder" which a principle of "matching" between the app user and the proposals from the candidates in the elections.</p> <p>This tool was a real success and became very popular among young people and even wider in the general population.</p> |
| Country | France |
| Language(s) in which the method/tool is available | French |
| Objectives of the practice/tool | <p>The main objectives of this app are:</p> <ul style="list-style-type: none">- contribute to a better information of young people regarding political topics and especially elections- mobilise young people in the elections- raise the interest of young people regarding |





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| | political topics |
| Context | <p>According to the French national institute for statistical and economic studies, in 2017, fewer than two in ten young people (aged between 18 and 29 and registered to vote) voted in all rounds of the legislative and presidential elections.</p> <p>According to the founders of the app, the divorce between young people and politics is profound. One of them for example explained: "When, in 2021, only 10% of young people (compared with 40% in 1968) think that politicians contribute to the progress of humanity, I don't know whether an application could change their minds", but they took up the challenge.</p> <p>The worry about the participation of the young people in the democratic life increased in 2021 with the debacle of regional elections: 66.7% of those registered to vote did not turn out. According to an Ipsos study, 87% of 18-24 year-olds and 83% of 25-34 year-olds stayed away from the polls, compared with 40% of the over-70s.</p> <p>The app was launched 4 months before the date of the Presidential elections of May 2022 and was used until the vote.</p> <p>The entrepreneurs wanted to show that the supposed disengagement of young people from politics is not a reality on the one hand. On the other hand, they also wanted to support young citizens to understand the political programs of each candidate. Indeed, they are often misunderstood because no one reads them, mainly because they are difficult to understand and to decipher.</p> |
| Methodological Approach | <p>The main aim of the app is that the users have a better knowledge of what is proposed in each programme of the candidates at the presidential elections.</p> <p>Since the programs and the candidates are numerous, the app creators listed 500 proposals from the programs of the candidates. There are as many by theme and by candidate, so everyone is on an equal footing.</p> |





Something Meaningful



Elyze - France

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| | <p>When they open the app, the users have to answer questions about the programme of the candidates if they agree or not with the proposals, not knowing which candidate has proposed it.</p> <p>For each proposal, there is a possibility to read more about what is proposed so that the users understand better the topic that is addressed.</p> <p>At the end of the process, the users see a ranking showing the candidates depending on the affinity rate.</p> |
| Target groups and their characteristics | <p>The main target group of the app were young people. The app creators did not collect any data regarding who downloaded the app.</p> <p>However, they got a lot of feedback from the users, especially via social networks, which prove that many of them were young (and sometimes even very young), some of them voting for the first time, many of them not interested in politics and not necessarily intending to vote.</p> |
| Number of people involved | <p>The app was download more than 2 million times between its launching and the elections. During the month of January 2022, Elyze became the most downloaded app in France in less than two weeks. The app developers did not expect to reach such a success.</p> |
| Main activities and implementation process | <p>Elyze's aim is to provide an entertaining way of looking at the issues at stake in the major French elections, namely the presidential and general elections.</p> <p>On the main interface, the (anonymised) programmes of the main declared candidates in the next presidential election - or of the parties proposing candidates for the next legislative elections - are displayed one after the other with a "Find out more" button.</p> <p>The order in which the proposals are displayed is a random mix of themes and candidates/parties.</p> <p>Users swipe to the left of the screen if they disagree, and to the right if they agree.</p> <p>Once 50 or more proposals have been made, a notification appears regularly, enabling the trend to be consulted: a podium is then displayed, supposedly showing the three candidates or parties</p> |



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| | <p>most in agreement with the user.</p> <p>From 50 cards upwards, a trend emerges, showing which candidate the user prefers. Around a hundred more index strokes are needed to refine the podium.</p> <p>Elyze is very easy to use, and its interface is accessible to everyone. A menu at the bottom of the screen lets the users navigate through the various screens.</p> <p>The first is the vote for the various measures (proposals), which allows them to refine the selection of candidates.</p> <p>The second is the results screen, which shows their three most suitable candidates.</p> <p>For each candidate they can see the percentage of agreement they have with their proposals.</p> <p>The last screen allows the users to explore all the proposals by category (environment, economy, society, education, etc.).</p> <p>At the bottom of the page they can access the full description of each candidate, with their name, background and all their proposals, category by category.</p> <p>To take things one step further, when they click on a candidate in their top list they can see how many of his or her proposals they are for or against.</p> |
| Evaluation | <p>The information that has led the entrepreneurs to know that this tool was a success is:</p> <ul style="list-style-type: none"> - The high number of downloads of the mobile application - The high number of publications on the social networks by the users themselves. They were really surprised how much the participants were keen on sharing their results on the social networks, among friends... |



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| Why can it be considered as an innovation? | <p>First of all, regarding the form of the tool, it is an innovation to have developed an app to tackle the topics of politics and to support the participation of the young people in the elections.</p> <p>Then, another innovation is that the tool is based on the programs of the candidates, which never happens. Indeed, usually, people know the main opinions and ideas of the candidates, without knowing really what they propose in their program. It also helps to understand better all the challenges that are at stake when a Presidential election took place.</p> <p>Thus, the app gives the possibility to the users to think about what is interesting to them and not just focusing on a candidate since the proposals are not clearly identified during the matching process.</p> |
| Results | <p>What is interesting regarding the use of the app is that the profile of the users showed that it was used by more people than more than the initial target group.</p> |
| Impacts and benefits | <p>It helped the users to understand better their place in the political landscape and to vote in a more informed way.</p> <p>This is really important since voting should not be just a matter of voting for someone but for a project.</p> |
| Sustainability | <p>The developers of the app are thinking about using it for other elections and not only the Presidential ones.</p> |





Elyze - France

Lessons learned

Some of the lessons learned:

- young people are interested in political topics even if they do not;
- it is really important to adapt the tools we use to the target group, being inspired by tools that are popular among them;
- it is necessary for young people (but even for the general public) to be helped to understand political topics and challenges.



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| DESCRIPTION | |
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| Date (of completion of this document) | September 1 st 2023 |
| Suggested by | Magali Lansalot magai@pistes-solidaires.fr |
| Title/name of the Good practice | Enfants 2022 (<i>Children 2022</i>) |
| Website | https://www.confkids.fr/enfants2022 |
| Lead organisation | Confkids and «La Compagnie des Tambourlingueurs » |
| Contact Person | contact@confkids.fr |
| Abstract | <p>This initiative was developed at the occasion of the French Presidential elections in 2022. The aim was to organise online elections in national education establishments for minors (schools – advised from the age of 8, collèges and lycées) and those run by the Protection Judiciaire de la Jeunesse (Youth Judicial Protection Agency), on the initiative of teachers and educators who wanted to encourage the participation of the young people they worked with.</p> <p>This project has taken the form of a platform designed to give a voice to those who are not yet considered full citizens: children and teenagers. While all the elements are reminiscent of the organisation and operation of the national ballot, the first-past-the-post system has been dropped in favour of a preference-based system. Children have the opportunity to place candidates on a podium with three steps, to vote blank or to notify their abstention.</p> <p>At a time when young citizens aged 18–24 have the highest abstention rates in recent elections, this innovation is an attempt to acculturate children to electoral expression even before they have the right to vote. By providing young participants with accessible resources for preparing and thinking about their vote (even when some children say they already know who to vote for!), they are given the opportunity to vote on a platform to gain visibility as citizens. The platform is free and there is no collection.</p> <p>Enfants2022 has attracted nearly 7,000 registrants and over 2,600 voters.</p> |





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| Country | France |
| Language(s) in which the method/tool is available | French |
| Objectives of the practice/tool | <p>Voting remains one of the fundamental acts of democracy, and it is essential to bring young people back into the electoral process on a long-term basis. The Enfants2022 platform wanted to help achieve this by pursuing a number of objectives:</p> <ul style="list-style-type: none">- getting under-18s to experience the conditions under which democracy is exercised and cultivating the electoral process as early as possible;- to restore their sense of legitimacy in expressing their views on the political life of their country;- support them and help them develop their methodology for preparing to vote in an informed and discerning manner;- give them visibility and weight as citizens. |
| Context | <p>From one hand, the project wants to address the fact that there is a record abstention rate among the French, particularly among 18-24 year-olds. On the other hand there is a need to make the topic of politics much more understandable to the people, taking into consideration the fact that there is national instability – as well as international instability, increasingly unclear political colours, etc.</p> <p>However, it also gives an importance to the fact that the young generation from which a large number of people, some of them very young, are involved in associations, collectives, petitions and demonstrations away from the ballot box. They see social, ecological and economic issues as a priority, and are looking to put their country on a positive footing.</p> <p>Young people may not be "electoralised", but they</p> |





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| | <p>are well politicised and are trying to make their voices heard. And while the candidates have some measures, they have no programme for young people. Perhaps because they know that young people are the biggest abstainers, and that the youngest people do not have the right to vote. Voting remains one of the fundamental acts of democracy, so it was essential for the creators of the initiative to bring young people back into the electoral process on a long-term basis.</p> |
| Methodological Approach | <p>Taking into consideration all the elements presented in the context part, Enfants2022 proposed to children that they vote, and that they do so accompanied by the adults who are most in contact with them after their families: teachers, educational community in the wide sense or youth workers.</p> <p>The online platform was launched 6 months before the Presidential elections.</p> <p>What it included:</p> <ul style="list-style-type: none"> - Information about the presidential election in general (history, voting system, etc.) and the 2022 election in particular, as well as the role of the president. - The candidates' programmes explained from a child's point of view. To do this, they have contacted the campaign managers directly. If they did not respond, the strategy was to call on specialist journalists to help write the content. In all cases, all the candidates with the 500 signatures (the quota required to be considered an official candidate) were represented. - A space for additional content and information - A private area dedicated to the voting phases (the other areas will be public) |
| Other project partners/organisation/people/stakeholders involved and their role | <p>Schools, Youth Judicial Protection, media targeting young people such as "Mon Quotidien" and "L'actu"</p> |



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| Target groups and their characteristics | Underage, who therefore do not have the right to vote |
| Number of people involved | Enfants2022 attracted nearly 7,000 registrants and over 2,600 voters. |
| Methods for involving participants | It was done by communicating directly to organisations and schools working daily with teenagers. |
| Main activities and implementation process | <p>The initiative was launched 6 months before the Presidential elections. Voting was open for 1 week, from the Monday to the Friday before each round.</p> <p>Voting took place online. It was simple, secure, free and anonymous. What's more, it collected no personal data on voters.</p> <ol style="list-style-type: none">1. To begin with, teachers who wanted their classes to take part registered on the Enfants2022 website and indicated the number of voters.2. Then, the week following the closure of the registration, the teachers and professionals received alphanumeric codes to be distributed to each voter. These codes were individual and valid for both rounds.3. Then all the participants had to do was log on to the platform to vote. <p>Teachers who wanted to create a collective moment of democracy around the election could organise the ballots within the walls of the school by making computers available and inviting classes to a specific time.</p> <p>The election results were communicated at least at municipal or departmental level, to avoid putting any school at odds with its pupils. They were</p> |





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| | posted on Enfants2022's social networks at 8pm on the evening of each round (at the same time as the national results), without any political analysis. The turnout was also communicated. |
| Related resources that have been developed | The resources listed on the site were designed to sharpen critical thinking and provide a personal perspective on the election and the programmes. Each candidate's vision of society was made available on the platform in March (more than a month before the elections), written by the Children2022 committee and/or by the campaign teams, who provided an easy-to-understand version of their programme. |
| Evaluation | It should be noted that after the trial, the opinions of the children's participants and supervisors were collected and they pointed out the limitations of the fact that the vote could only be cast. Some children did not have access to a computer at home, and the second round of voting took place during the school holidays in many schools. |
| Why can it be considered as an innovation? | It creates a similar event for teenagers than for the general public, in a context that is really important: the one of the Presidential elections. The fact that information about the results and votes take place at the same time is really motivating and gives additional motivation to the participants. |
| Results | It is a real challenge for a democratic innovation to be able to mobilise its target audience so that it can be appropriated and disseminated. These are just some of the questions that will have to be asked for any future elections! |





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| Impacts and benefits | <ul style="list-style-type: none">- Awareness-raising to political topics- Getting used to have a look at the program of the candidates, while citizens usually do not read them before the elections- Collective project- Interest to know what is happening in other places |
| Sustainability | <p>It should be duplicated at national level, using networks and the national education system. This method seems to have a great potential and could be even more motivating if it is implemented at national level at the same time.</p> |



