



REGIONS
AND YOUTH
FOR PLANET
AND PEOPLE



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How to shift from awareness to active engagement on the 2030 Agenda

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APPENDIX 1.

Mindchangers – Region and Youth for Planet and People

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BELGIUM - 10 Best practice examples

This document, attached to the **Belgium Regional Research chapter**, presents 10 projects organized in the last five years to promote youth active engagement on issues related to climate or migration in the *Fédération Wallonie-Bruxelles (FWB)*. The table on page 1 provides an overview of the projects, which are developed in more details below.

Project IDs	Names of the projects	Topic
1	Mon assiette, notre planète	Climate change
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3	Act for Climate Camp	Climate change
4	Réseau d'étudiants en RZO	Climate change
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Mon assiette, notre planète



Credits: Forum des jeunes

General information

Project ID: 1

Topic: Climate change

Region: Fédération Wallonie-Bruxelles

Promoters: Forum des jeunes (Youth Forum)

Other actors/collaborators involved: /

Target group: Members of the *Forum des jeunes* are between 16 and 30 years old and UN Delegates are between 18 and 30 years old.

Duration: from May 2020 to April 2021

Funding: The *Forum des jeunes* (Youth Forum), the representative body of Belgian French-speaking young people, benefits from a fixed annual grant of the *Fédération Wallonie-Bruxelles* authorities, fixed by the governmental order of 22 October 2020 of the Government of the French Community implementing the Decree of 3 May 2019 establishing the Youth Forum. The *Forum* is also co-financed by European Union Erasmus+ program and is supported by Wallonia-Brussels International, the shared international relations department of the Walloon Region, the Brussels-Capital Region and the French Community Commission.

Level of implementation: regional

Website: <https://forumdesjeunes.be/>

Contact: forum.jeunes@cfwb.be

Description of the project

Summary of the project: *Mon assiette, notre planète* (My dish, our planet) is a youth consultation and sensibilization campaign coordinated by the Youth Forum UN Climate Delegate and the Youth Forum Sustainable Development Delegate with their teams. The project has two dimensions: a consultation of youth to write an official advise used for advocacy/“lobbying” action in favor of sustainable food and the creation of an information campaign to youth about sustainable food. *Forum des jeunes* teams and their Delegates are regularly in charge of drafting official advises on youth position on some topics. These advises are the basis of the “lobbying” action of the *Forum des jeunes*, which dialogues with the government to encourage the authorities to take youth voice into account in their policy making.

Activities: Members of the “Climate” and “Sustainable Development” teams of the Youth Forum, composed of young people from 16 to 30 years old and guided by the UN Climate and the Sustainable Development Youth Delegates organized the consultation of 1.150 young people in Fédération Wallonie-Bruxelles on sustainable food (their level of concern and

knowledge on the topic, their level of engagement and the obstacles encountered in their transition to a sustainable diet) to build an official notice and defend youth's position on this matter in front of the political authorities.

Results/Impact: The consultation was used to build a digital communication campaign on sustainable food for youth on social media. The audience of *Forum des jeunes* is quite large since it is the official representative body of youth in French-speaking Belgium and it relies on an important institutionalized network to pursue its objectives. For instance, Forum des jeunes Facebook page, one of its main information canals, has 8.283 followers (number of 1st September 2021). The Youth Organization also published an opinion in a Belgian newspaper, calling for more initiatives for the development of a sustainable food system accessible to youth. Besides, the project has led to the collaboration with other actors. For example, the Climate Youth UN Delegate and the Sustainable Development Youth Delegate gave a conference during the festival "Nourrir Liège" (*Feed Liège*), in collaboration with local and students associations.

Sustainability/Follow-up: As *Forum des jeunes* existence and action is inscribed in a Decree, even though its advises are not legally binding, they can't be totally ignored by FWB authorities, who relies on the *Forum* to have an idea of youth position on a subject.

Youth engagement

Number of young people involved in the project: 13 young people (5 of them being particularly involved in the project)

Stage of youth involvement in the project activities: co-creation and implementation of the project, with a "multiplier" effect (not only was the information campaign they created aimed at young people, but the consultation of youth made it possible to include other young people in the process).

Level of youth engagement attained through the project (cf. pyramid of engagement): Level 5 of the pyramid of engagement ("multiplier")

SWOT analysis of the project (from the perspective of youth engagement): The main strength of the *Mon assiette, notre planète* project, and more generally of the projects developed by *Forum des jeunes*, is the idea that they are build up "by the youth, for the youth", creating a "multiplier" effect. A weakness that could be point is the difficulty for young people who participated to the project to "feel" directly the impact of their lobbying action (on the local authorities) and of their information campaign (on the youth). As we explain in the Belgium regional chapter, not seeing the impact of your action can have influence on young people's motivation on the long run.

Incentives for youth engagement: The *Forum des jeunes* could multiply its communication canals to try to reach out to young people with different status and thus encourages young people who are not students to apply for the position of UN Delegate, which seems to involve the highest level of engagement. To support sustainable youth engagement, participation in international events appear to constitute important incentive to stay actively engaged, so it is important to keep providing these kinds of opportunities.

Projet Alternatives Locales



Credits: Quinoa ASBL

General information

Project ID: 2

Topic: Climate change

Region: Fédération Wallonie-Bruxelles

Promoters: association *Quinoa*

Other actors/collaborators involved: Partnership with a network of farms in Wallonia

Target group (age, size, etc.): The project is accessible to everyone from 18 years old but since Quinoa is recognized as a Youth Organization, it is particularly aimed at young people. The objective of the association is to gather about 20 young people per year in the project.

Duration: Project organized every year during two weeks in the summer

Funding: Quinoa is a Youth Organization recognized and supported financially by the *Fédération Wallonie-Bruxelles* authorities. The association also receives financial support from the Federal State (Development Cooperation and Humanitarian Aid General Direction).

Level of implementation: local

Website: <http://www.quinoa.be/projets/alternativeslocales/>

Contact: info@quinoa.be

Description of the project

Summary of the project (including motivation that led to the project, previous experiences, particular needs of the target group): *Projet Alternatives locales* includes a formation and an immersion in environment-friendly production structures to guide young people in their transition to sustainable food practices.

Activities (including methodology): The project includes three stages. First, young people follow three weeks of training and meet actors from the agriculture and associative sector to discuss issues related to food, globalization, and solidarity-based consumption. Then, for about ten days, they participate to local alternative projects, such as alternative farms and collective vegetable gardens, before taking part in one or two days of collective action around food sovereignty.

Results/Impact: The project seems to positively impact the participants. For instance, as stated in the 2017 activities report of *Quinoa*, (<http://www.quinoa.be/wp-content/uploads/2012/07/Rapport-annuel-2017-Copie.pdf>) “100% of the volunteers identify concrete paths to solidarity engagement coherent with their profile” and that “youth strengthened their personal motivation and/or their skills useful to engagement”.

Sustainability/Follow-up: Although the volunteers seem to show great satisfaction after their participation to the project, the association sometimes fails to achieve the objective of 20 young people involved per year.

Youth engagement

Number of young people involved in the project: about 10 to 15 young people per year

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up): implementation (participation in a project designed by the civil society organization coordinating the activity)

Level of youth engagement attained through the project (cf. pyramid of engagement): Level 4 of the pyramid of engagement ("activist")

SWOT analysis of the project (from the perspective of youth engagement): The project constitutes a great opportunity for youth to realize that they can act in favor of the environment at the local level. Nonetheless, the main weakness of the project resides in its price: the participation to the two-weeks program costs 215 euros, which can constitute a barrier to participation.

Incentives for youth engagement: A solution to reach more young people and then maximize the potential of the project could be a communication boost on social media, for example by networking and collaborate with young environmental activists who promote alternative and solidarity-based consumption models. Moreover, the project could include immersion in alternative initiatives developed by other young people themselves, to create a "multiplier effect": seeing young people committed to food initiatives respecting the environment will encourage other young people to join the movement.

Act for Climate Camp



Credits: CNCD-11.11.11; Greenpeace / Tim Dirven for the picture

General information

Project ID: 3

Topic: Climate change

Region: Fédération Wallonie-Bruxelles

Promoters: CNCD-11.11.11

Other actors/collaborators involved: association *Kaleo* (lodge/hostel), collective Youth for Climate

Target group (age, size, etc.): young people between 15- and 20-year-old

Duration: from 23 August to 27 August 2021

Funding: As an “umbrella” association, CNCD-11.11.11 represents several NGOs, trade unions, Youth Organizations and Permanent Education Organizations in Fédération Wallonie-Bruxelles and in the Dutch-speaking Community. It receives public funding from the *Fédération Wallonie-Bruxelles*, the Dutch-speaking Community, the Federal State (Development Cooperation and Humanitarian Aid General Direction), the European Union and Wallonie-Brussels International, the shared international relations department of the Walloon Region, the Brussels-Capital Region and the French Community Commission.

Level of implementation (e.g. local/regional/national/international/European): local

Website: <https://www.cncd.be/Climate-Action-Camp-5-jours-de>

Contact: cncd@cncd.be

Description of the project

Summary of the project: Act for Climate Camp is a 5-days training, animation and debate camp on climate issues (biodiversity, deforestation, trade agreements, etc.) to help young people between 15- and 20-year-old “to become clim’activists and mobilize other young people around them” (<https://www.cncd.be/Climate-Action-Camp-5-jours-de>).

Activities: During a five-days stay in a hostel in Rochefort (Province of Namur), young people meet climate professionals, other young people from Youth for Climate and specialists of mobilization to discuss topics related to climate change and take part in activities “in connection to nature”.

Results/Impact: The project is designed to show youth how to act and mobilize for climate justice, to make it possible for them to go further in their engagement. The impact is that young people get clues on how to be actively engaged on topics related to climate change. For instance, one of the young people who participated shared what she learnt with her family and is now engaged in the Youth for Climate movement.

Sustainability/Follow-up: Camps of this kind had already taken place in the past. CNCD-11.11.11 had organized a similar camp two years ago. In a similar vein, the Climate Justice Camp, a 4-days discussion tables and activities program focused on the relationship between ecological justice and social issues (decolonization, anti-racism, feminism, etc.), was a success. In this case, Act for Climate Camp includes a stay in a hostel so it is aimed at a smaller groups, and it is especially designed for young people. The project has been the object of media attention, with several radio intervention and web articles.

Youth engagement

Number of young people involved in the project: 13 young people

Stage of youth involvement in the project activities: implementation (participation in a project designed by the civil society organization coordinating the activity)

Level of youth engagement attained through the project (cf. pyramid of engagement): Level 5 of the pyramid of engagement (“multiplier”)

SWOT analysis of the project (from the perspective of youth engagement): The main advantage of the project is that it is especially designed to help youth to shift from “awareness” to “active engagement”. As stated by Thomas Nagant, campaign manager of CNCD-11.11.11 in Namur, interviewed by media RTBF: “We are often in contact with young people in schools or in groups that we meet, and their message is to tell us: ‘We want to move, we want to get involved, but sometimes we feel a little helpless, we don't have the keys, we don't have the right guidelines to act. What can we do? What can we do to be more efficient? We are not the ones who give them training, but it is rather a shared training, shared

animations. It is them and us, together, who build a program of animations, trainings, meetings, testimonies during five days, to maybe help them to be more efficient in their actions, in their commitment". It is to be noted that the participation in the Act for Climate Camp costs 80 euros.

Incentives for youth engagement: The promoter of the project relied on social media, notably Facebook (Facebook event), to promote the project. It also called on Adélaïde Charlier, one of the figures of the Youth for Climate movement, to visit the camp and talk with the young people, a good point when we think that young activists can constitute figures of influence for other young people willing to take action too. Moreover, as explained by the manager of the project to media RTBF, the creation of the project is based on young people's demand: they want get actively engaged but they sometimes don't know how to do it exactly.

Réseau d'étudiants en RZO



Credits: Empreintes ASBL

General information

Project ID: 4

Topic: Climate change

Region: Fédération Wallonie-Bruxelles

Promoters: association *Empreintes*

Other actors/collaborators involved: Students groups in several higher education institutions in Fédération Wallonie-Bruxelles

Target group (age, size, etc.): Large group of higher education students (about 18-25 years old) in Fédération Wallonie-Bruxelles

Duration: permanent

Funding: *Empreintes* is a Youth Organization recognized and supported financially by the *Fédération Wallonie-Bruxelles* authorities. It is also supported by the Walloon Region.

Level of implementation (e.g. local/regional/national/international/European): regional

Website: <http://www.ecocracs.be/wordpress/projets/rzo/>

Contact: Julien@empreintes.be

Description of the project

Summary of the project (including motivation that led to the project, previous experiences, particular needs of the target group): *Réseau d'étudiants en RZO* (Students network in RZO) is a networking project created to build bridges between different environmental initiatives on higher education campuses in Fédération Wallonie-Bruxelles. The idea was to provide support for students involved in environment-related projects and initiate new projects as well.

Activities (including methodology): The project is designed to create a network of students who develop environmental or sustainable development projects to make their campuses "greener", and thus encourages the creation of new projects while reinforcing the existing ones. The network organizes training (on climate change, project management and budgeting, communication) to help students in their project, share good practices and encourage collaboration between students from different universities or high school to develop common projects. It uses a Facebook group to disseminate information on upcoming events or projects, share youth initiatives and encourage networking.

Results/Impact: In 2020, the network gathered about thirty projects, while in 2014, about twenty projects were part of the *Réseau d'étudiants en RZO*. This evolution indicates that the

networking project have potential to give impetus to the creation of “green” initiatives among students in Fédération Wallonie-Bruxelles.

Sustainability/Follow-up: The network has showed great adaptative skills in shifting to more online presence, by organizing online events and sharing information on social media, particularly on its public Facebook group.

Youth engagement

Number of young people involved in the project: About 30 groups of students

Stage of youth involvement in the project activities: co-creation, implementation

Level of youth engagement attained through the project (cf. pyramid of engagement): Level 5 of the pyramid of engagement (“multiplier”)

SWOT analysis of the project (from the perspective of youth engagement): The project works as a tool to foster the creation of new projects related to climate change issues by students, and thus includes a “multiplier effect”. Furthermore, *Réseau d’étudiants en RZO* enables students to engage directly in their university or high education institutions campus, where they spend an important amount of time.

Incentives for youth engagement: Communication on social media seems to constitute an important tool for connecting students wishing to engage to make their campus “greener” through the *Réseau d’étudiants en RZO*. In this regard, its Facebook group reveals particularly useful. As we realized through the interviews with young people actively engaged, the involvement in projects can be energy-consuming and impact mental health negatively if young people can’t find support when they don’t feel good, for example when they can’t feel the impact of their action for too long. An idea to support sustainable youth engagement could be to organize meetings between young people actively involved in projects so that they can specifically discuss this issue and find support in the sharing of their experiences.

Jeunesse nomade



Credits : François Dvorak

General information

Project ID: 5

Topic: Migration

Region: Fédération Wallonie-Bruxelles

Promoters: *Fédération des maisons de jeunes* (FMJ) (Youth Houses Federation)

Other actors/collaborators involved: Several Youth Houses, reception centers for asylum seekers (coordinated by Fedasil, the Federal Agency for the reception of asylum seekers, or the Red Cross), some municipalities and the *Bureau International Jeunesse* (BIJ) (Youth International Desk)

Target group (age, size, etc.): *Jeunesse nomade* involved about 45 young people from 16 to 20 years old attending youth centers or living in centers for asylum seekers.

Duration: from 2017 to 2019

Funding: *Fédération des maisons de jeunes* (FMJ) (Youth Houses Federation) is a Youth Organization recognized and supported financially by the *Fédération Wallonie-Bruxelles* authorities. The Federation represents about 120 Youth Houses, Youth Meeting and accommodation centers or Youth Initiatives.

Level of implementation (e.g. local/regional/national/international/European): local

Website: <https://fmjbf.org/active/jeunesse-nomade/>

Contact: fmj@fmjbf.org

Description of the project

Summary of the project: *Jeunesse nomade* is a socio-cultural and artistic project on the theme of migration bringing together young French-speaking Belgians and young newcomers living in reception centers for asylum seekers.

Activities (including methodology): The project has enabled the realization of different types of actions promoting the inclusion in Youth Centers of *mineurs étrangers non accompagnés* (MENAS) (unaccompanied foreign minors) living in reception centers and exchanges between asylum seekers and Belgian youth, and allowing the latter to engage on the theme of migration. In 2017, the project resulted in the creation by the young asylum seekers and youth from the youth centers of an artistic show (theater, dance, music, video) revisiting migration journeys and the meaning of the word "welcome." The show was programmed at the Esperanzah music festival, and then was presented in several places in Fédération Wallonie-Bruxelles in 2017 and 2018. In 2018, *Jeunesse nomade* also created with Tunisian and French

youth artistic performances presented to the public during the “Jeunesse nomade and Friends festival” in the municipality of Rochefort on 3 and 4 August 2018, as well as a show presented two afternoons in Rochefort. In 2019, with the support of the *Bureau International Jeunesse* (BIJ), through its call for “Citizens of Europe” projects, the collective proposed artistic happenings in the public space as part of a march for migration justice in Brussels, as well as a campaign on social networks under the slogan "Don't expel my buddy".

Results/Impact: With the help of the Youth sector of *Fédération Wallonie-Bruxelles*, young people have gathered to build an inclusive project, succeeded to gain visibility for their message, with articles about the project in the media. Moreover, the artistic show they created in 2017 has led to several collaboration, for instance with *Charleroi Danse* (the Choreographic Center of the *Fédération Wallonie-Bruxelles*), the *Cité Miroir* (a cultural center in Liège) and the world music festival *Esperanzah*.

Sustainability/Follow-up: The group active in the project seems to have kept contact through a Facebook group since the Covid-19 pandemic made it difficult to organize artistic events like the ones presented in the context of *Jeunesse nomade*. For the future, the project can rely on *Métis*, the program coordinated by the *Fédération des maisons de jeunes* (FMJ) (Youth Houses Federation) which encourages intercultural interactions with asylum seekers in the context of activities in Youth Houses. The program was at the basis of the project *Jeunesse nomade*.

Youth engagement

Number of young people involved in the project: about 45 young people

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up): co-creation

Level of youth engagement attained through the project (cf. pyramid of engagement): Level 6 of the pyramid of engagement (“innovator”)

SWOT analysis of the project (from the perspective of youth engagement): The success of the project from the perspective of youth engagement resides in the fact that the first activity has resulted in the creation of other initiatives, the development of new ideas by the youth, creating an “innovator effect”. Furthermore, the artistic creations presented in *Jeunesse nomade* have been seen by other young people not involved in the project, in several Youth Houses, cultural places, festivals so there is potential to foster the active engagement of other young people, who might be inspired by *Jeunesse nomade*.

Incentives for youth engagement: The main advantage of the project is to directly include people with a story of migration, and especially other young people. Indeed, we have pointed out in the regional research chapter the importance of intercultural exchanges and the need for youth to be aware of the experiences of people having a history related to migration.

Front'hier et demain ?



Credits: Le CEMôme ASBL

General information

Project ID: 6

Topic: Migration

Region: Fédération Wallonie-Bruxelles

Promoters: *Maison des cultures de Saint-Gilles* (Saint-Gilles Cultural House), Association *Le CEMôme*, *Maison de jeunes Le Bazar* (Youth House *Le Bazar*)

Other actors/collaborators involved: *Bureau International Jeunesse* (BIJ) (Youth International Desk)

Target group (age, size, etc.): About 20 young people from 12 to 17 years old, including youth from more "vulnerable" socio-economic backgrounds

Duration: from October 2018 to 2019

Funding: The *Maison des Cultures de Saint-Gilles* depends on the cultural service of the municipality of Saint-Gilles and is supported by the French Community Commission. It is a cultural and meeting place that focuses on interculturality. The association *CEMôme* organizes for the municipality of Saint-Gilles the reception of children outside school, from their two and a half years to the end of basic education. The Youth House *Le Bazar* is a Youth Center recognized and supported financially by the *Fédération Wallonie-Bruxelles* authorities. The project also benefited from the support of the *Bureau International Jeunesse* (BIJ).

Level of implementation (e.g. local/regional/national/international/European): local and European

Website: <https://wallonia.be/en/news/solidarity-heart-of-youth-projects>

Contact: asbl@milebazar.be

Description of the project

Summary of the project: *Front'hier et demain* is a project of video production and intercultural exchange between young people from the municipality of Saint-Gilles and migrants.

Activities: At the end of 2018 and during the first half of 2019, two groups of about 9 nine young people participated in video workshops on the theme of "the border". The associations involved then responded to the *Bureau International Jeunesse* (BIJ) call for projects "Social Rights, Human Rights" to organize an international mobility on this theme, and received a 4500 euros grant for the project. Ten teenagers were able to meet migrants and volunteers (from associations *Tous migrants* and *Refuge solidaire*) in Briançon (France), a city through

which migrants stop on their way to Europe, and made a third short film on the theme of "human migration".

Results/Impact: The video workshops resulted in the production of two short films presented at the *Maison des Cultures de Saint-Gilles* on 19 May 2019, a great opportunity to value youth's artistic production on the topic of migration. By including an international mobility activity in France, the project allowed the young people to go directly to the field and be closer to the reality experienced by migrants.

Sustainability/Follow-up: The quality of the project *Front'hier et demain* has been highlighted by the *Bureau International Jeunesse* (BIJ) (Youth International Desk) in its institutional publication (<https://wallonia.be/fr/actualites/la-solidarite-au-coeur-des-projets-des-jeunes>). The BIJ funded a part of the project by allowing funds for the international mobility in France, stating that the project was a good example of solidarity project involving youth. This good feedback of the BIJ might be a good point for the sustainability of the project, or at least similar "solidarity projects" involving teenagers from more "vulnerable" socio-economic backgrounds.

Youth engagement

Number of young people involved in the project: About 20 young people

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up): implementation (participation in a project designed by the civil society organizations coordinating the activity)

Level of youth engagement attained through the project (cf. pyramid of engagement): Level 4 of the pyramid of engagement ("activist")

SWOT analysis of the project (from the perspective of youth engagement): The project allowed young people to meet with migrants, an important dimension of engagement around migration. Indeed, our research has shown that meeting people who are directly affected by the topics discussed is an incentive for active engagement. Moreover, the project is an example of good collaboration between actors in the region, as it involves civil society organizations, some of which are funded by the *Fédération Wallonie-Bruxelles* (FWB as "an indirect promoter of youth engagement on the SDGs") and the service *Bureau International Jeunesse* (BIJ) (FWB as "a direct promoter of youth engagement on the SDGs").

Incentives for youth engagement: The strength of the project lies in the fact that it includes a particular public, young people from "disadvantaged" socio-economic backgrounds. The access of tools of "active engagement" to all young people must be a point of attention for civil society organizations and local authorities in the creation of projects. In order to foster this engagement, it is useful to rely on the expertise of associations in daily contact with young people from more "vulnerable" backgrounds, which is the case in the project *Front'hier et demain*. Indeed, for instance, the Youth House (*Maison de jeunes*) *Le Bazar*, one of the promoters of the project, especially targets youth from "precarious" backgrounds.

BUDDY



Credits: Singa Belgium

General information

Project ID: 7

Topic: Migration

Region: Fédération Wallonie-Bruxelles

Promoters: association *Singa Belgium*

Other actors/collaborators involved: Partnership with a café and a restaurant in Brussels

Target group (age, size, etc.): The project is aimed at a large group of Brussels residents and refugees/asylum seekers/undocumented migrants/etc. Even though people over 35 years old can participate in the project, an important part of its public is made of young people between 18 and 35 years old. The association precises on its website that it is “above all a community of professionals, artists, athletes, students...” (<https://www.singa-belgium.org/>).

Duration: Permanent project since 2017

Funding: *Singa Belgium* is an association supported by the *Fédération Wallonie-Bruxelles* and the *Commission Communautaire française* (Cocof) (French Community Commission). For its projects, the association also collaborates with other partners, such as the federal government (through Fedasil), some municipalities (through their Public Center for Social Action – *Centres publics d’action sociale* CPAS), and the Brussels-Capital Region (through the Housing Fund – *Fonds du logement*).

Level of implementation (e.g. local/regional/national/international/European): local (focus on the Brussels-Capital Region and not all the Fédération Wallonie-Bruxelles territory)

Website: <https://www.singa-belgium.org/buddy>

Contact: info@singa-belgium.org

Description of the project

Summary of the project: BUDDY is a project of creation of duos between a Brussels resident and a migrant/asylum seeker who has just arrived in Brussels. It is one of the projects developed by association *Singa Belgium* to encourage socialization between Brussels residents and newcomers. The idea to create such an association was initiated in 2016 by a group of citizens who realized the importance of connecting newcomers and Brussels residents.

Activities: The duos ("buddies") composed of a "local" and a newcomer participate together in the activities organized by *Singa Belgium* and are free to choose to do other activities together. The duos commit to participate in at least four activities in the first two months of their participation in the project. Among other things, the “buddies” can come to the “Bazar”, the Singa “headquarter” where the whole *Singa* community can gather several times a week.

The “buddies” duos are formed based on the common interests of the two people (for example, two people who like sports, two people who like movies, etc.).

Results/Impact: In a 2019 activities report (https://a043de7a-9e9c-4263-8cf1-490d30f4d96c.filesusr.com/ugd/9f8790_02b8426d18634cdd9372a0148deaec16.pdf), the association indicates that 80 “buddies” duos have been formed, but also that 84% of the participants said they were satisfied with the program and 48% of the “local buddies” believe that the program has changed the perception of migration of their relatives.

Sustainability/Follow-up: The project can rely on its inscription in the *Singa* international movement, created in France in 2012 and now active in several countries in the world. In addition, the association has adapted the organization of the activities of the BUDDY program according to the feedback from the participants.

Youth engagement

Number of young people involved in the project: About 160 people, with an important presence of young people between 18 and 35 years old

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up): implementation (participation in a project designed by the civil society organization coordinating the activity) and evaluation

Level of youth engagement attained through the project (cf. pyramid of engagement): Level 4 of the pyramid of engagement (“activist”)

SWOT analysis of the project (from the perspective of youth engagement): The main advantage of the project is that it allows for direct exchanges between young people from Brussels and migrants/asylum seekers/refugees, an important element in the engagement when it comes to the migration topic. Moreover, the creation of the duos allows a certain flexibility in the organization of activities by the young people, who can choose what they want to do, while benefiting from more supervision if they wish. Indeed, the team of the association can be there when the “buddies” meet for the first time to facilitate the first contacts.

Incentives for youth engagement: As we pointed out in the presentation of the results of our research, when it comes to migration, the engagement of youth is encouraged by the direct contact with migrants, asylum seekers or refugees. Indeed, young people can “feel” that their action have a real impact, that they help the other person to discover the city and the culture and can contribute to making her/him feel good in their new environment. Moreover, the participants take part in the evaluation of the project and the association take their feedbacks in consideration to adapt the program, which can help to support sustainable youth engagement.

Global Summer Camp: Refugees in Europe



Credits: JAVVA ASBL

General information

Project ID: 8

Topic: Migration

Region: Fédération Wallonie-Bruxelles

Promoters: *Jeunes Actifs dans de Volontariat et les Voyages Alternatifs* (JAVVA)

Other actors/collaborators involved: Danish association *Mellemfolkeligt Samvirke* (MS)

Target group (age, size, etc.): 20 young people from 18 to 29 years old

Duration: project of three weeks in the summer, organized every year

Funding: *Jeunes Actifs dans de Volontariat et les Voyages Alternatifs* (JAVVA) is a Youth Organization recognized and supported financially by the *Fédération Wallonie-Bruxelles* authorities. It is also supported by the European Union through the Erasmus+ program (International Voluntary Service). For the project Global Summer Camp: Refugees in Europe, JAVVA collaborates with the human rights association *Mellemfolkeligt Samvirke* (MS) Denmark.

Level of implementation (e.g. local/regional/national/international/European): European

Website: <https://javva.org/>

Contact: javva@javva.org

Description of the project

Summary of the project (including motivation that led to the project, previous experiences, particular needs of the target group): “The Global Summer Camp: Refugees in Europe” is an international mobility project of meetings between young people and migrants and associations on the migration path to Europe.

Activities (including methodology): For three weeks, the young participants in the project embark on a journey starting in Denmark, then passing through Germany and Serbia to end in Lesbos, Greece. Throughout the trip, the young people meet with migrants and refugees and with associations active in supporting these groups to better understand the conditions of migration to Europe and to encourage action on the theme of migration. For example, the participants visit an asylum seeker center in Denmark. In Berlin, they meet activists and a Syrian refugee who offers them an alternative tour of the city. In Greece, they take part in the activities of an association that helps refugees and go to the refugee camp of Moria, on the island of Lesbos, where they meet NGOs and participate in activities with refugees.

Results/Impact: The participants get actively engaged through an international mobility project, with a direct contact with migrants and NGOs helping them. In parallel, the young people are travelling in group, creating a collective spirit around engagement.

Sustainability/Follow-up: The project is no longer listed in the available missions related to the theme "refugees" in the database of international volunteer missions of the Youth Organization JAVVA for the year 2021. It is possible that the Covid-19 pandemic and the difficulty to consider a multi-country program in this regard have been an impediment to the pursuit of this type of project.

Youth engagement

Number of young people involved in the project: 20 young people

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up): implementation (participation in a project designed by the civil society organization coordinating the activity)

Level of youth engagement attained through the project (cf. pyramid of engagement): Level 4 of the pyramid of engagement ("activist")

SWOT analysis of the project (from the perspective of youth engagement): The project is an opportunity for young people who would like to activate their commitment to the theme of migration through international mobility. The project involves traveling in community with a group and meeting others, which allows both to create a bond within the group and with people directly involved in the theme of migration in Europe. Nevertheless, one element to be raised is the question of the accessibility of the project since it requires to speak English. In addition, the participation fee is 1400 euros. These two prerequisites for participation in the project can obviously represent a barrier to engagement for some young people.

Incentives for youth engagement: Meeting with people in a migration situation and with people who work directly with migrants is a good way to actively engage young people, by involving them at the heart of the issues discussed. The project could inspire young people to get involved themselves in an association that helps migrants, once back in Belgium.

Année citoyenne



Credits: Solidarité

General information

Project ID: 9

Topic: Climate change or migration

Region: Fédération Wallonie-Bruxelles

Promoters: association *Solidarité*

Other actors/collaborators involved: /

Target group (age, size, etc.): Several groups of eight young people between 16 and 25 years old. The project especially targets more “vulnerable” youth, notably school dropouts.

Duration: 6- (January-June) or 9-months (October-June) project organized every year

Funding: *Solidarité* is a Youth Organization and a “Special Educational Project” (projet pédagogique particulier, PPP) recognized and supported financially by the *Fédération Wallonie-Bruxelles* authorities.

Level of implementation (e.g. local/regional/national/international/European): regional

Website: <https://www.solidarcite.be/>

Contact: coordination@solidarcite.be

Description of the project

Summary of the project (including motivation that led to the project, previous experiences, particular needs of the target group): The *Année citoyenne* (“Citizenship Year”) of *Solidarité* is a collective volunteer project for young people aged 16 to 25. For six or nine months, they carry out voluntary work for associations, including environmental work, in a spirit of diversity and openness to refugees.

Activities (including methodology): After being trained in techniques and themes related to the actions to be carried out in the field (the environment, migration, sustainable development, North-South relations, inequalities, democracy, etc.), the young people take part in volunteer activities (an average of 350 hours per young person) in Wallonia and Brussels, such as management of a nature reserve or farms, distribution of meals to the homeless, etc. The association has made diversity a central element in the organization of its activities, and the project also includes refugees.

Results/Impact: The project makes it possible for several young people, including young refugees, to develop an active engagement in activities related to environment issues. It means that the project also encourages intercultural exchanges between young people. At the

same time, at the end of the project, several young people find their way, by deciding to go back to school, to start a specific training, or to find a job. Some of them even find a job through their activity during the *Année citoyenne*.

Sustainability/Follow-up: The *Année citoyenne* project takes place every year with new participants. However, as the 2019-2020 period was marked by the Covid-19 pandemic, the young people had the opportunity to register again to the program to complete their voluntary work activities.

Youth engagement

Number of young people involved in the project: The number of young people involved in the *Année citoyenne* project may vary from year to year, depending on the demand. For instance, in 2018-2019, 36 young people were involved in the Brussels section of the project, while 11 young people were involved in the Liège section of the project.

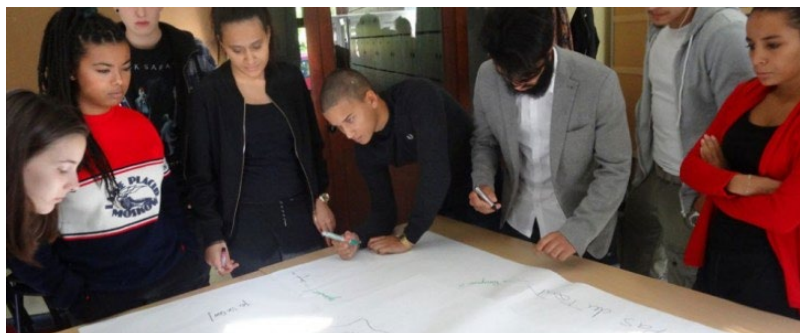
Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up): implementation (participation in a project designed by the civil society organization coordinating the activity) and evaluation

Level of youth engagement attained through the project (cf. pyramid of engagement): Level 4 of the pyramid of engagement ("activist")

SWOT analysis of the project (from the perspective of youth engagement): The main advantage of the project is that it is specifically designed for a more "vulnerable" youth audience and relies on the expertise of the Youth Organization *Solidarcité* and its youth workers in this regard. Moreover, the project is collective and therefore allows the youth to create a bond and develop a sense of belonging to a group. Thanks to the trainings included in the project program, the youth feel confident to carry out the solidarity activities accessible through the *Année citoyenne*. The association does not ask for any registration fees from the participants and the volunteers receive a stipend. In addition to volunteer activities and training on societal, environmental and cultural issues, young people can benefit from individual support ("personal maturation stage") to think about their future.

Incentives for youth engagement: The project constitutes a good example of forms of engagement as a reconnection to activity or a pathway to work. Indeed, for instance, the project allows young people who have dropped out of school to benefit from free supervision around a common project. It therefore proposes a system that takes into account the situation of young people, a system which is not disconnected from the reality of youth. The adaptation of the project to youth in specific situation is a clear incentive for youth engagement.

Migration et climat ? T'en dis quoi ?



Credits: Magma

General information

Project ID: 10

Topic: Climate change and migration

Region: Fédération Wallonie-Bruxelles

Promoters: association *Magazine Mixité Altérité* (Magma)

Other actors/collaborators involved: /

Target group (age, size, etc.): The project is aimed at young people between 15 and 30 years old.

Duration: from mid-February 2021 to +- June 2021

Funding: *Magazine Mixité Altérité* (Magma) is a Youth Organization recognized and supported financially by the *Fédération Wallonie-Bruxelles* authorities. It is also supported by Wallonia-Brussels International, the shared international relations department of the Walloon Region, the Brussels-Capital Region and the French Community Commission.

Level of implementation (e.g. local/regional/national/international/European): regional

Website: <http://www.mag-ma.org/evenements/migration-et-climat-t-en-dis-quoi/>

Contact: sarah.walin@mag-ma.org

Description of the project

Summary of the project: *Migration and climate? T'en dis quoi?* is a project of meetings and creation of a magazine by young people around the themes of climate change and migration.

Activities (including methodology): After a series of online exchanges around the theme of migration and climate change, the young people met with actors in the sector in order to produce a magazine on the subject. Articles were published online on the association's website, as well as content on social media.

Results/Impact: The project allowed the young people to create media content containing their own ideas, making them true "citizen journalists". In addition to the visibility on the website of the Youth Organization *Magazine Mixité Altérité* (Magma), the articles and other media content were posted on social networks, which allowed the youth to spread their work, notably to other young people.

Sustainability/Follow-up: The project can count on its presence on social networks to continue to exist in some way. Articles written by young people on the themes of migration and climate change were published until around June 2021, but the Youth Organization

continues to let young people express themselves on these themes, as it specializes in working with young people around themes such as interculturality, racism and discrimination.

Youth engagement

Number of young people involved in the project: About 15 young people

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up): co-creation

Level of youth engagement attained through the project (cf. pyramid of engagement): Level 5 of the pyramid of engagement (“multiplier”)

SWOT analysis of the project (from the perspective of youth engagement): The project allows young people to have contacts with people directly concerned by the theme of migration and/or directly affected by climate change through the collection of their testimonies. For example, one youth collected the testimony of a young Bolivian climate activist in exile. Young people also met with workers from specialized associations to ask them about the issue of climate refugees. Moreover, the mediatic productions are published on the website and on social media, so other young people have access to them and can be inspired by these items, creating a “multiplier effect”.

Incentives for youth engagement: For the activation and continued engagement of young people, it is important to continue to offer activities that create contact between young people themselves, but also between young people and people who can share their experience related to migration and/or climate change. Furthermore, the use of social networks is a key point to help them mobilize other young people on these issues.



REGIONS
AND YOUTH
FOR PLANET
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Auvergne-Rhône-Alpes

APPENDIX 2.1.

Examples of associative projects

We offer here some links to examples of projects led by some key civil society actors in the Auvergne-Rhône-Alpes region. These examples are of course not exhaustive of the richness of the local offer.

Environment

Anciela – « La pépinière d’initiatives citoyennes »

<https://www.anciela.info/pepiniere/>

Anciela - « Ambassadeurs du changement »

<https://ambassadeursduchangement.fr/>

Graine - « Construire les intelligences citoyennes »

<https://actu.graine-ara.org/agenda/construire-les-intelligences-citoyennes>

Institut Transitions – Formation « Nouvelles Voies »

<https://www.instituttransitions.org/nouvelles-voies/>

On The Greener Road – Accompagnement de « voyages engagés »

<https://onthegreenroad.com/voyages-engages/accompagnement/>

Osons Ici et Maintenant – Service Civique « 100 % transition »

<https://osonsicietmaintenant.org/100-transition-service-civique/>

Réseau Éducation à l’Environnement Auvergne – Formations

<http://ree-auvergne.org/experience-projet/3-axe-3-formations>

The Greener Good – « The Greener Festival »

<https://festival.thegreenergood.fr/>

International cooperation, migrations

Ardèche Afrique Solidaires – « Éducation à la citoyenneté et à la solidarité internationale »

<https://www.ardechefriquesolidaires.com/education/>

Cité de la Solidarité Internationale - « COGIT »

<https://cogit.cite-solidarite.fr/>

Forum Réfugiés-COSI – « Programme d’intégration »

<https://www.forumrefugies.org/nos-actions/en-france/refugies/programmes-d-integration>

Forum Réfugiés-COSI – « Outils de sensibilisation »

<https://www.forumrefugies.org/s-informer/ressources/outils-de-sensibilisation>

Pays de Savoie Solidaires - « J’ai un projet »

<https://paysdesavoiesolidaires.org/sengager/jai-un-projet/>

RJSI 38 – Programme RECITAL

<http://rjsi38.fr/2021/03/02/programme-recital-temps-dechanges-et-de-co-formation/>

Service de Coopération au Développement – Formation des volontaires

<https://scd.asso.fr/formation-des-volontaires/>

Singa Lyon – « Accueil Citoyen »

<https://singalyon.fr/nos-programmes/#accueil-citoyen>

UFCV Loire – « Volontariat collectif en Europe »

<https://ufcv-loire.fr/mobilite-internationale/ces/>

APPENDIX 2.2.

SECTION 1

Frequency analysis

Q.1.1

***age**

	Effectifs	pourcentage
*age_15_19	8	7.69 %
*age_20_24	30	28.85 %
*age_25_29	36	34.62 %
*age_30_35	30	28.85 %
	104	100 %

Q.1.2.

***genre**

	Effectifs	pourcentage
*gen_a	2	1.92 %
*gen_f	79	75.96 %
*gen_m	20	19.23 %
*gen_x	3	2.88 %
	104	100 %

Q.1.3.

***milieu_vie**

	Effectifs	pourcentage
*milieu_rur	21	20.19 %
*milieu_semi	25	24.04 %
*milieu_urb	58	55.77 %
	104	100 %

Q.1.5.

***mig_fam**

	Effectifs	pourcentage
*mig_fam_n	66	63.46 %
*mig_fam_o	32	30.77 %
*mig_fam_x	6	5.77 %
	104	100 %

Q.1.6.

***statut**

	Effectifs	pourcentage
*stat_auto	5	4.81 %
*stat_cdd_tpa	1	0.96 %
*stat_cdd_tpl	10	9.62 %
*stat_cdi_tpa	4	3.85 %
*stat_cdi_tpl	35	33.65 %
*stat_collyc	4	3.85 %
*stat_etu	30	28.85 %
*stat_sansemp	11	10.58 %
*stat_serciv	4	3.85 %
	104	100 %

Q.1.7.

***diplome**

	Effectifs	pourcentage
*dipl_n3	5	4.81 %
*dipl_n4	16	15.38 %
*dipl_n5	10	9.62 %
*dipl_n6	31	29.81 %
*dipl_n7	42	40.38 %
	104	100 %

Q.1.8.

***diplome_fam**

	Effectifs	pourcentage
*dipl_f_n3	4	3.85 %
*dipl_f_n4	10	9.62 %
*dipl_f_n5	24	23.08 %
*dipl_f_n6	25	24.04 %
*dipl_f_n7	30	28.85 %
*dipl_f_n8	11	10.58 %
	104	100 %

SECTION 2 – OBJECTIFS DU DÉVELOPPEMENT DURABLE

Q.2.1.

conn_dd

	Effectifs	pourcentage
conodd_n	18	17.31 %
conodd_omoin	39	37.5 %
conodd_oplus	47	45.19 %
	104	100 %

Q.2.2.

assolib_dd1

	Effectifs	pourcentage
assodd1_action	5	4.81 %
assodd1_conso	6	5.77 %
assodd1_ecologie	43	41.35 %
assodd1_eggenre	1	0.96 %
assodd1_moyenseco	10	9.62 %
assodd1_negatif	3	2.88 %
assodd1_onu	3	2.88 %
assodd1_responsabilite	9	8.65 %
assodd1_sante	3	2.88 %
assodd1_solidarite	11	10.58 %
assodd1_transition	10	9.62 %
	104	100 %

assolib_dd2

	Effectifs	pourcentage
assodd2_action	5	4.81 %
assodd2_conso	10	9.62 %
assodd2_dignite	1	0.96 %
assodd2_echelles	3	2.88 %
assodd2_ecologie	23	22.12 %
assodd2_education	2	1.92 %
assodd2_eggenre	2	1.92 %
assodd2_energie	1	0.96 %
assodd2_moyenseco	5	4.81 %
assodd2_negatif	5	4.81 %
assodd2_pollution	1	0.96 %
assodd2_posi	3	2.88 %
assodd2_rechaufclim	5	4.81 %
assodd2_responsabilite	17	16.35 %
assodd2_sante	2	1.92 %
assodd2_solidarite	15	14.42 %
assodd2_transition	4	3.85 %
	104	100 %

assolib_dd3

	Effectifs	pourcentage
assodd1_solidarite	2	1.92 %
assodd3_2030	1	0.96 %
assodd3_action	6	5.77 %
assodd3_conso	7	6.73 %
assodd3_developpement	1	0.96 %
assodd3_echelles	4	3.85 %
assodd3_ecologie	19	18.27 %
assodd3_education	2	1.92 %
assodd3_etude	1	0.96 %
assodd3_impact	1	0.96 %
assodd3_jeunesse	1	0.96 %
assodd3_moyenseco	3	2.88 %
assodd3_negatif	5	4.81 %
assodd3_objectifs	1	0.96 %
assodd3_onu	2	1.92 %
assodd3_politique	3	2.88 %
assodd3_pollution	1	0.96 %
assodd3_rechaufclim	4	3.85 %
assodd3_responsabilite	12	11.54 %
assodd3_solidarite	16	15.38 %
assodd3_transition	12	11.54 %
	104	100 %

Q.2.3a

oddimp_int1

	Effectifs	pourcentage
oddimp_int_0faim	30	28.85 %
oddimp_int_0pauv	27	25.96 %
oddimp_int_cleannrj	1	0.96 %
oddimp_int_cleanwtr	3	2.88 %
oddimp_int_climat	9	8.65 %
oddimp_int_consoresp	4	3.85 %
oddimp_int_educ	13	12.5 %
oddimp_int_eggenre	4	3.85 %
oddimp_int_equal	6	5.77 %
oddimp_int_sante	5	4.81 %
oddimp_int_vieaqua	1	0.96 %
oddimp_int_villedur	1	0.96 %
	104	100 %

oddimp_int2

	Effectifs	pourcentage
oddimp_int_0faim	15	14.42 %
oddimp_int_cleannrj	3	2.88 %
oddimp_int_cleanwtr	9	8.65 %
oddimp_int_climat	9	8.65 %
oddimp_int_consoresp	15	14.42 %
oddimp_int_educ	10	9.62 %
oddimp_int_eggenre	6	5.77 %
oddimp_int_equal	11	10.58 %
oddimp_int_paixjust	2	1.92 %
oddimp_int_sante	11	10.58 %
oddimp_int_vieaqua	11	10.58 %
oddimp_int_vieterr	1	0.96 %
oddimp_int_wcroiss	1	0.96 %
	104	100 %

oddimp_int3

	Effectifs	pourcentage
oddimp_int_cleannrj	2	1.92 %
oddimp_int_cleanwtr	9	8.65 %
oddimp_int_climat	37	35.58 %
oddimp_int_consoresp	3	2.88 %
oddimp_int_educ	5	4.81 %
oddimp_int_eggenre	2	1.92 %
oddimp_int_equal	5	4.81 %
oddimp_int_paixjust	14	13.46 %
oddimp_int_partner	7	6.73 %
oddimp_int_sante	3	2.88 %
oddimp_int_vieaqua	1	0.96 %
oddimp_int_vieterr	10	9.62 %
oddimp_int_villedur	3	2.88 %
oddimp_int_wcroiss	3	2.88 %
	104	100 %

Q.2.3b

oddimp_nat1

	Effectifs	pourcentage
oddimp_nat_0faim	6	5.77 %
oddimp_nat_0pauv	22	21.15 %
oddimp_nat_cleannrj	9	8.65 %
oddimp_nat_cleanwtr	4	3.85 %
oddimp_nat_climat	3	2.88 %
oddimp_nat_consoresp	2	1.92 %
oddimp_nat_educ	19	18.27 %
oddimp_nat_eggenre	20	19.23 %
oddimp_nat_equal	4	3.85 %
oddimp_nat_sante	14	13.46 %
oddimp_nat_villedur	1	0.96 %
	104	100 %

oddimp_nat2

	Effectifs	pourcentage
oddimp_nat_0faim	5	4.81 %
oddimp_nat_cleannrj	12	11.54 %
oddimp_nat_cleanwtr	4	3.85 %
oddimp_nat_climat	5	4.81 %
oddimp_nat_consoresp	18	17.31 %
oddimp_nat_educ	10	9.62 %
oddimp_nat_eggenre	11	10.58 %
oddimp_nat_equal	16	15.38 %
oddimp_nat_indus	3	2.88 %
oddimp_nat_sante	6	5.77 %
oddimp_nat_vieaqua	5	4.81 %
oddimp_nat_villedur	8	7.69 %
oddimp_nat_wcroiss	1	0.96 %
	104	100 %

oddimp_nat3

	Effectifs	pourcentage
oddimp_nat_cleannrj	6	5.77 %
oddimp_nat_cleanwtr	2	1.92 %
oddimp_nat_climat	29	27.88 %
oddimp_nat_consoresp	11	10.58 %
oddimp_nat_educ	3	2.88 %
oddimp_nat_eggenre	2	1.92 %
oddimp_nat_equal	10	9.62 %
oddimp_nat_paixjust	20	19.23 %
oddimp_nat_partner	2	1.92 %
oddimp_nat_sante	1	0.96 %
oddimp_nat_vieterr	7	6.73 %
oddimp_nat_villedur	7	6.73 %
oddimp_nat_wcroiss	4	3.85 %
	104	100 %

Q.2.3c

oddimp_loc1

	Effectifs	pourcentage
oddimp_loc_0faim	4	3.85 %
oddimp_loc_0pauv	12	11.54 %
oddimp_loc_cleannrj	14	13.46 %
oddimp_loc_cleanwtr	12	11.54 %
oddimp_loc_climat	3	2.88 %
oddimp_loc_consoresp	4	3.85 %
oddimp_loc_educ	13	12.5 %
oddimp_loc_eggenre	11	10.58 %
oddimp_loc_equal	7	6.73 %
oddimp_loc_indus	2	1.92 %
oddimp_loc_sante	13	12.5 %
oddimp_loc_vieaqua	1	0.96 %
oddimp_loc_villedur	6	5.77 %
oddimp_loc_wcroiss	2	1.92 %
	104	100 %

oddimp_loc2

	Effectifs	pourcentage
oddimp_loc_0faim	3	2.88 %
oddimp_loc_cleannrj	8	7.69 %
oddimp_loc_cleanwtr	6	5.77 %
oddimp_loc_climat	8	7.69 %
oddimp_loc_consoresp	18	17.31 %
oddimp_loc_educ	9	8.65 %
oddimp_loc_eggenre	2	1.92 %
oddimp_loc_equal	7	6.73 %
oddimp_loc_indus	4	3.85 %
oddimp_loc_paixjust	1	0.96 %
oddimp_loc_sante	4	3.85 %
oddimp_loc_vieaqua	4	3.85 %
oddimp_loc_vieterr	2	1.92 %
oddimp_loc_villedur	23	22.12 %
oddimp_loc_wcroiss	5	4.81 %
	104	100 %

oddimp_loc3

	Effectifs	pourcentage
oddimp_loc_cleannrj	2	1.92 %
oddimp_loc_cleanwtr	3	2.88 %
oddimp_loc_climat	21	20.19 %
oddimp_loc_consoresp	21	20.19 %
oddimp_loc_educ	2	1.92 %
oddimp_loc_equal	6	5.77 %
oddimp_loc_indus	1	0.96 %
oddimp_loc_paixjust	9	8.65 %
oddimp_loc_partner	14	13.46 %
oddimp_loc_vieterr	10	9.62 %
oddimp_loc_villedur	14	13.46 %
oddimp_loc_wcroiss	1	0.96 %
	104	100 %

Q.2.4.

prioineg_ue

	Effectifs	pourcentage
prioinegue_desac	8	7.69 %
prioinegue_desactot	7	6.73 %
prioinegue_ok	28	26.92 %
prioinegue_oktot	59	56.73 %
prioinegue_x	2	1.92 %
	104	100 %

prioineg_nat

	Effectifs	pourcentage
prioinegnat_desac	15	14.42 %
prioinegnat_desactot	9	8.65 %
prioinegnat_ok	33	31.73 %
prioinegnat_oktot	45	43.27 %
prioinegnat_x	2	1.92 %
	104	100 %

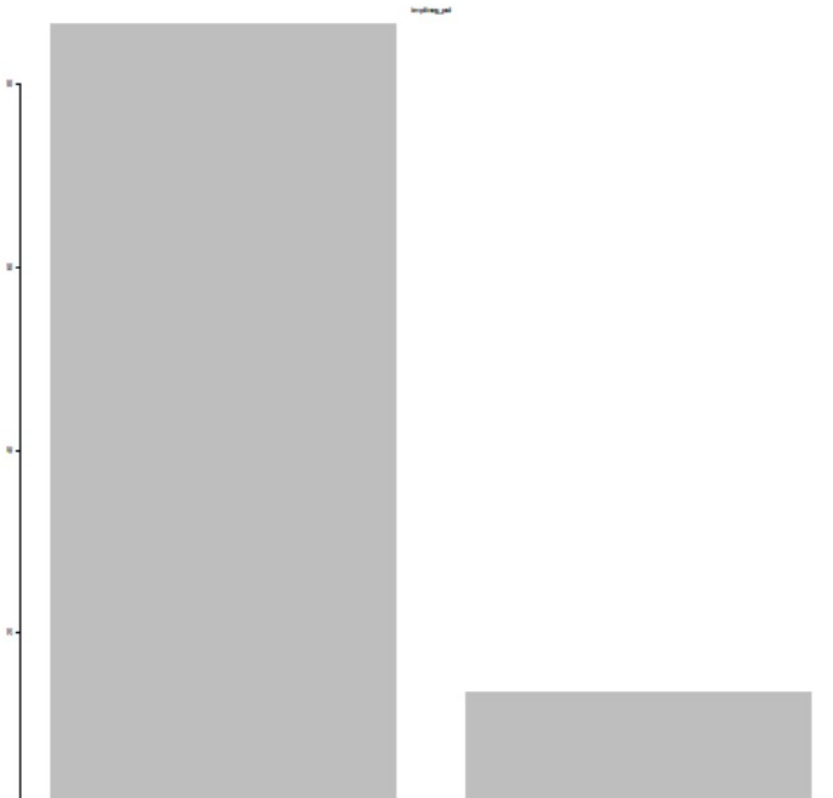
prioineg_loc

	Effectifs	pourcentage
prioinegloc_desac	30	28.85 %
prioinegloc_desactot	14	13.46 %
prioinegloc_ok	32	30.77 %
prioinegloc_oktot	24	23.08 %
prioinegloc_x	4	3.85 %
	104	100 %

Q.2.5.

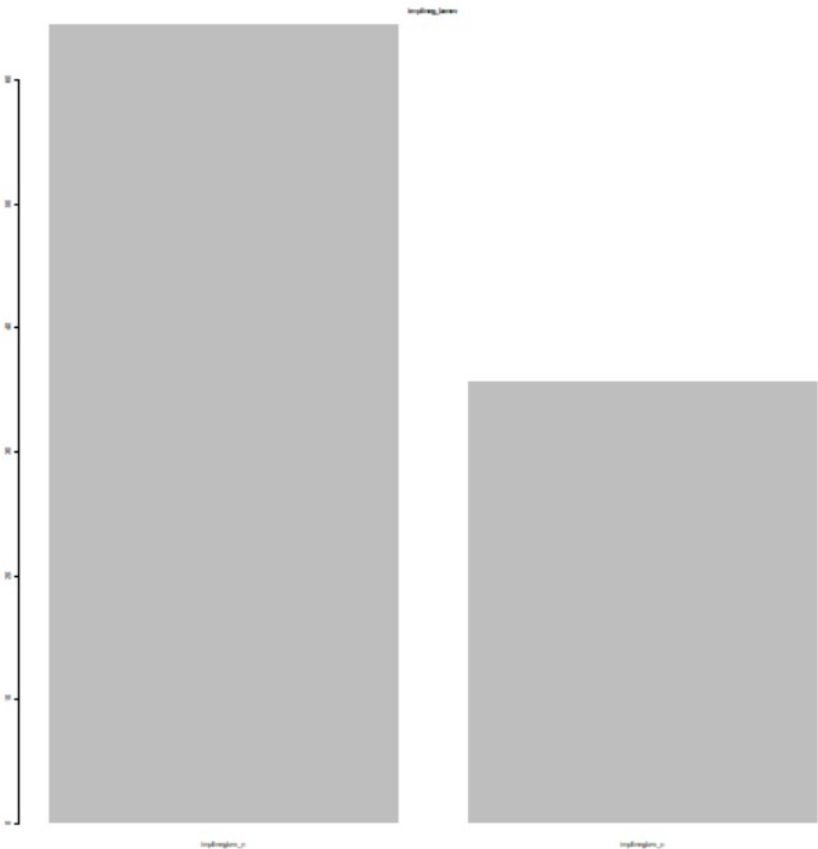
implineg_pol

	Effectifs	pourcentage
implinegpol_n	90	86.54 %
implinegpol_o	14	13.46 %
	104	100 %



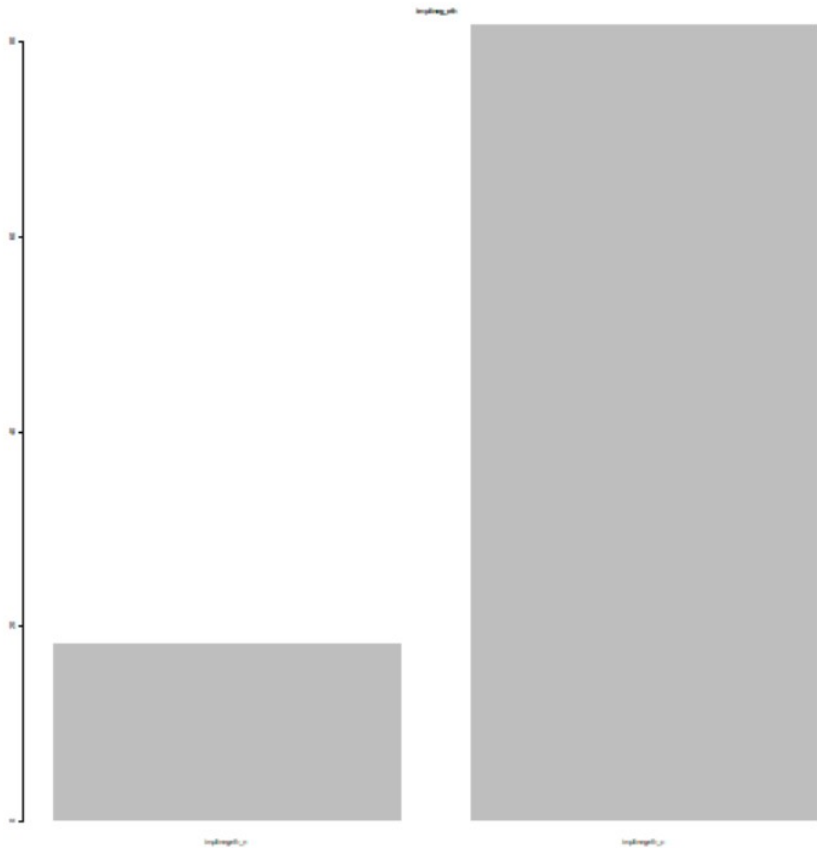
implineg_benev

	Effectifs	pourcentage
implinegbnv_n	67	64.42 %
implinegbnv_o	37	35.58 %
	104	100 %



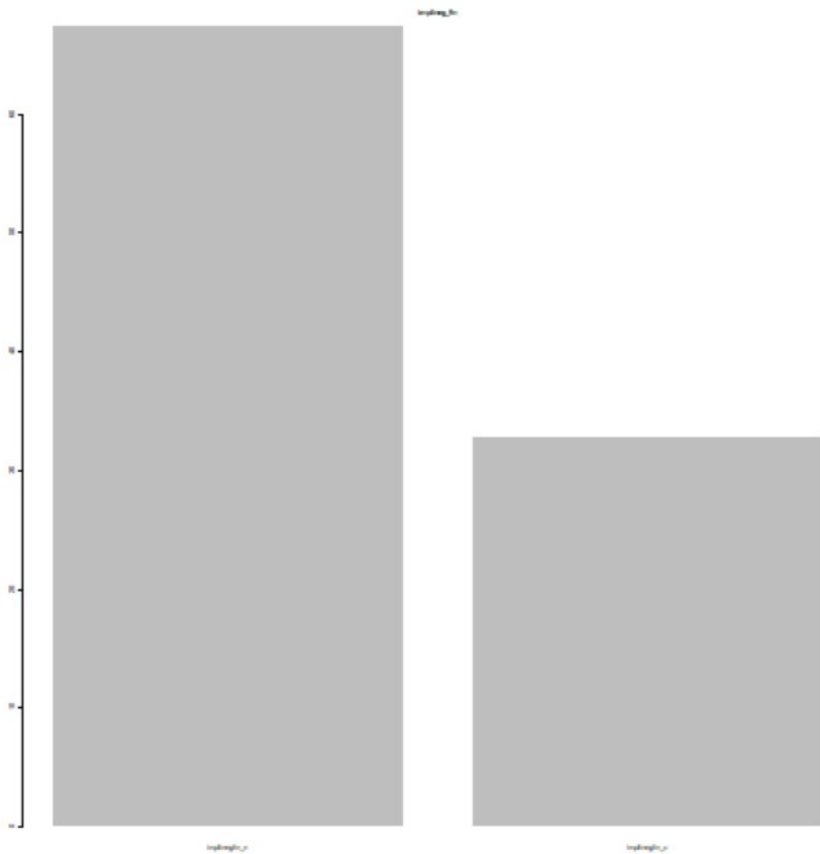
implineg_eth

	Effectifs	pourcentage
implinegeth_n	19	18.27 %
implinegeth_o	85	81.73 %
	104	100 %



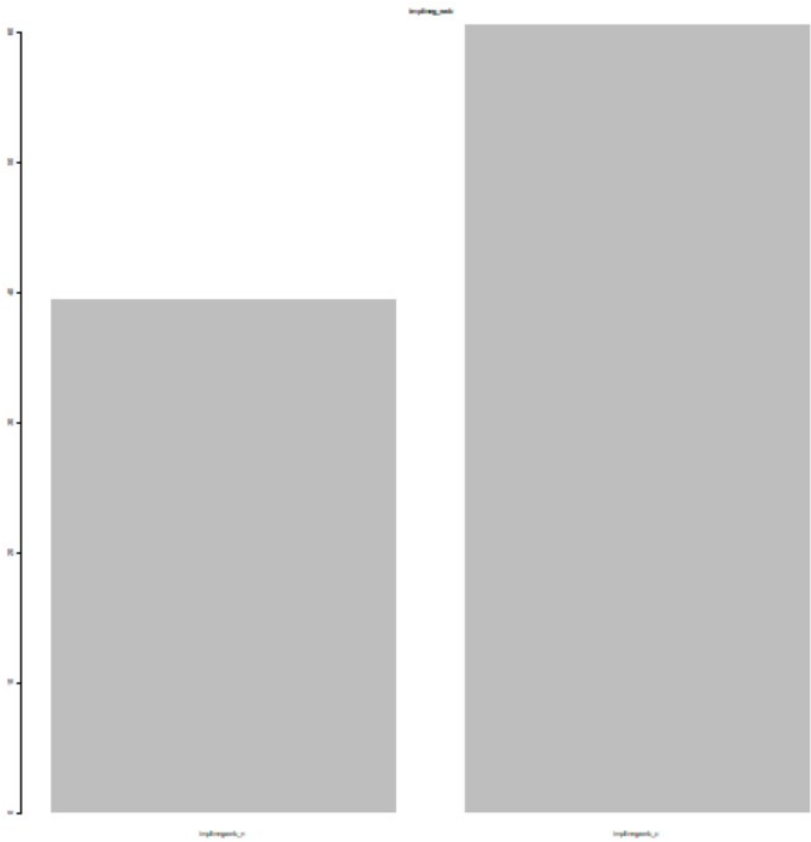
implineg_fin

	Effectifs	pourcentage
implinegfin_n	70	67.31 %
implinegfin_o	34	32.69 %
	104	100 %



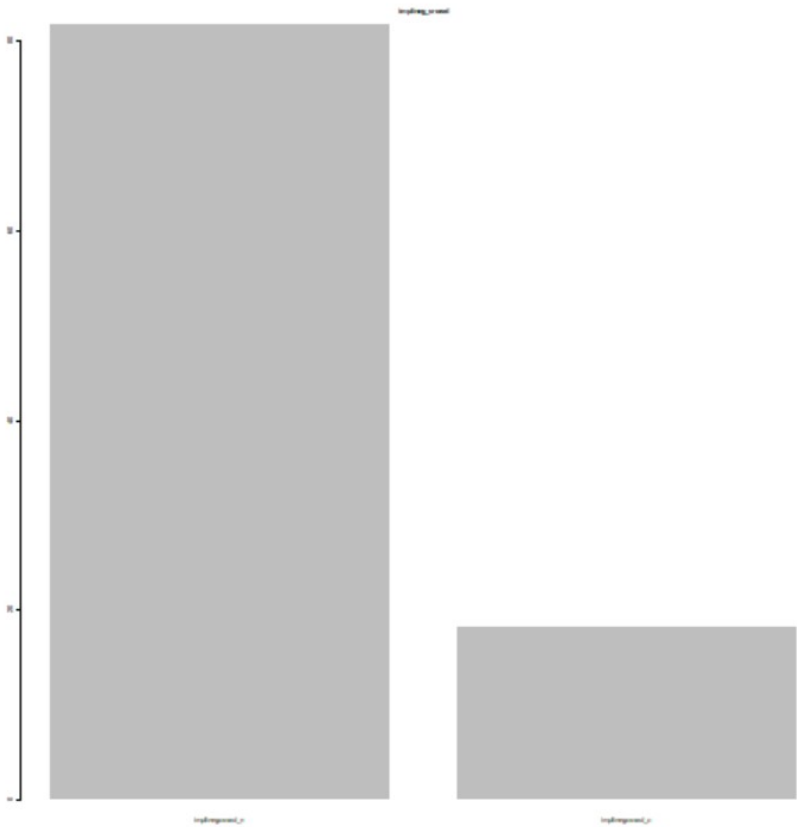
implineg_web

	Effectifs	pourcentage
implinegweb_n	41	39.42 %
implinegweb_o	63	60.58 %
	104	100 %



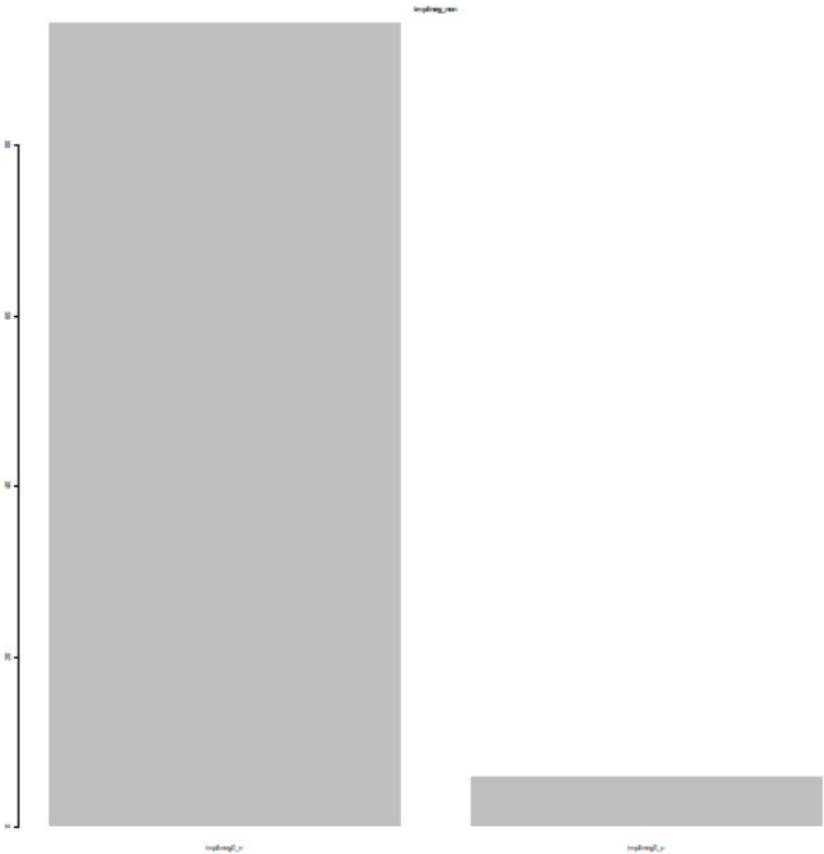
implineg_crowd

	Effectifs	pourcentage
implinegcrowd_n	85	81.73 %
implinegcrowd_o	19	18.27 %
	104	100 %



implineg_non

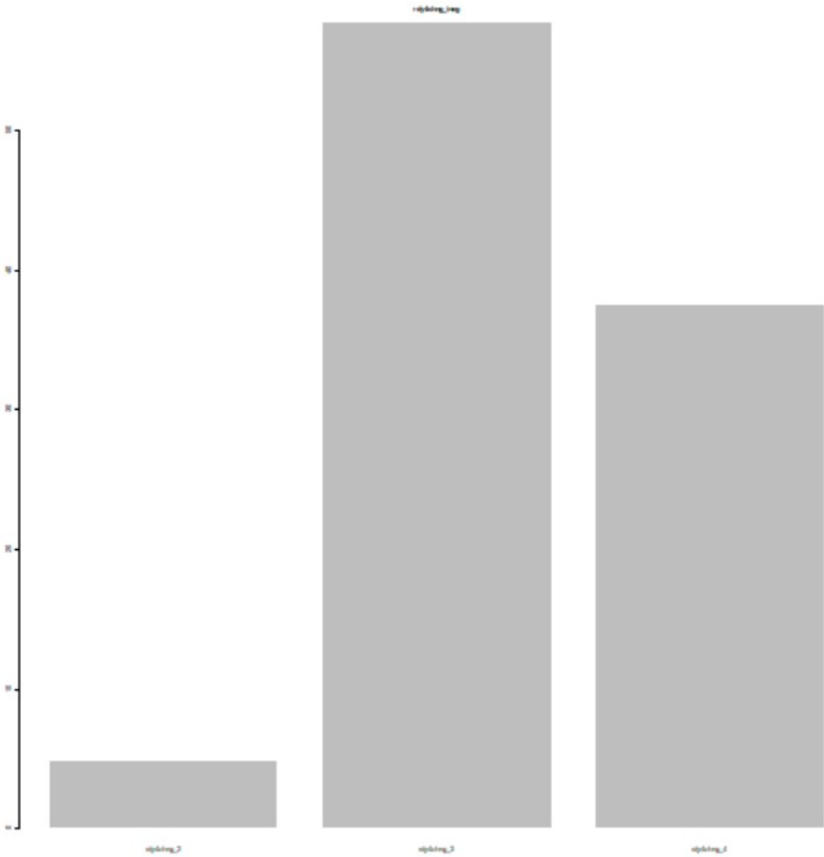
	Effectifs	pourcentage
implineg0_n	98	94.23 %
implineg0_o	6	5.77 %
	104	100 %



Q.2.6.

rdy4chng_ineg

	Effectifs	pourcentage
rdy4chng_2	5	4.81 %
rdy4chng_3	60	57.69 %
rdy4chng_4	39	37.5 %
	104	100 %

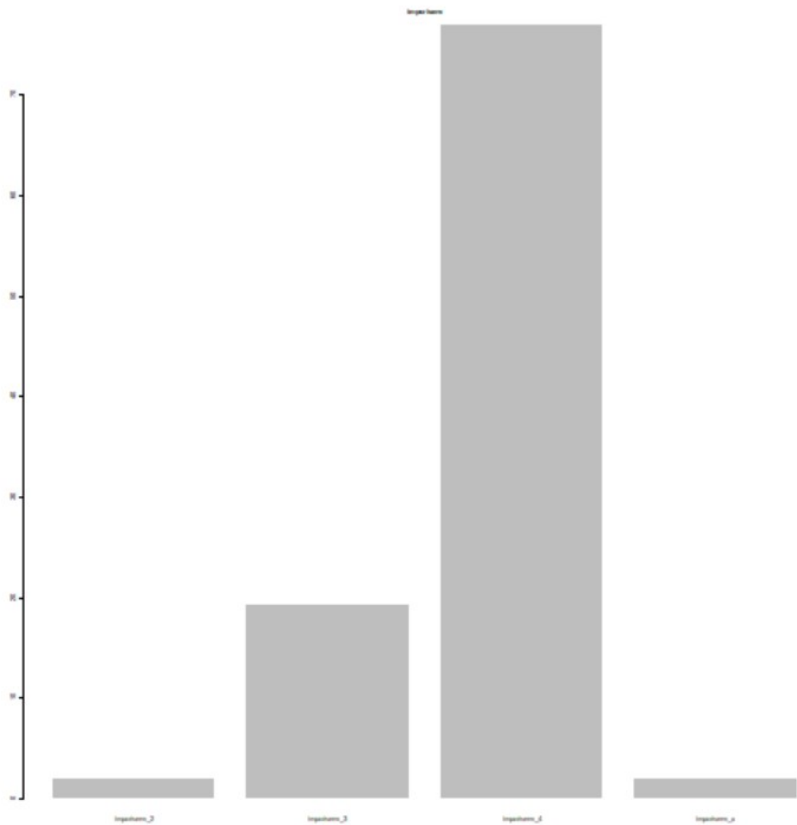


SECTION 3 – CRISE ENVIRONNEMENTALE

Q.3.1.

impcrisenv

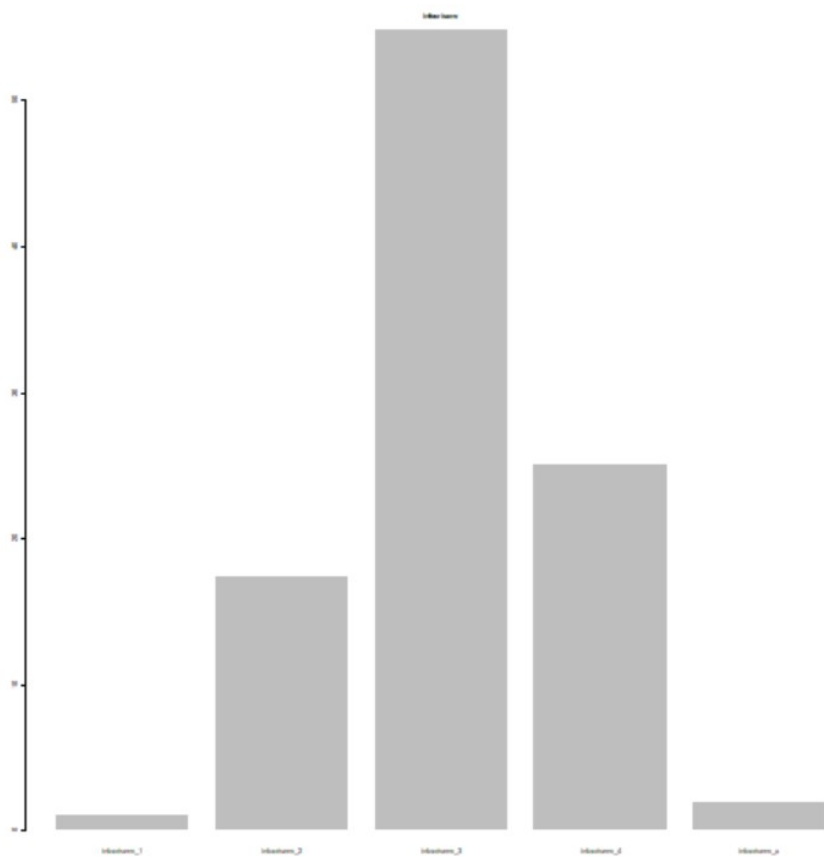
	Effectifs	pourcentage
impcrisenv_2	2	1.92 %
impcrisenv_3	20	19.23 %
impcrisenv_4	80	76.92 %
impcrisenv_x	2	1.92 %
	104	100 %



Q.3.4.

infocrisenv

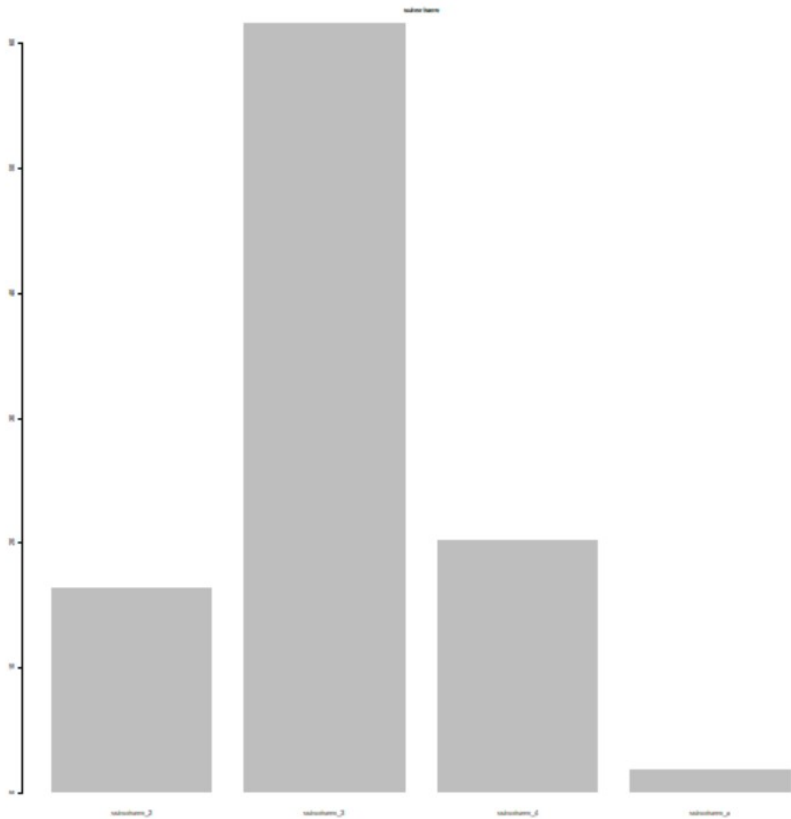
	Effectifs	pourcentage
infocrisenv_1	1	0.96 %
infocrisenv_2	18	17.31 %
infocrisenv_3	57	54.81 %
infocrisenv_4	26	25 %
infocrisenv_x	2	1.92 %
	104	100 %



Q.3.5.

suivcrisenv

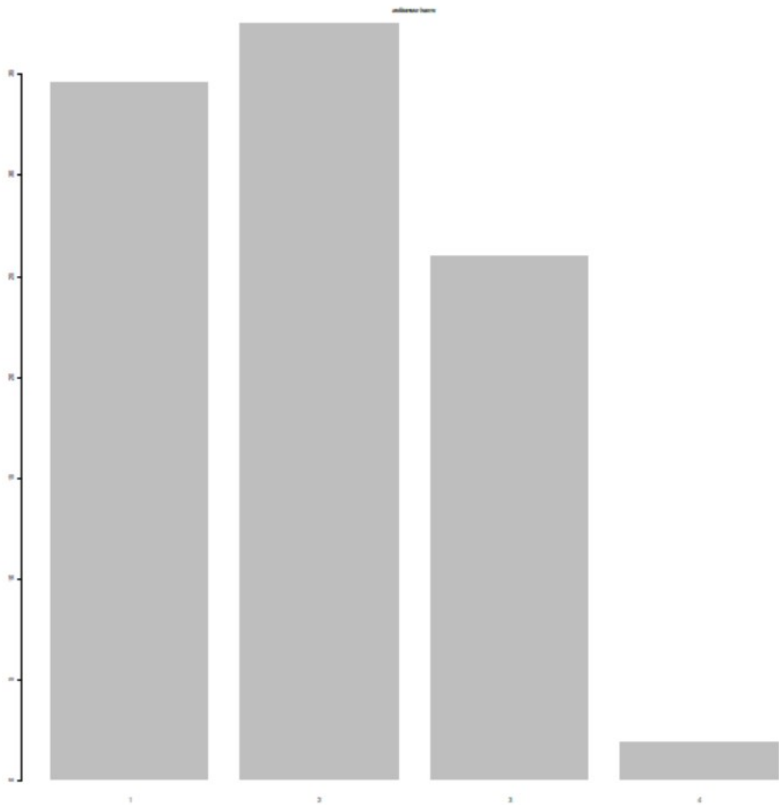
	Effectifs	pourcentage
suivcrisenv_2	17	16.35 %
suivcrisenv_3	64	61.54 %
suivcrisenv_4	21	20.19 %
suivcrisenv_x	2	1.92 %
	104	100 %



Q.3.7.

actionscrisenv

	Effectifs	pourcentage
actionscrisenv_n	36	34.62 %
actionscrisenv_qqf	39	37.5 %
actionscrisenv_svt	27	25.96 %
actionscrisenv_x	2	1.92 %
	104	100 %

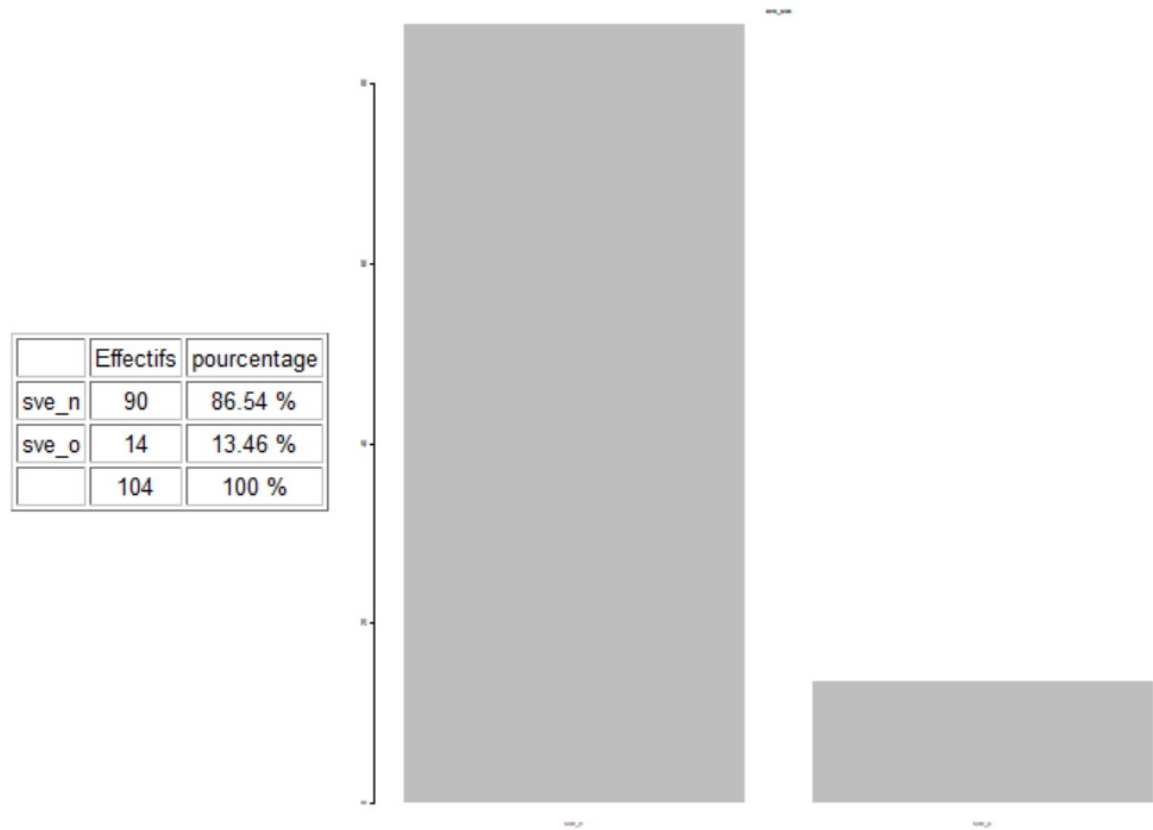


SECTION 3 – SCENARIO A & B (66/104)

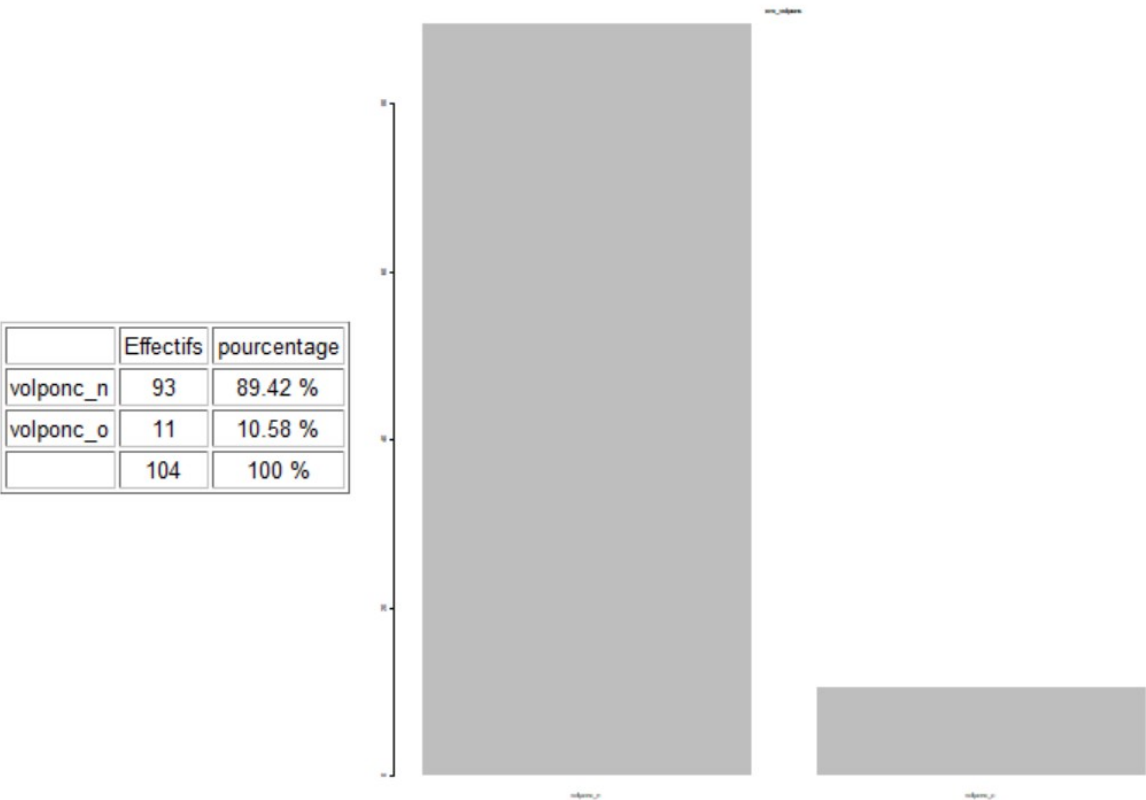
Q.3.A.1 (8 most frequent activities)

Q03A01.SQ003 = 6 Q03A01.SQ004 = 7 Q03A01.SQ005 = 8 Q03A01.SQ006 = 7 Q03A01.SQ007 = 7
Q03A01.SQ012 = 1 Q03A01.SQ015 = 3 Q03A01.SQ016 = 1

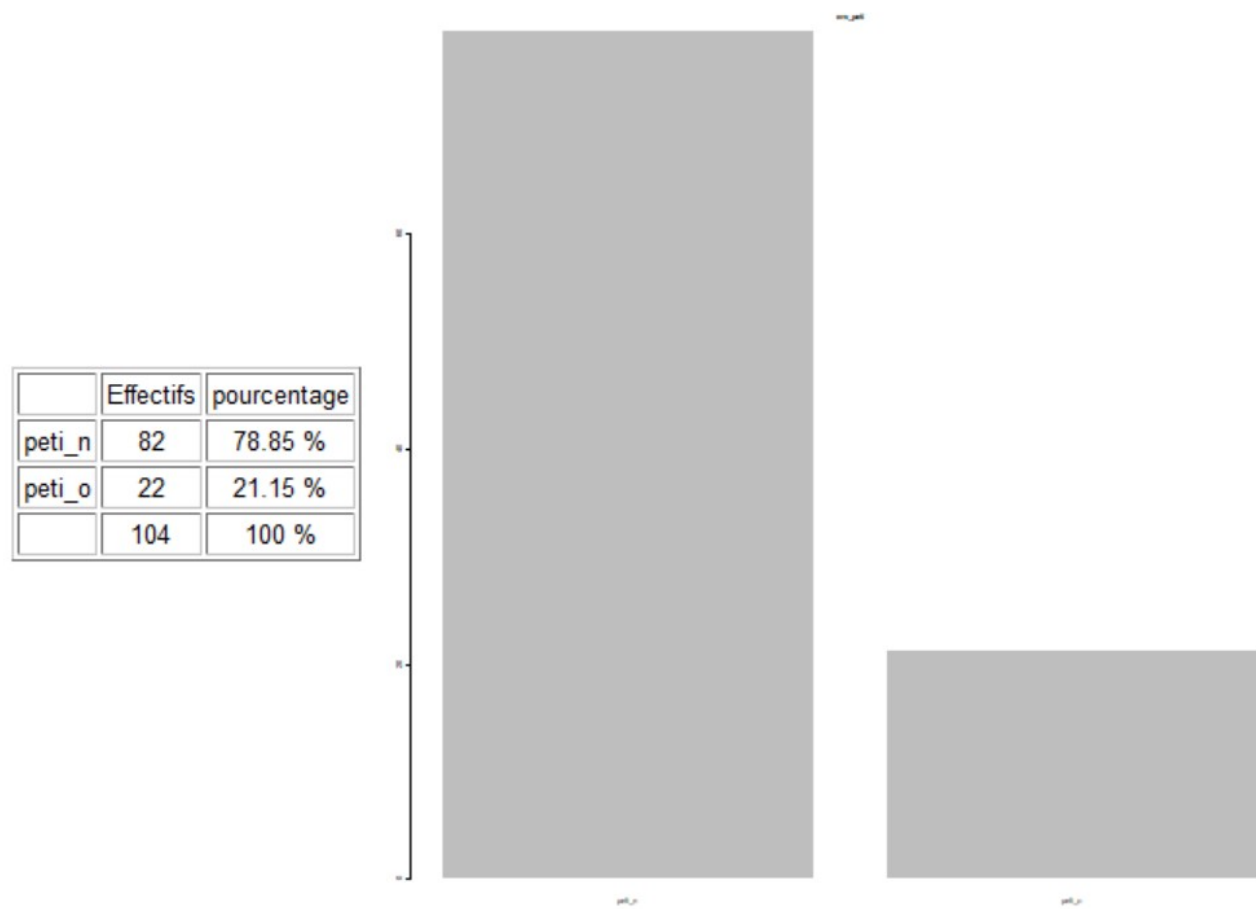
env_sve



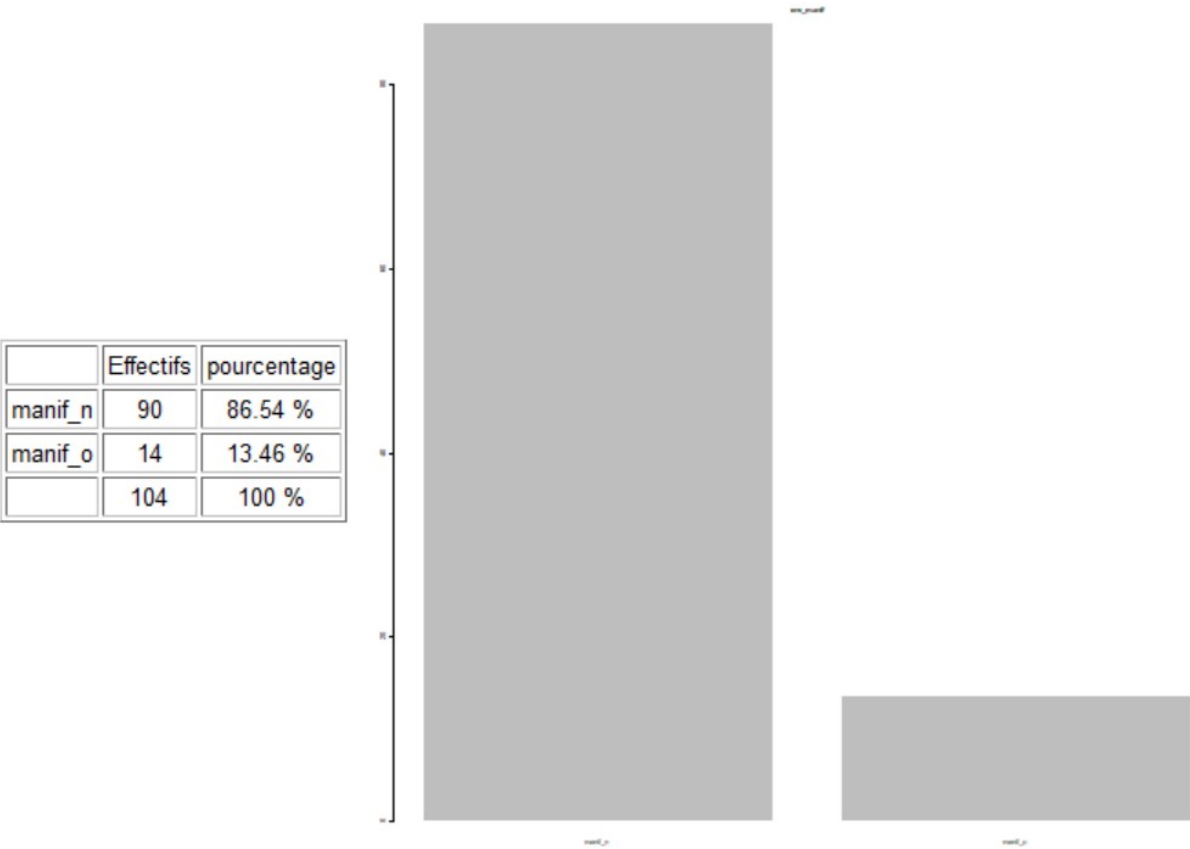
env_volponc



env_peti

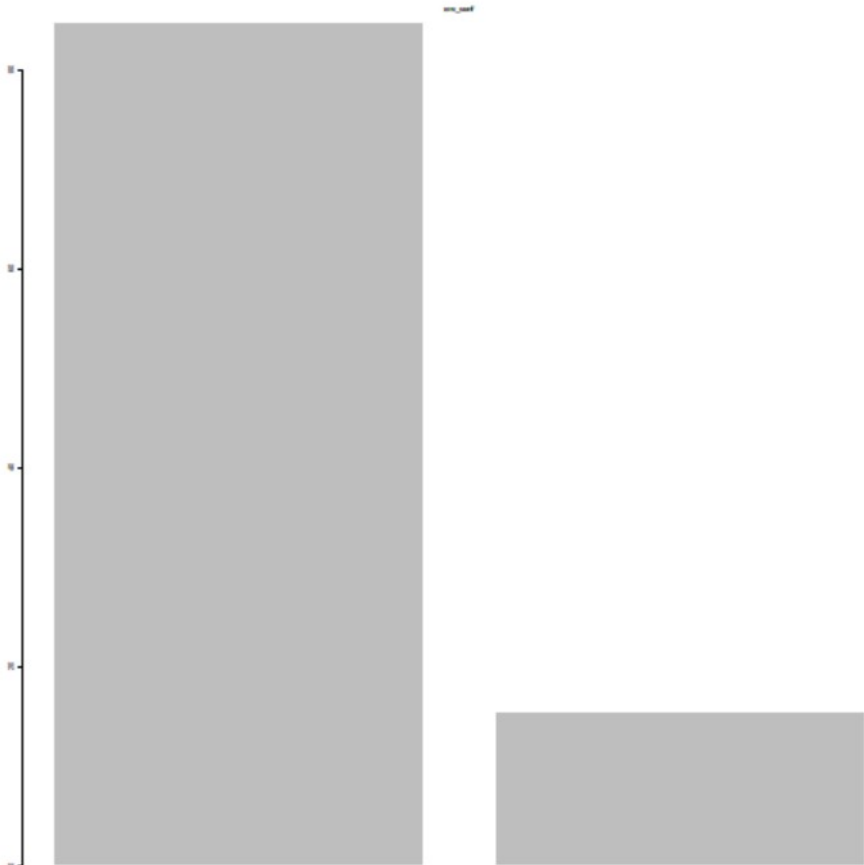


env_manif



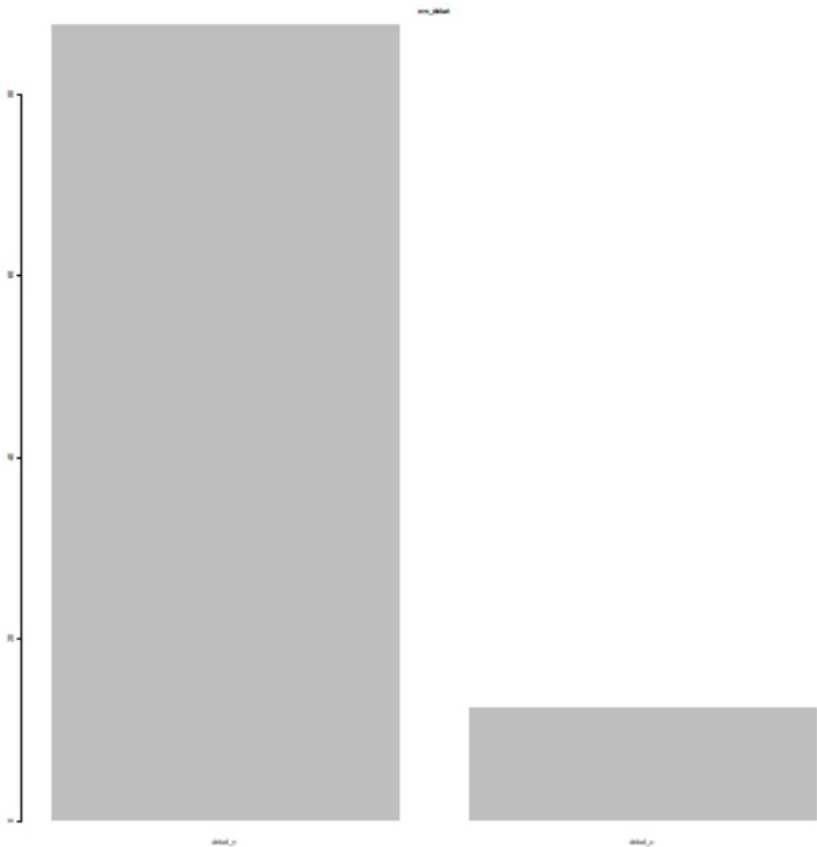
env_conf

	Effectifs	pourcentage
conf_n	88	84.62 %
conf_o	16	15.38 %
	104	100 %



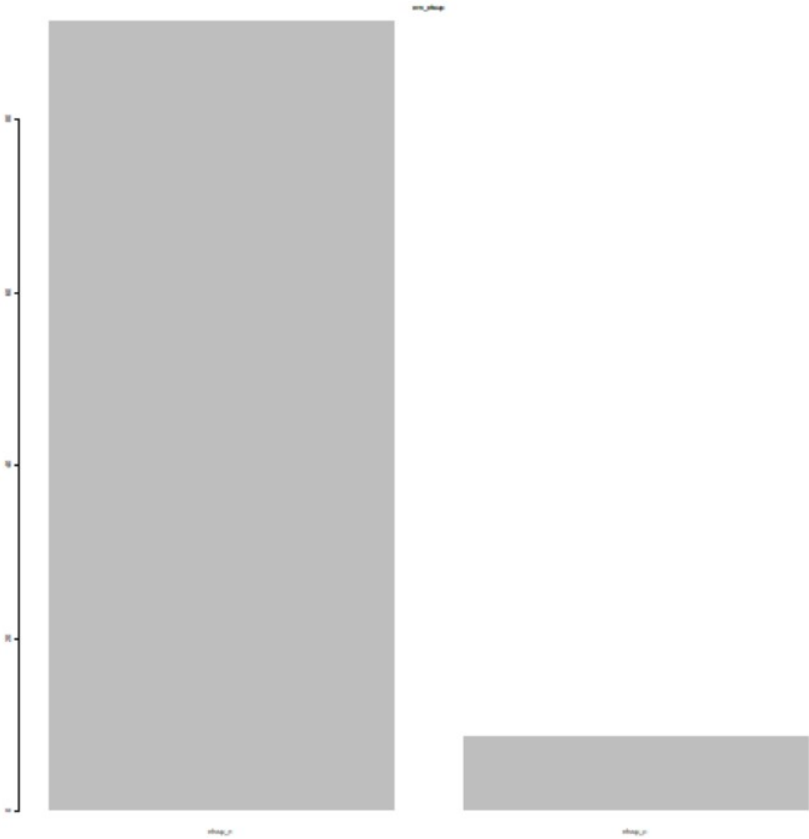
env_debat

	Effectifs	pourcentage
debat_n	91	87.5 %
debat_o	13	12.5 %
	104	100 %



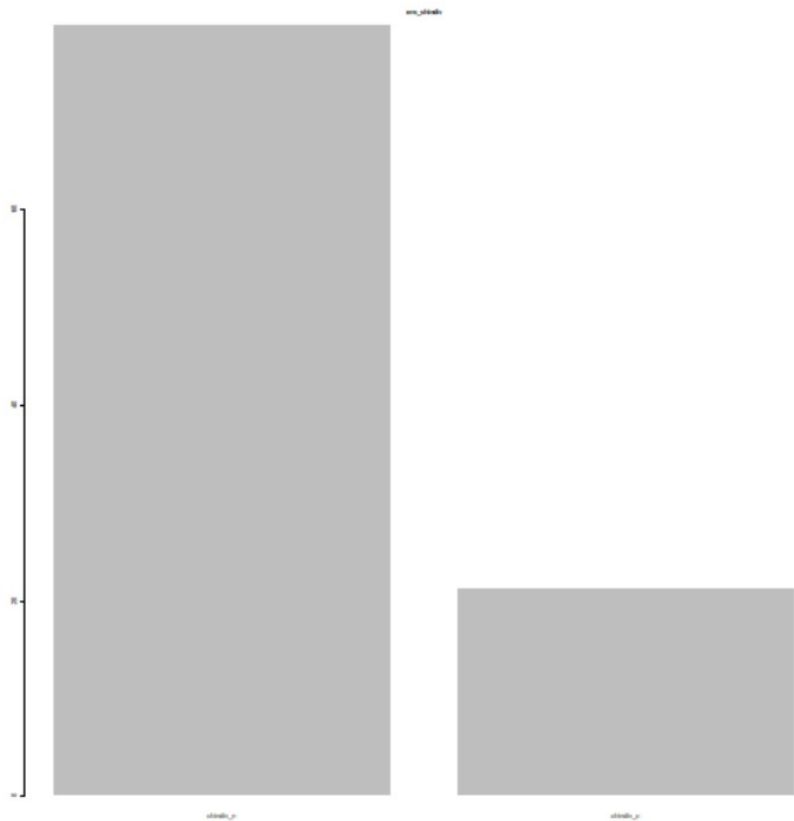
env_etsup

	Effectifs	pourcentage
etsup_n	95	91.35 %
etsup_o	9	8.65 %
	104	100 %



env_chindiv

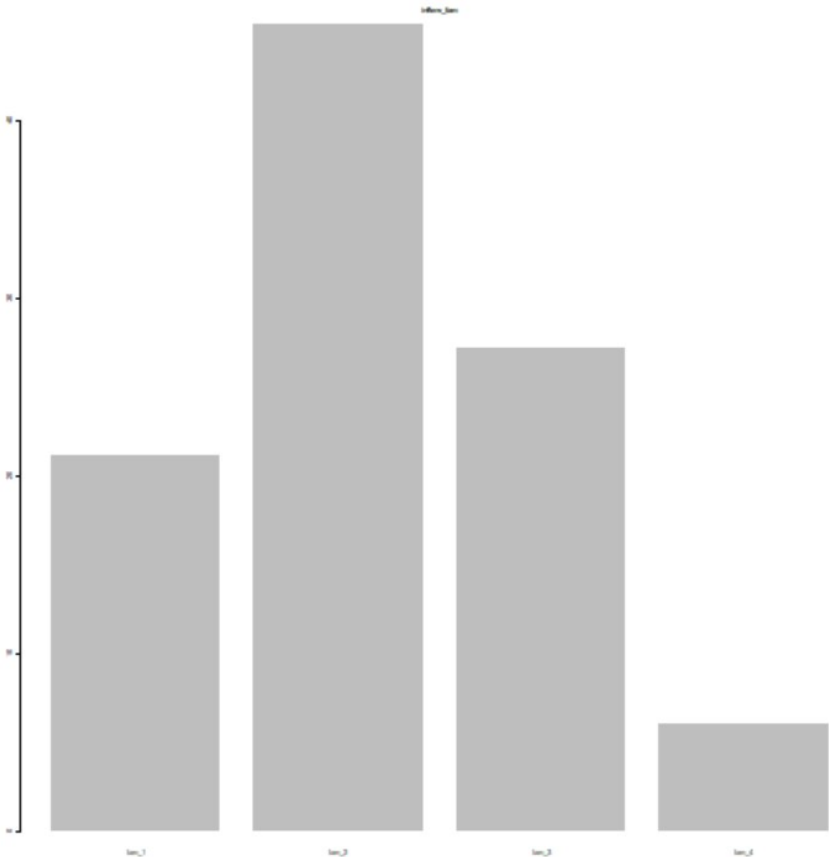
	Effectifs	pourcentage
chindiv_n	82	78.85 %
chindiv_o	22	21.15 %
	104	100 %



Q.3.A.2.

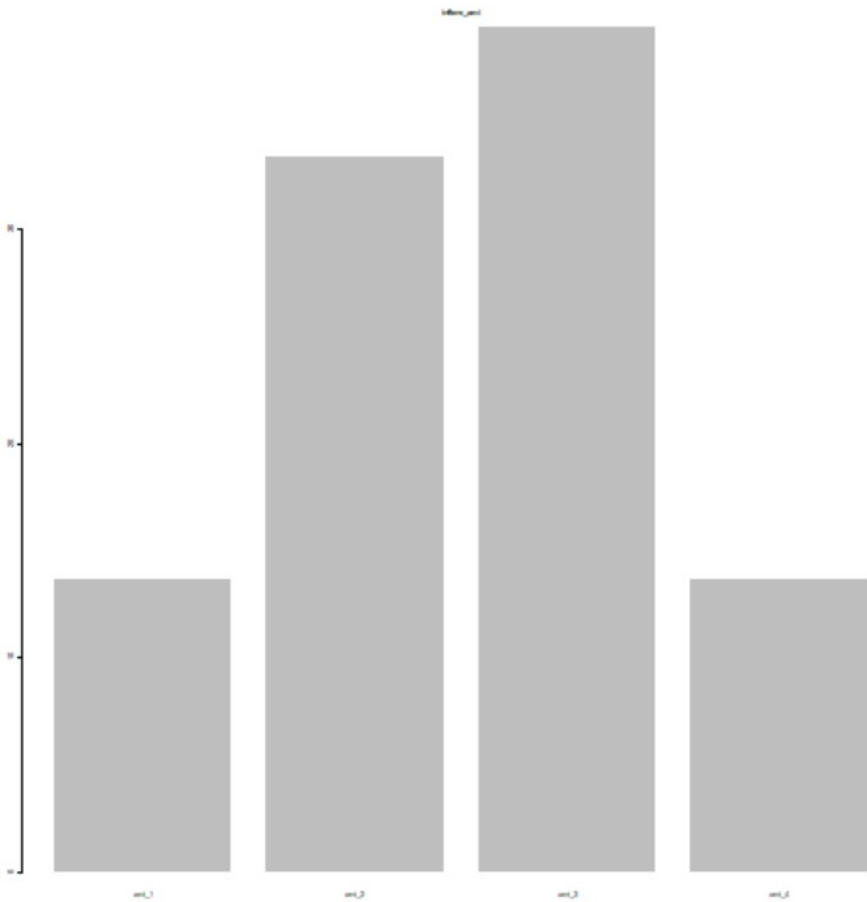
inflenv_fam

	Effectifs	pourcentage
fam_1	14	21.21 %
fam_2	30	45.45 %
fam_3	18	27.27 %
fam_4	4	6.06 %
	66	100 %



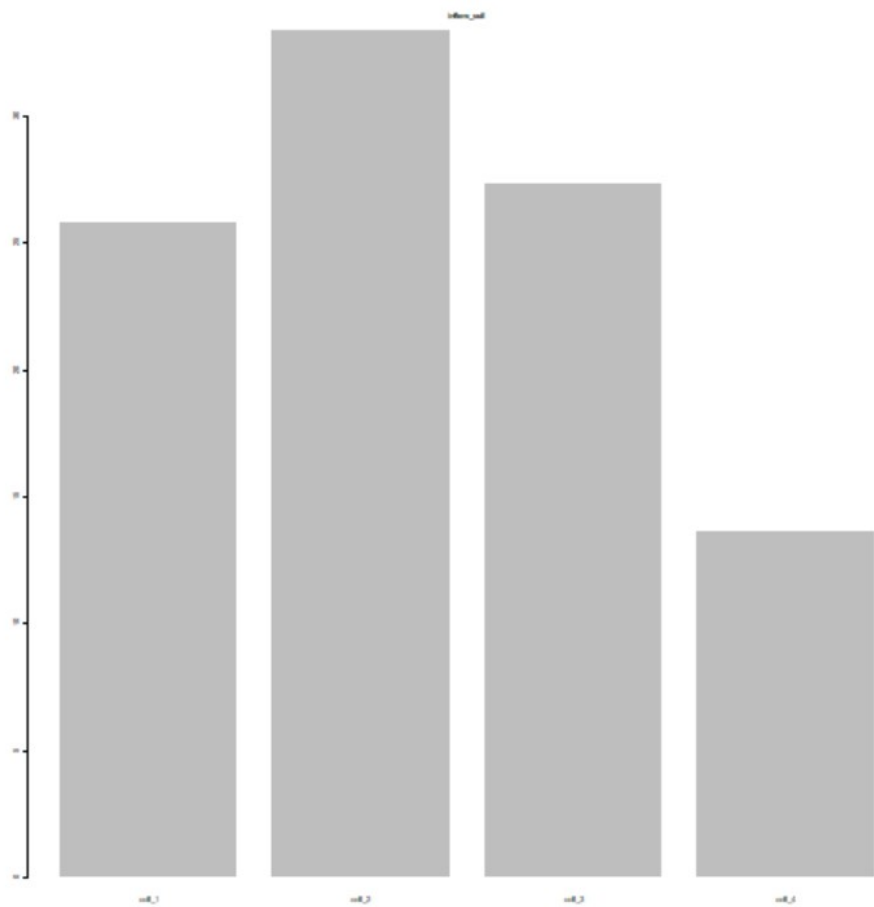
inflenv_ami

	Effectifs	pourcentage
ami_1	9	13.64 %
ami_2	22	33.33 %
ami_3	26	39.39 %
ami_4	9	13.64 %
	66	100 %



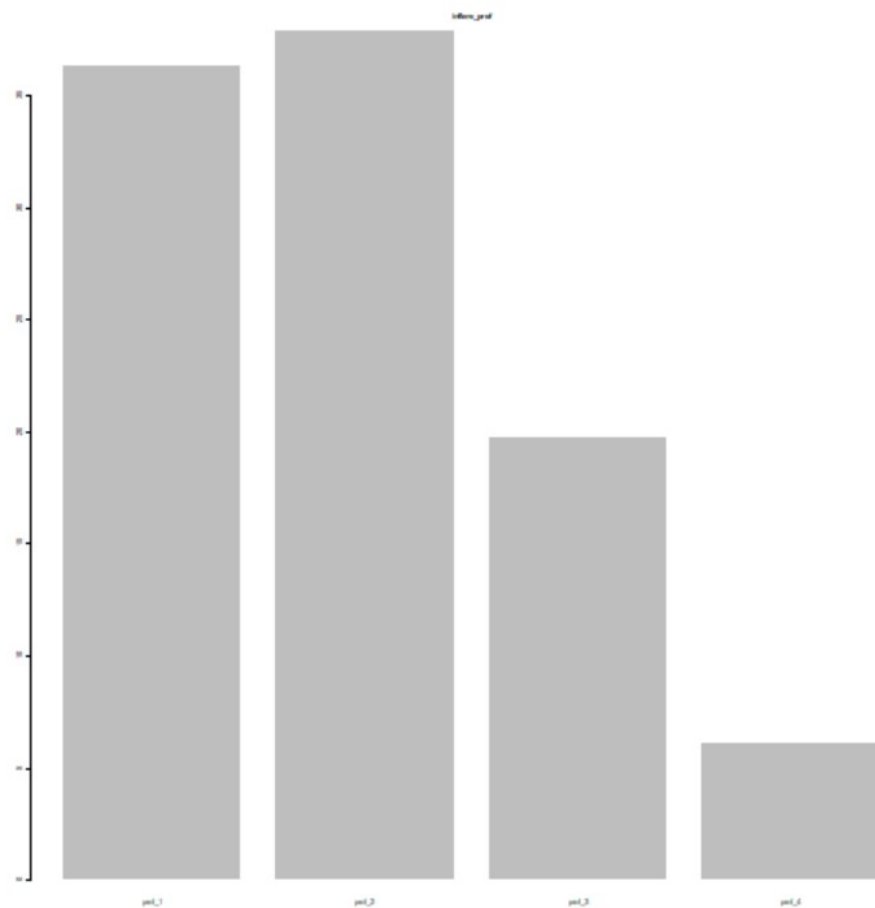
inflenv_coll

	Effectifs	pourcentage
coll_1	17	25.76 %
coll_2	22	33.33 %
coll_3	18	27.27 %
coll_4	9	13.64 %
	66	100 %



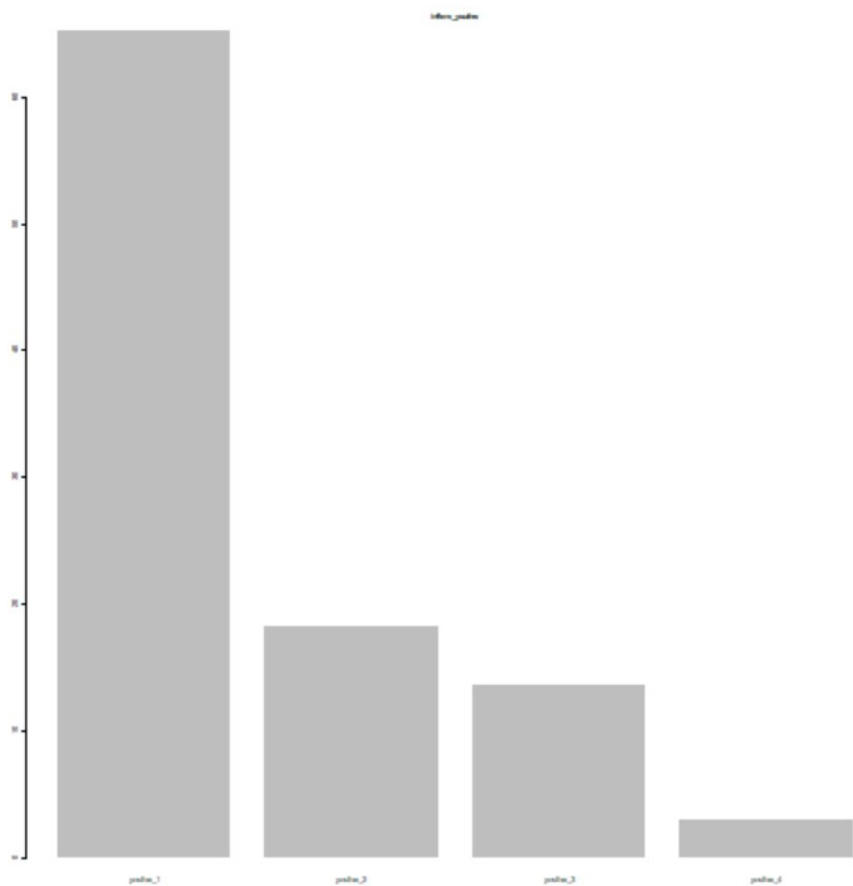
inflenv_prof

	Effectifs	pourcentage
prof_1	24	36.36 %
prof_2	25	37.88 %
prof_3	13	19.7 %
prof_4	4	6.06 %
	66	100 %



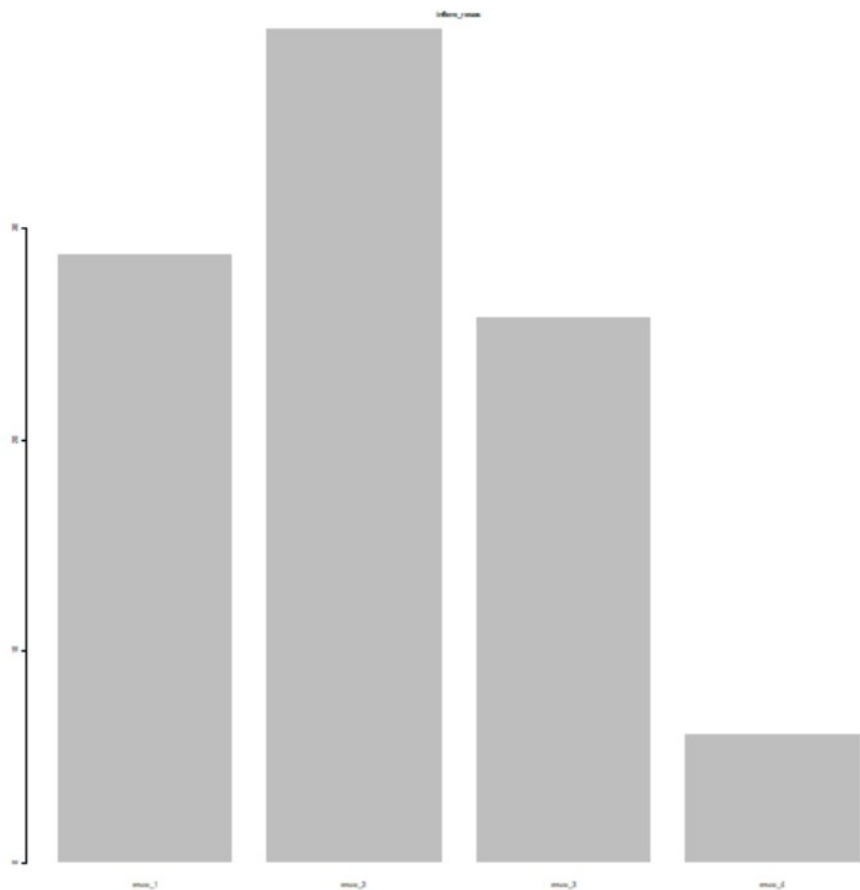
inflenv_youthw

	Effectifs	pourcentage
youthw_1	43	65.15 %
youthw_2	12	18.18 %
youthw_3	9	13.64 %
youthw_4	2	3.03 %
	66	100 %



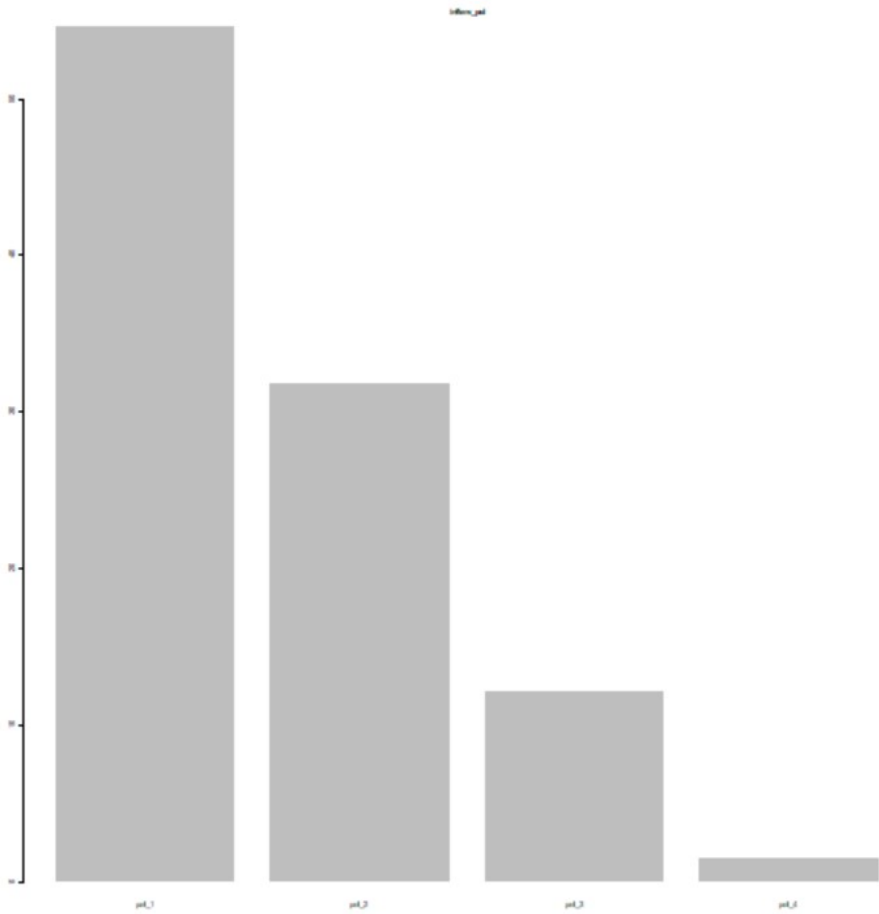
inflenv_resoc

	Effectifs	pourcentage
resoc_1	19	28.79 %
resoc_2	26	39.39 %
resoc_3	17	25.76 %
resoc_4	4	6.06 %
	66	100 %



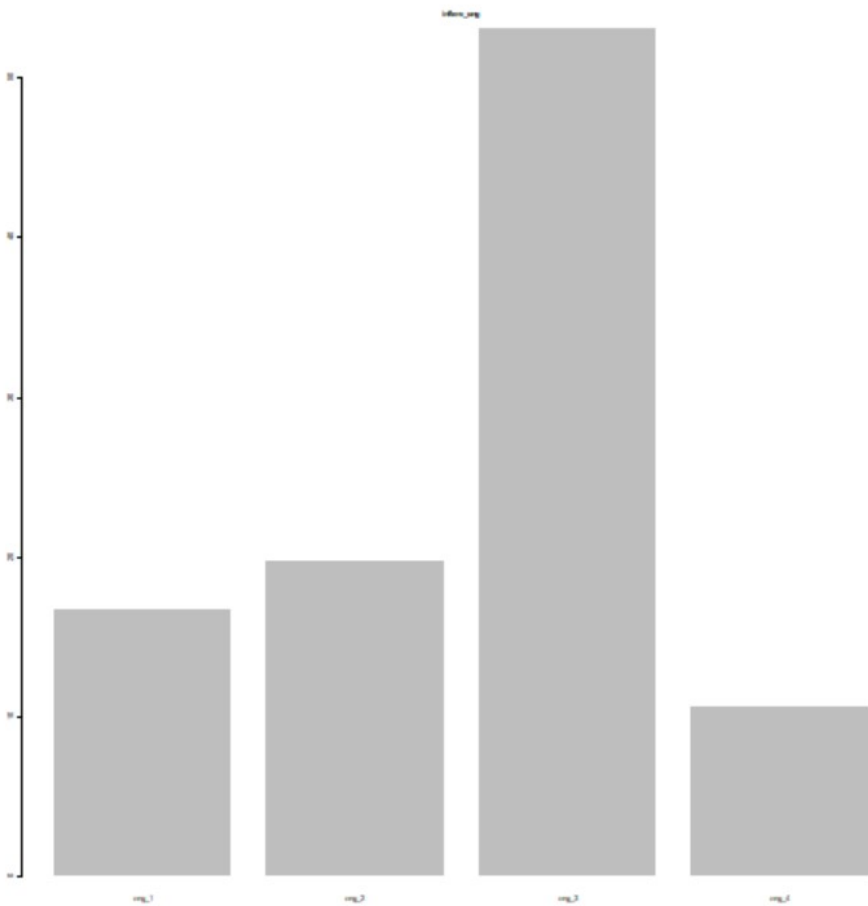
inflenv_pol

	Effectifs	pourcentage
pol_1	36	54.55 %
pol_2	21	31.82 %
pol_3	8	12.12 %
pol_4	1	1.52 %
	66	100 %



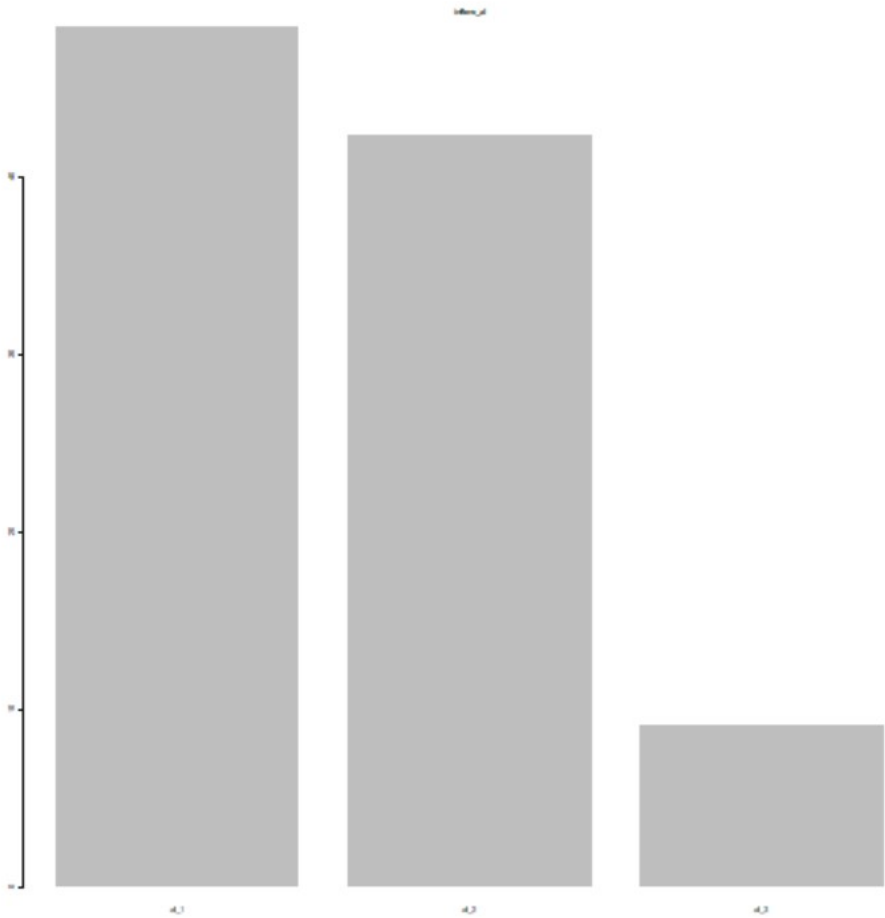
inflenv_ong

	Effectifs	pourcentage
ong_1	11	16.67 %
ong_2	13	19.7 %
ong_3	35	53.03 %
ong_4	7	10.61 %
	66	100 %



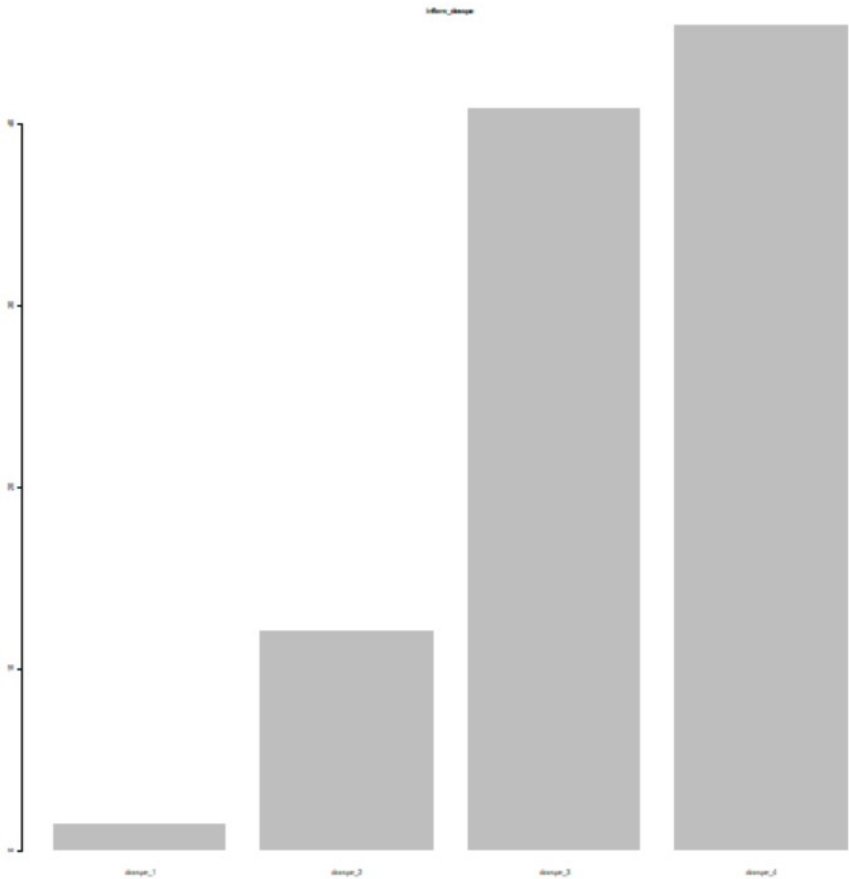
inflenv_al

	Effectifs	pourcentage
al_1	32	48.48 %
al_2	28	42.42 %
al_3	6	9.09 %
	66	100 %



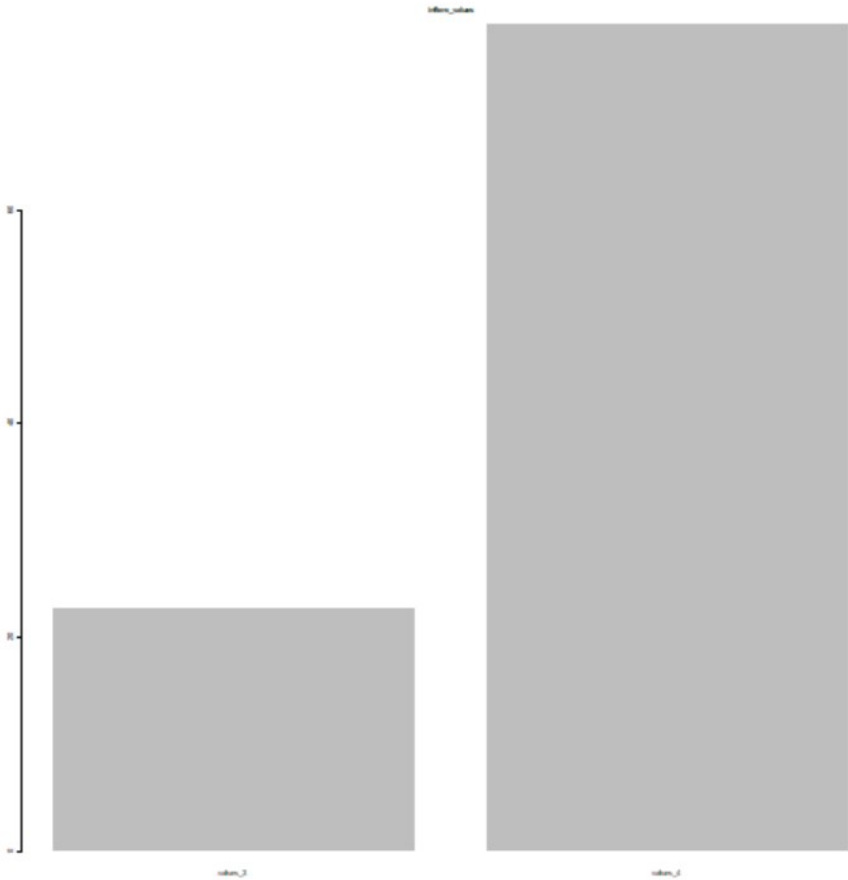
inflenv_docspe

	Effectifs	pourcentage
docspe_1	1	1.52 %
docspe_2	8	12.12 %
docspe_3	27	40.91 %
docspe_4	30	45.45 %
	66	100 %



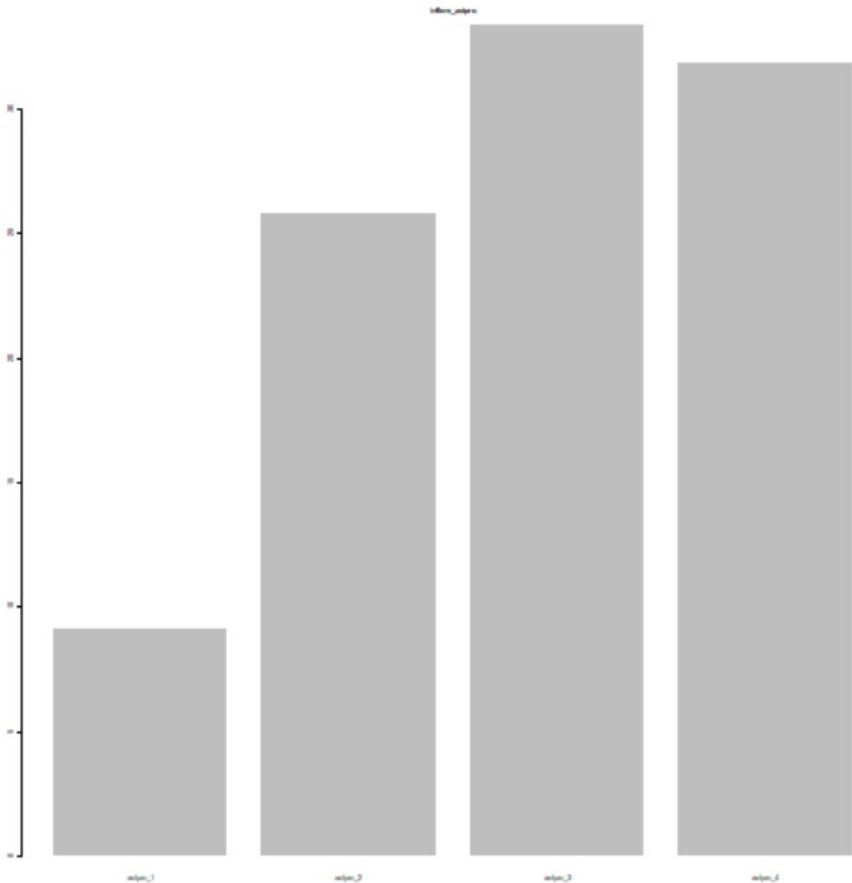
inflenv_values

	Effectifs	pourcentage
values_3	15	22.73 %
values_4	51	77.27 %
	66	100 %



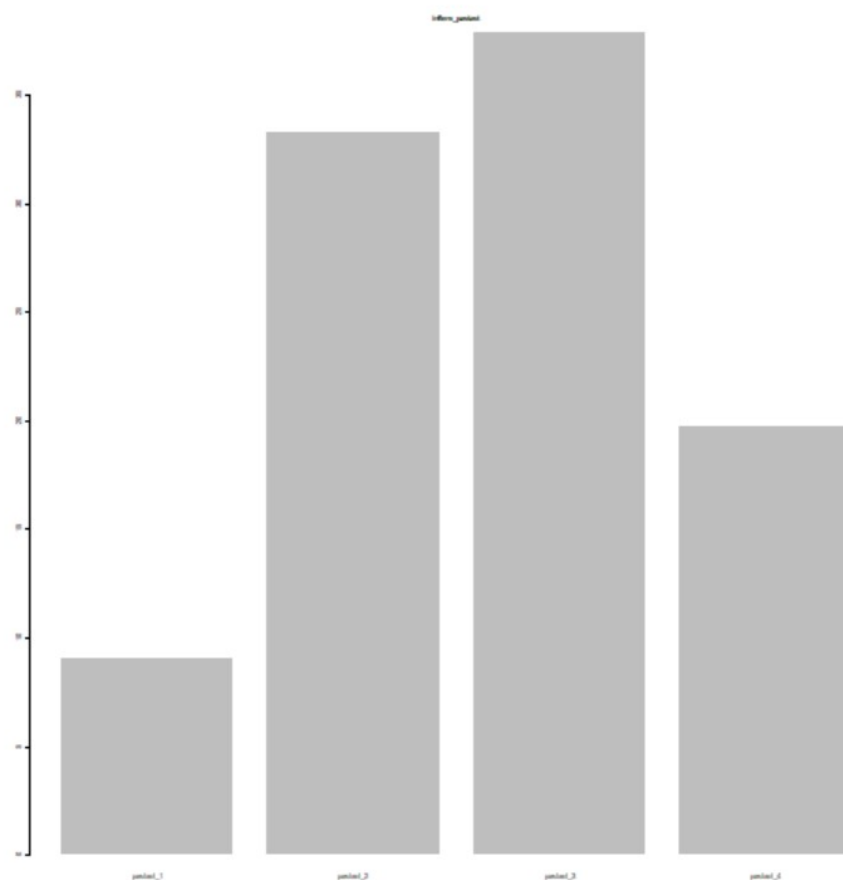
inflenv_actpro

	Effectifs	pourcentage
actpro_1	6	9.09 %
actpro_2	17	25.76 %
actpro_3	22	33.33 %
actpro_4	21	31.82 %
	66	100 %



inflenv_pastact

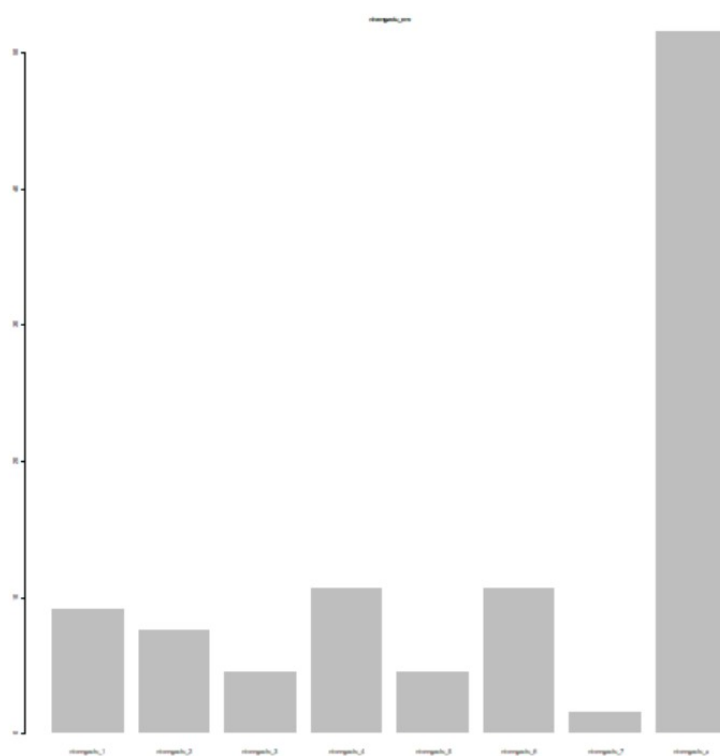
	Effectifs	pourcentage
pastact_1	6	9.09 %
pastact_2	22	33.33 %
pastact_3	25	37.88 %
pastact_4	13	19.7 %
	66	100 %



Q.3.A.4.

nivengactu_env

	Effectifs	pourcentage
nivengactu_1	6	9.09 %
nivengactu_2	5	7.58 %
nivengactu_3	3	4.55 %
nivengactu_4	7	10.61 %
nivengactu_5	3	4.55 %
nivengactu_6	7	10.61 %
nivengactu_7	1	1.52 %
nivengactu_x	34	51.52 %
	66	100 %

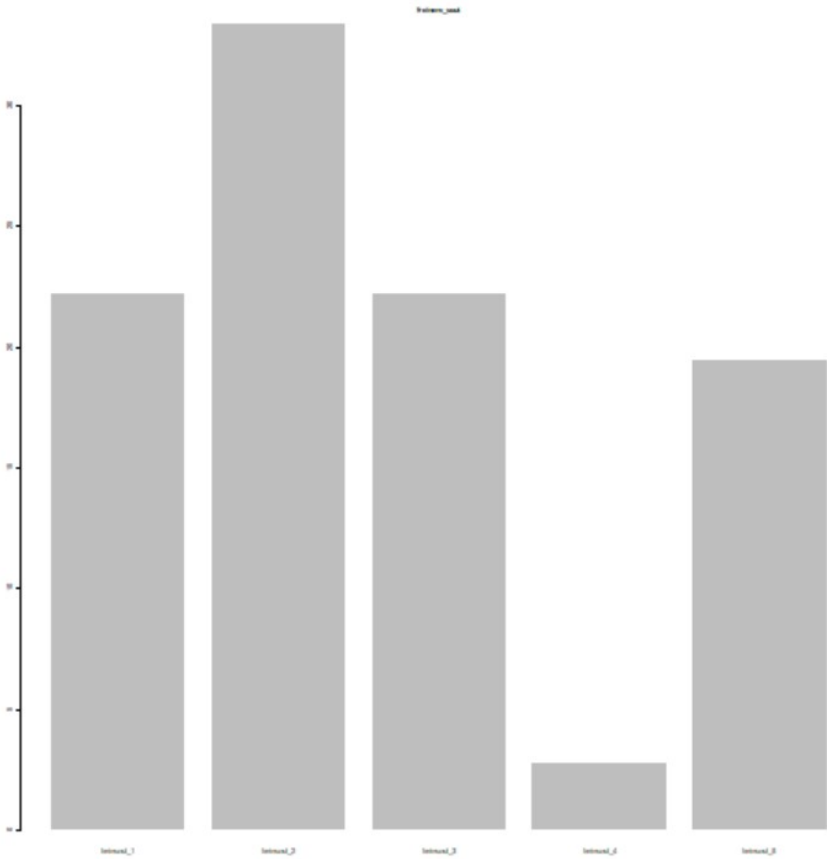


SECTION 3 – SCENARIO C (36/104)

Q.3.C.1.

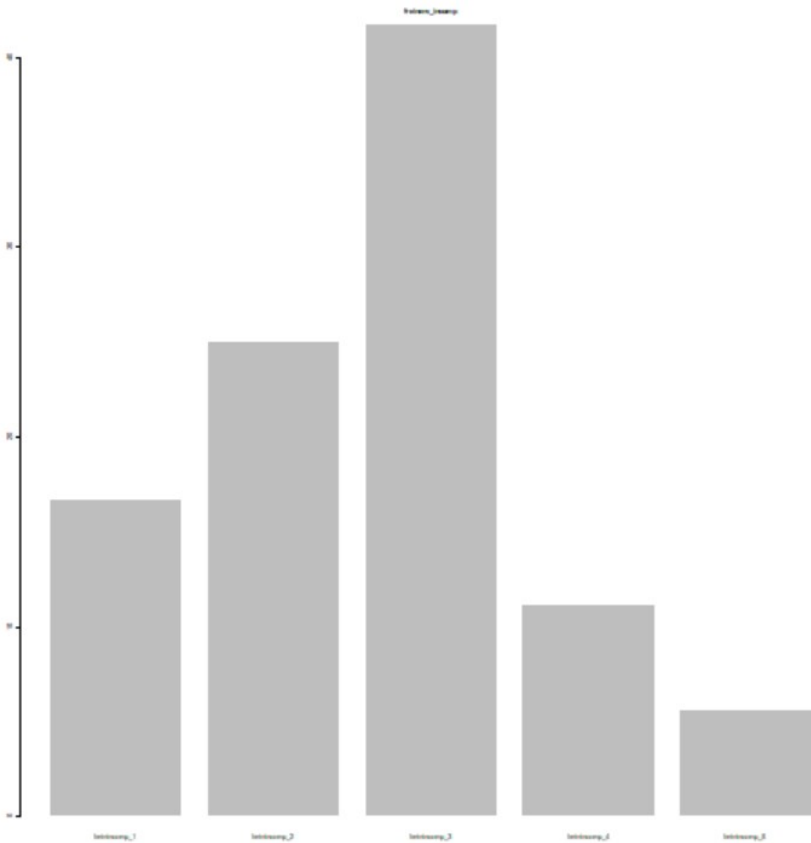
freinenv_sout

	Effectifs	pourcentage
freinsout_1	8	22.22 %
freinsout_2	12	33.33 %
freinsout_3	8	22.22 %
freinsout_4	1	2.78 %
freinsout_5	7	19.44 %
	36	100 %



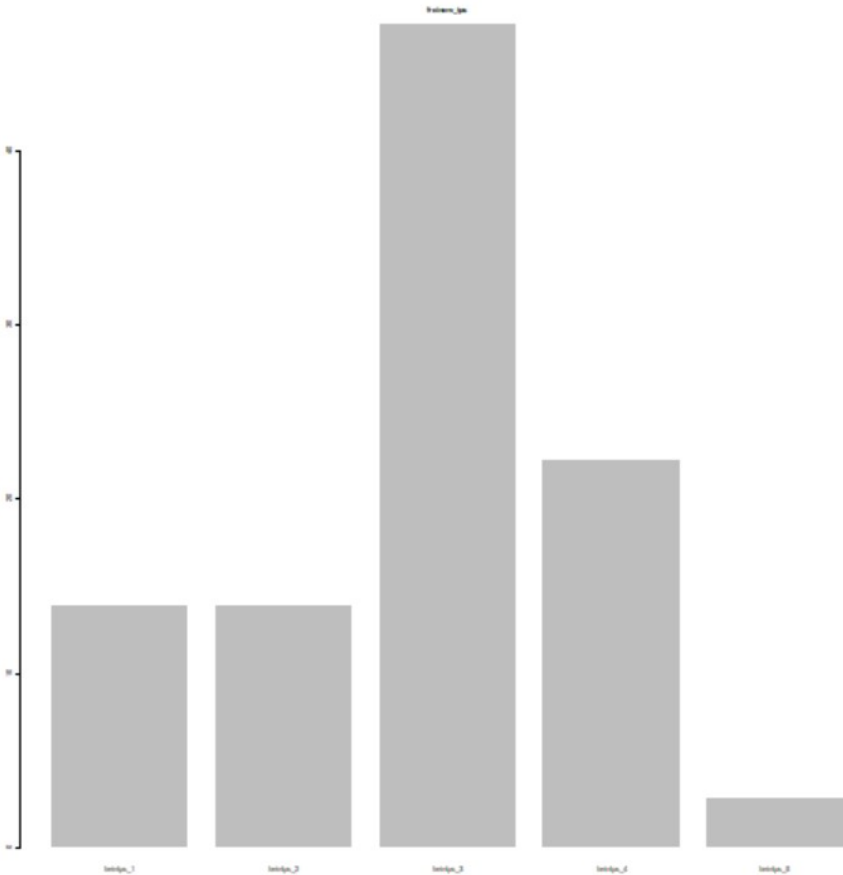
freinenv_incomp

	Effectifs	pourcentage
freinincomp_1	6	16.67 %
freinincomp_2	9	25 %
freinincomp_3	15	41.67 %
freinincomp_4	4	11.11 %
freinincomp_5	2	5.56 %
	36	100 %



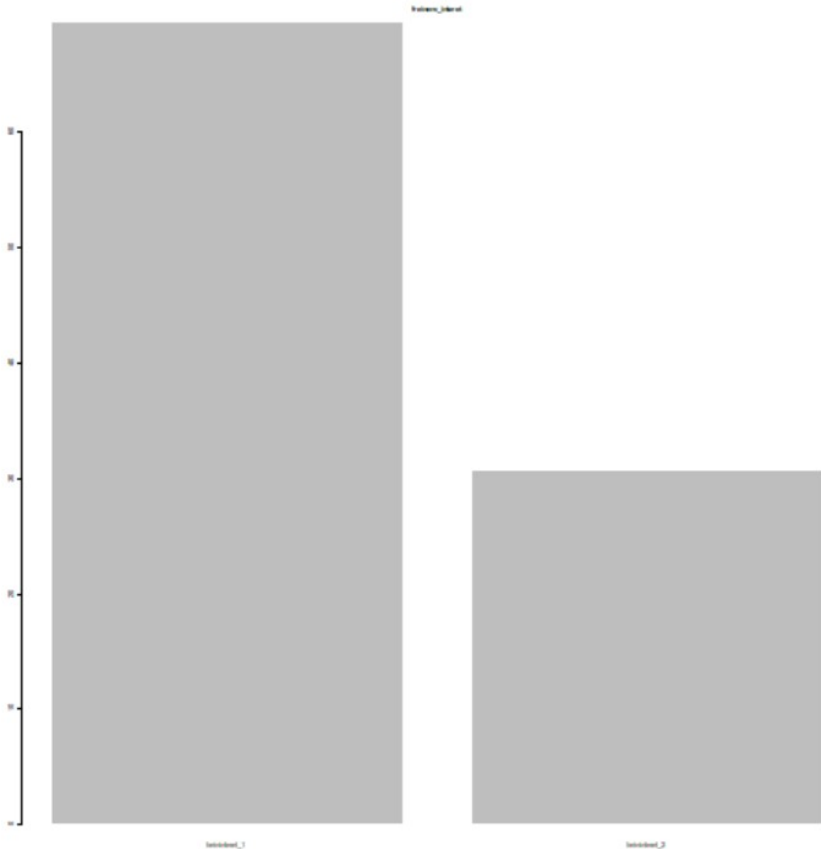
freinenv_tps

	Effectifs	pourcentage
freintps_1	5	13.89 %
freintps_2	5	13.89 %
freintps_3	17	47.22 %
freintps_4	8	22.22 %
freintps_5	1	2.78 %
	36	100 %



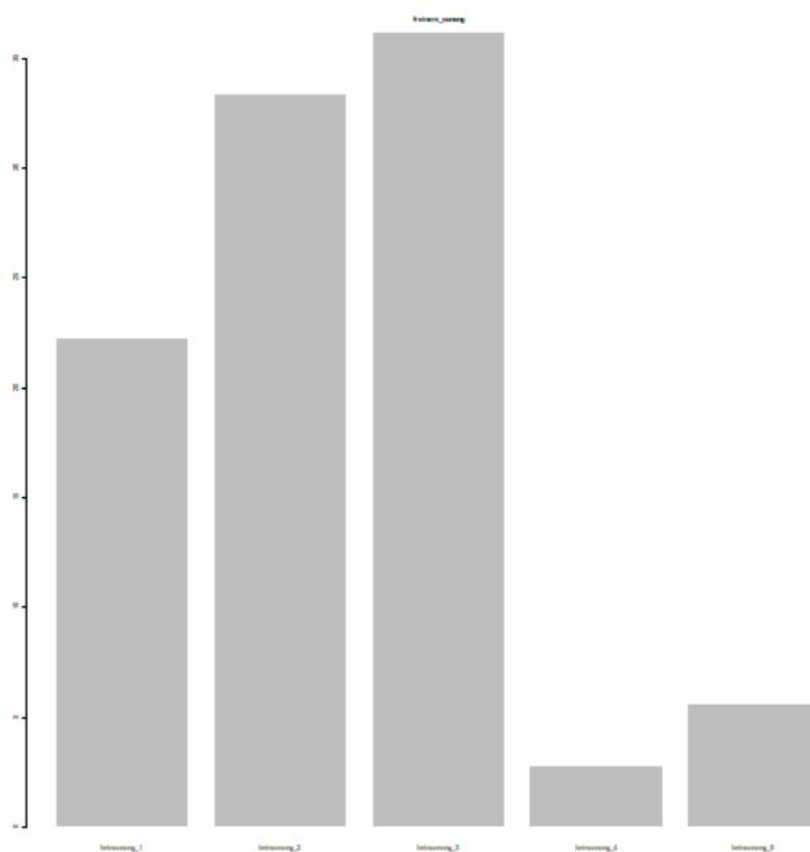
freinenv_interet

	Effectifs	pourcentage
freininteret_1	25	69.44 %
freininteret_2	11	30.56 %
	36	100 %



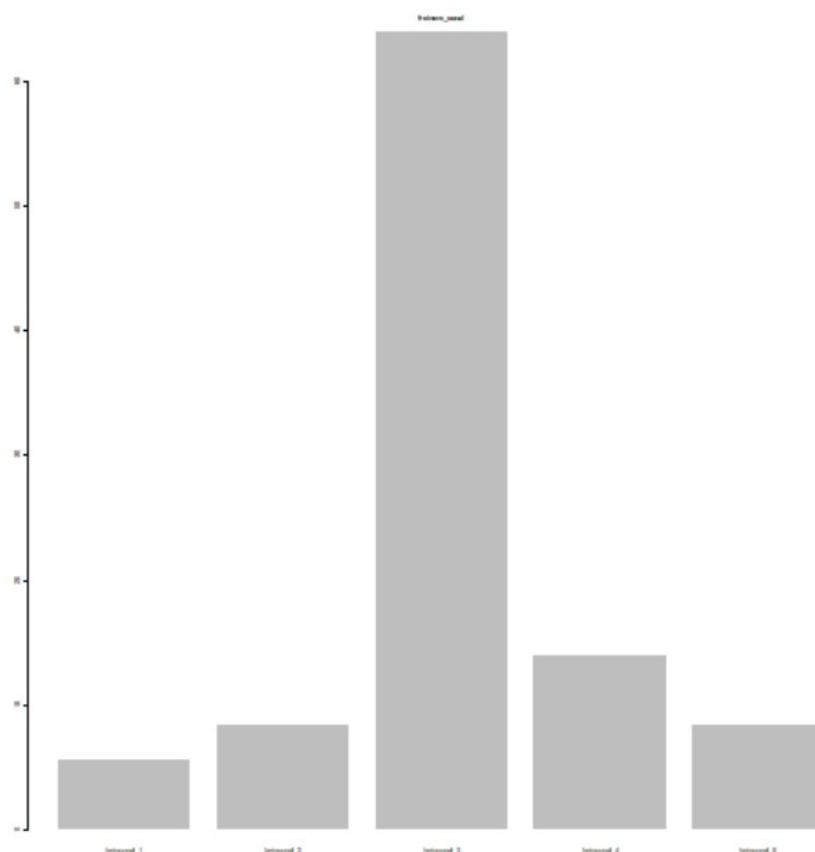
freinenv_conong

	Effectifs	pourcentage
freinconong_1	8	22.22 %
freinconong_2	12	33.33 %
freinconong_3	13	36.11 %
freinconong_4	1	2.78 %
freinconong_5	2	5.56 %
	36	100 %



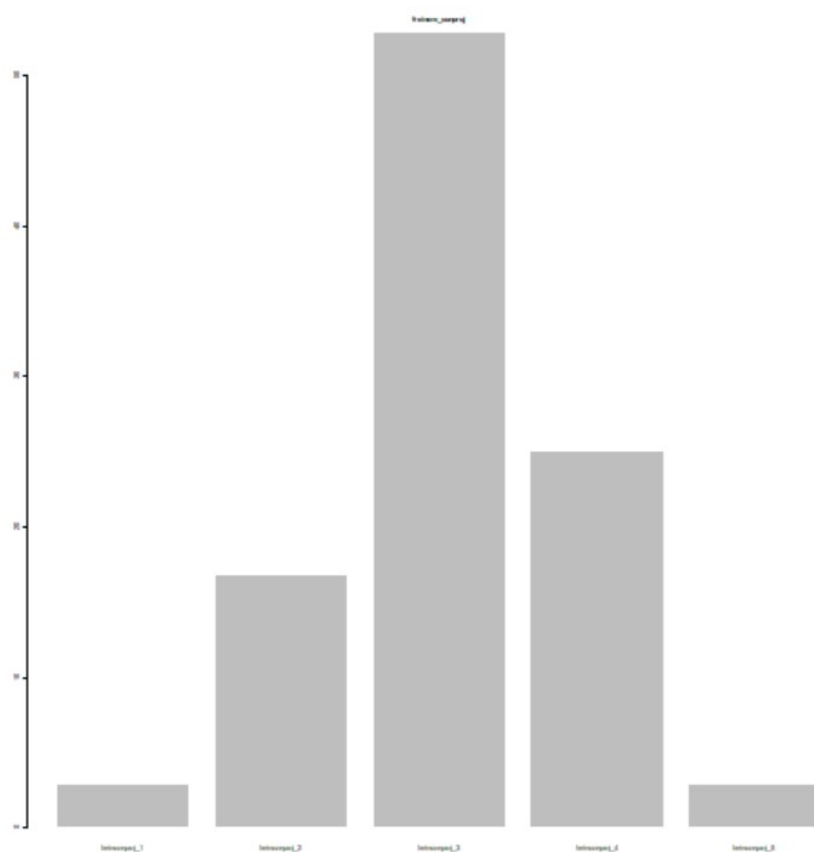
freinenv_conal

	Effectifs	pourcentage
freinconal_1	2	5.56 %
freinconal_2	3	8.33 %
freinconal_3	23	63.89 %
freinconal_4	5	13.89 %
freinconal_5	3	8.33 %
	36	100 %



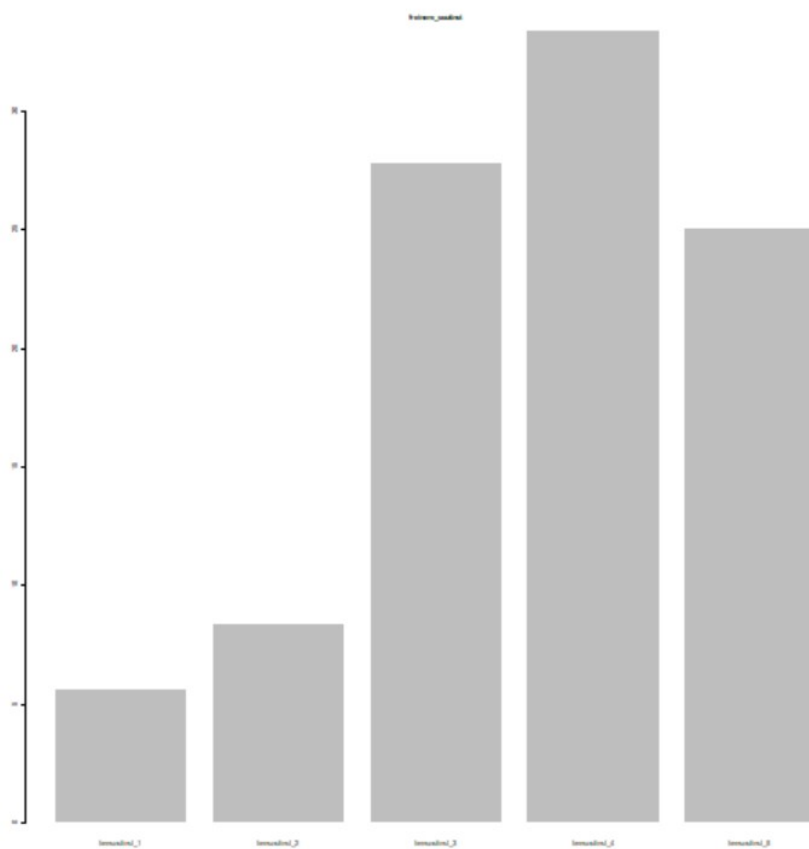
freinenv_conproj

	Effectifs	pourcentage
freinconproj_1	1	2.78 %
freinconproj_2	6	16.67 %
freinconproj_3	19	52.78 %
freinconproj_4	9	25 %
freinconproj_5	1	2.78 %
	36	100 %



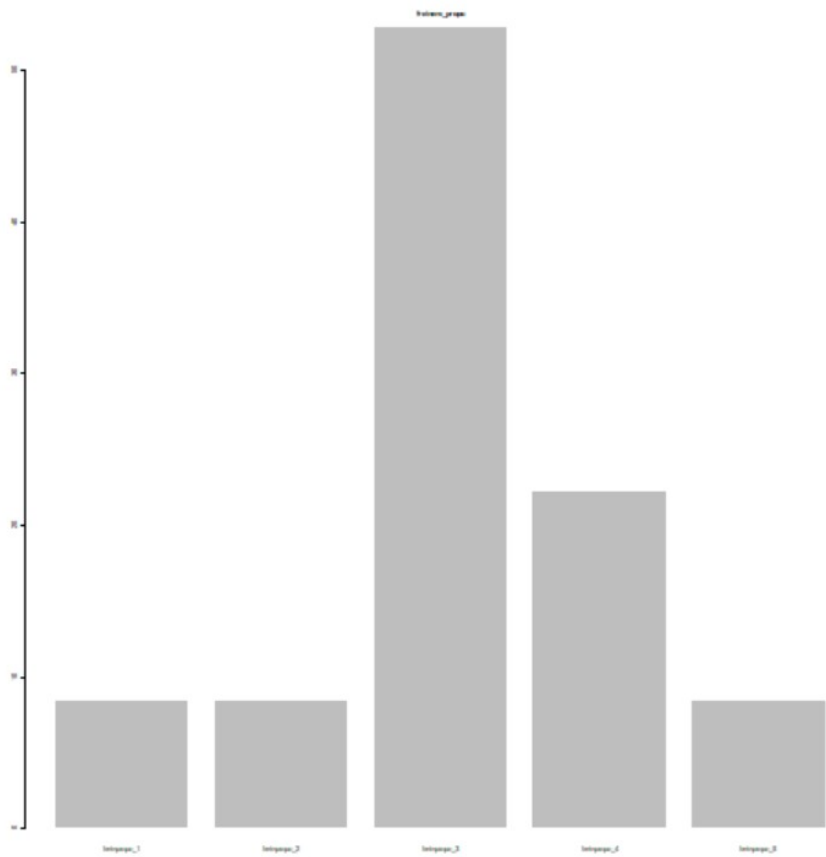
freinenv_soutinst

	Effectifs	pourcentage
frensoutinst_1	2	5.56 %
frensoutinst_2	3	8.33 %
frensoutinst_3	10	27.78 %
frensoutinst_4	12	33.33 %
frensoutinst_5	9	25 %
	36	100 %



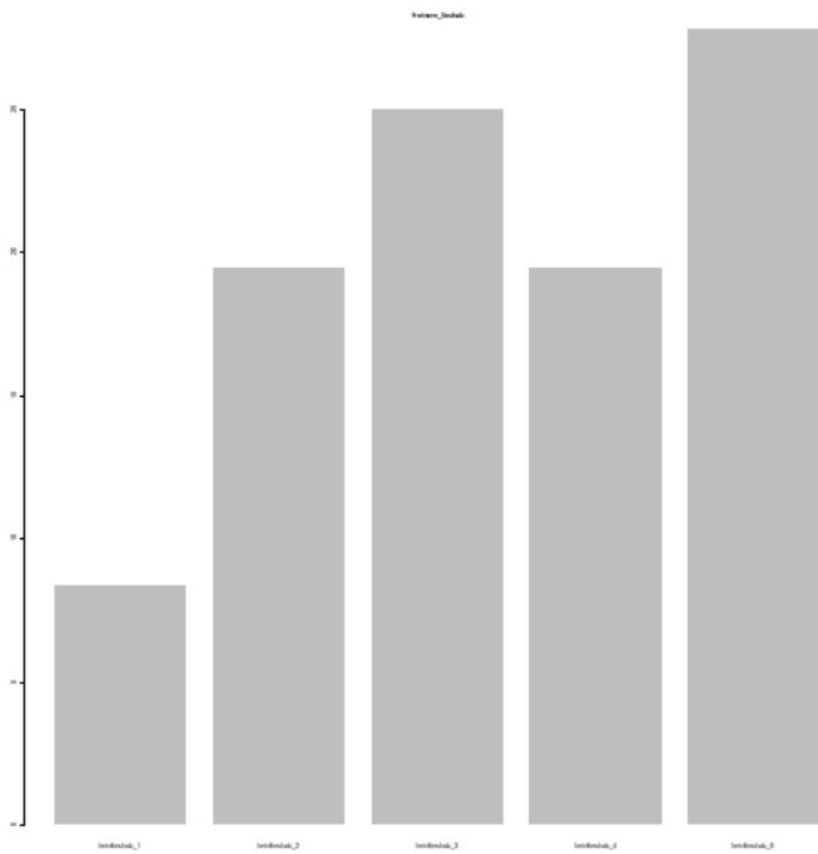
freinenv_propo

	Effectifs	pourcentage
freinpropo_1	3	8.33 %
freinpropo_2	3	8.33 %
freinpropo_3	19	52.78 %
freinpropo_4	8	22.22 %
freinpropo_5	3	8.33 %
	36	100 %



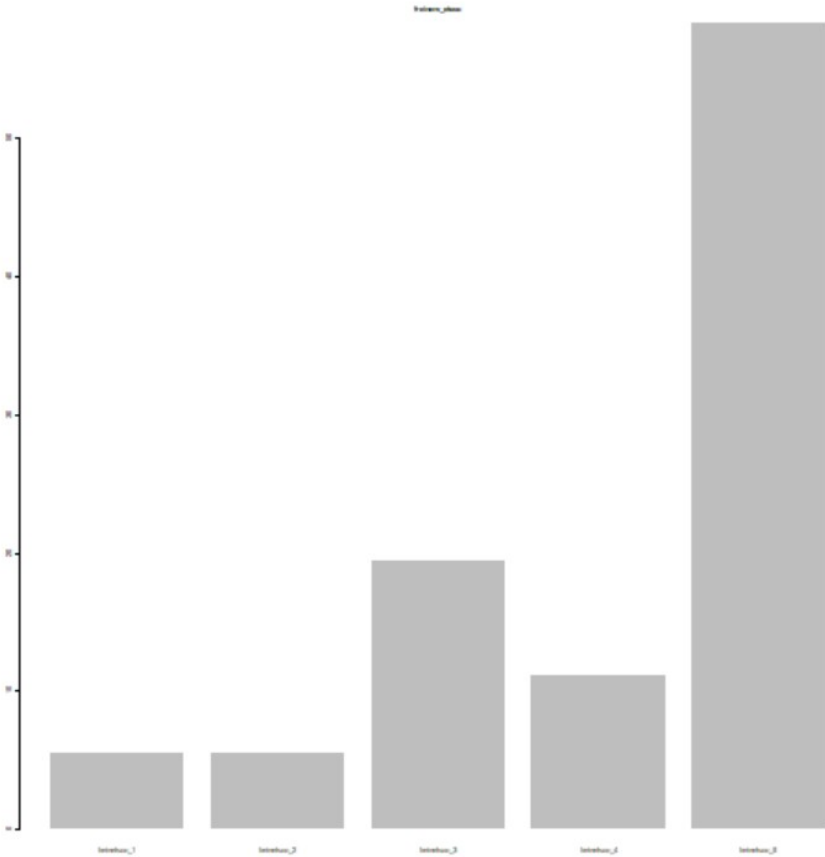
freinenv_lieuhab

	Effectifs	pourcentage
freinlieuhab_1	3	8.33 %
freinlieuhab_2	7	19.44 %
freinlieuhab_3	9	25 %
freinlieuhab_4	7	19.44 %
freinlieuhab_5	10	27.78 %
	36	100 %



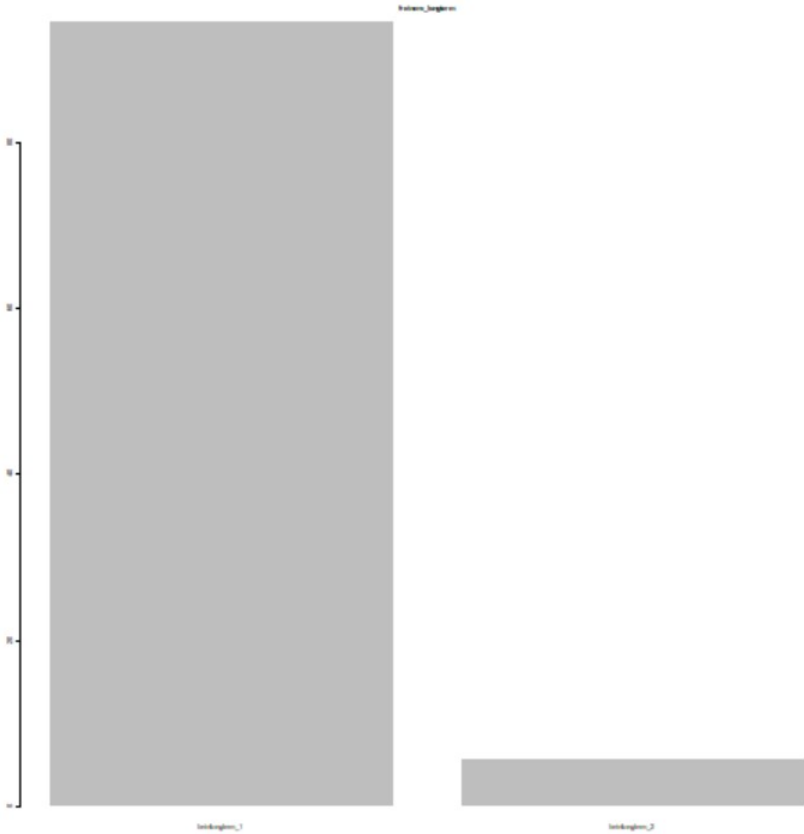
freinenv_etsco

	Effectifs	pourcentage
freinetsco_1	2	5.56 %
freinetsco_2	2	5.56 %
freinetsco_3	7	19.44 %
freinetsco_4	4	11.11 %
freinetsco_5	21	58.33 %
	36	100 %



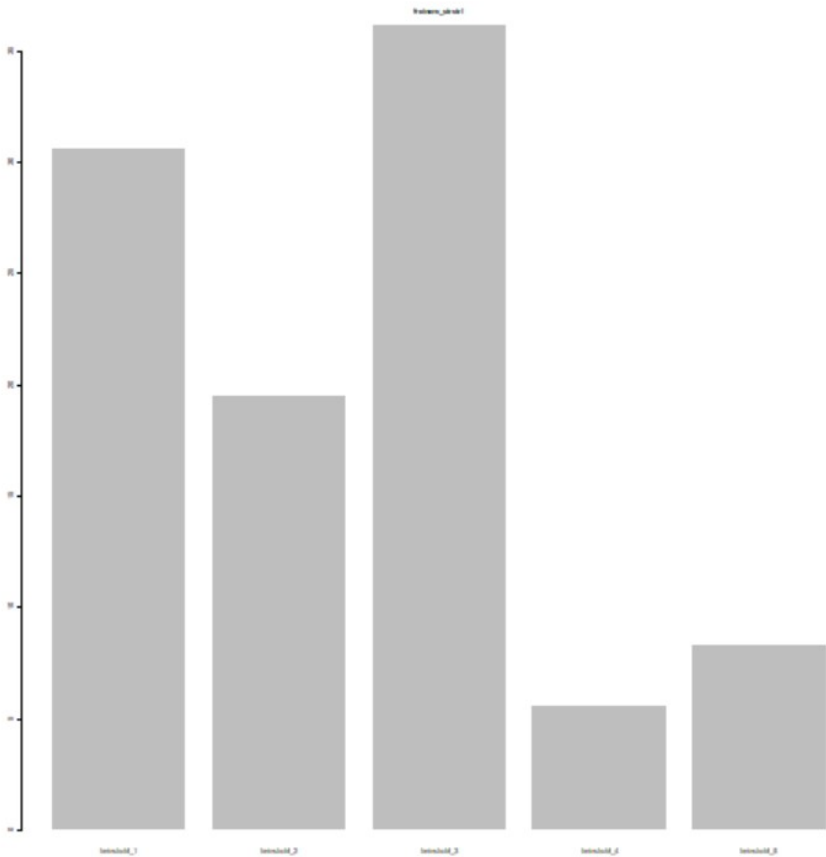
freinenv_longterm

	Effectifs	pourcentage
freinlongterm_1	34	94.44 %
freinlongterm_2	2	5.56 %
	36	100 %



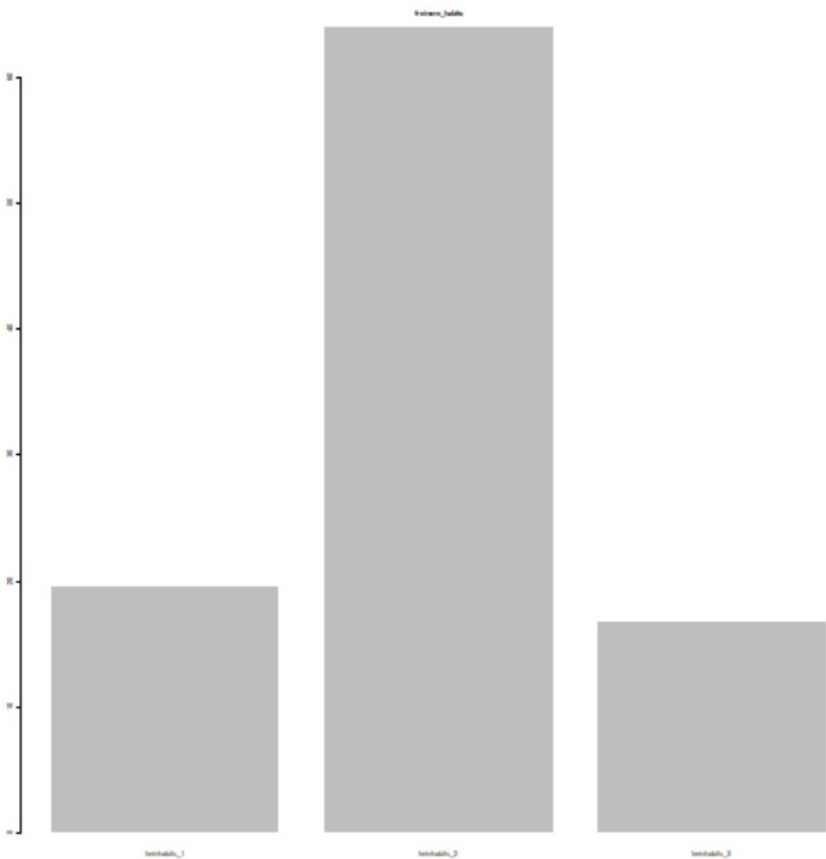
freinenv_strctrl

	Effectifs	pourcentage
freinstrctrl_1	11	30.56 %
freinstrctrl_2	7	19.44 %
freinstrctrl_3	13	36.11 %
freinstrctrl_4	2	5.56 %
freinstrctrl_5	3	8.33 %
	36	100 %



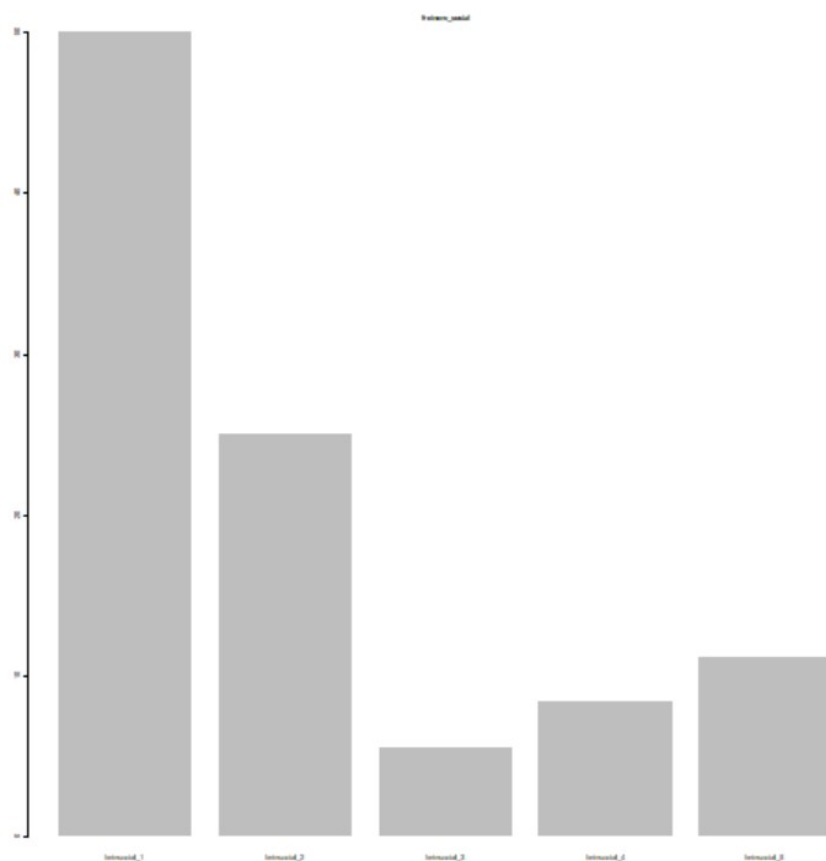
freinenv_habits

	Effectifs	pourcentage
freinhabits_1	7	19.44 %
freinhabits_2	23	63.89 %
freinhabits_3	6	16.67 %
	36	100 %



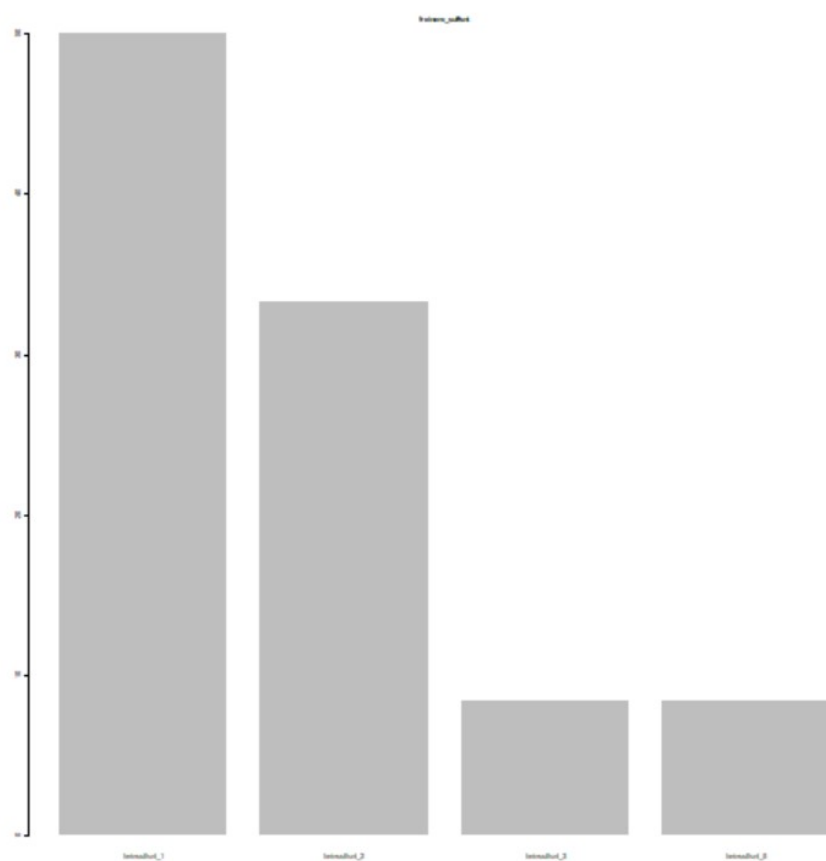
freinenv_social

	Effectifs	pourcentage
freinsocial_1	18	50 %
freinsocial_2	9	25 %
freinsocial_3	2	5.56 %
freinsocial_4	3	8.33 %
freinsocial_5	4	11.11 %
	36	100 %



freinenv_suffsnt

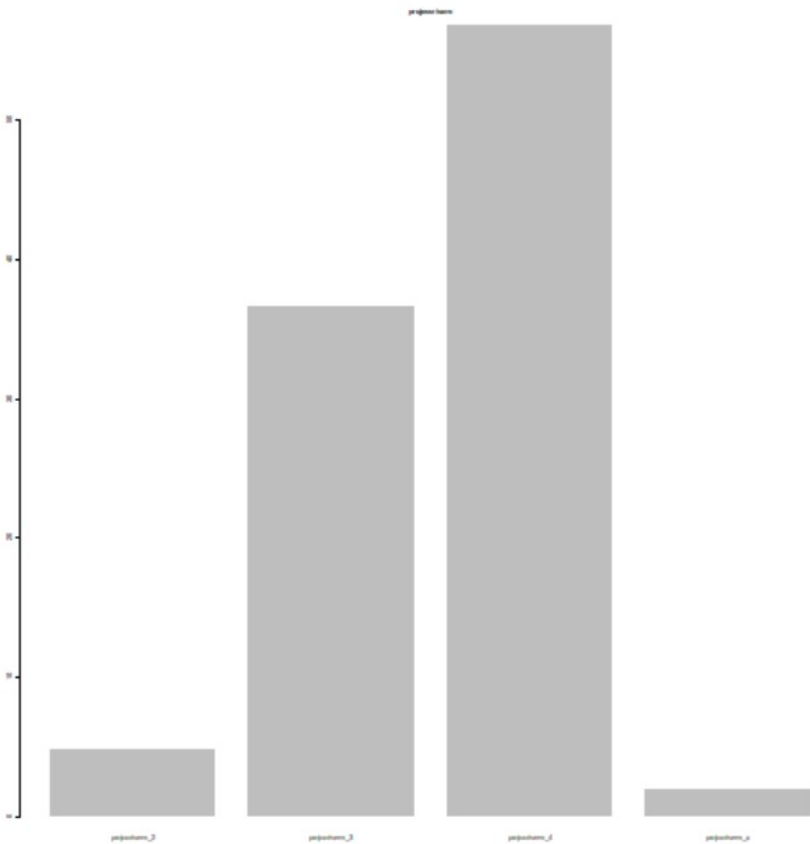
	Effectifs	pourcentage
freinsuffsnt_1	18	50 %
freinsuffsnt_2	12	33.33 %
freinsuffsnt_3	3	8.33 %
freinsuffsnt_5	3	8.33 %
	36	100 %



Q.3.8.

projccrisenv

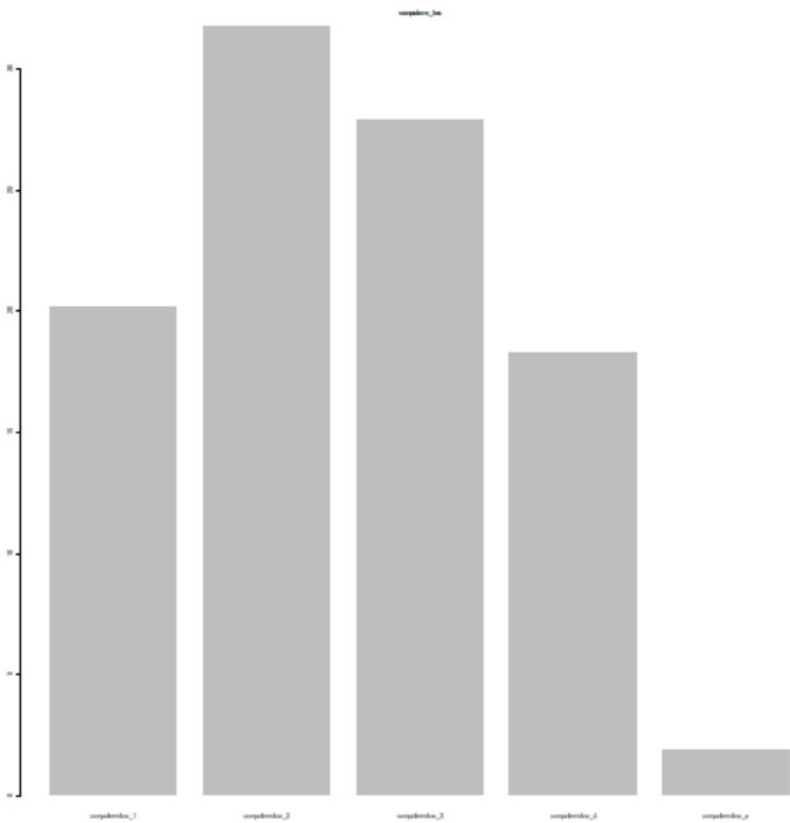
	Effectifs	pourcentage
projccrisenv_2	5	4.81 %
projccrisenv_3	38	36.54 %
projccrisenv_4	59	56.73 %
projccrisenv_x	2	1.92 %
	104	100 %



Q.3.10.

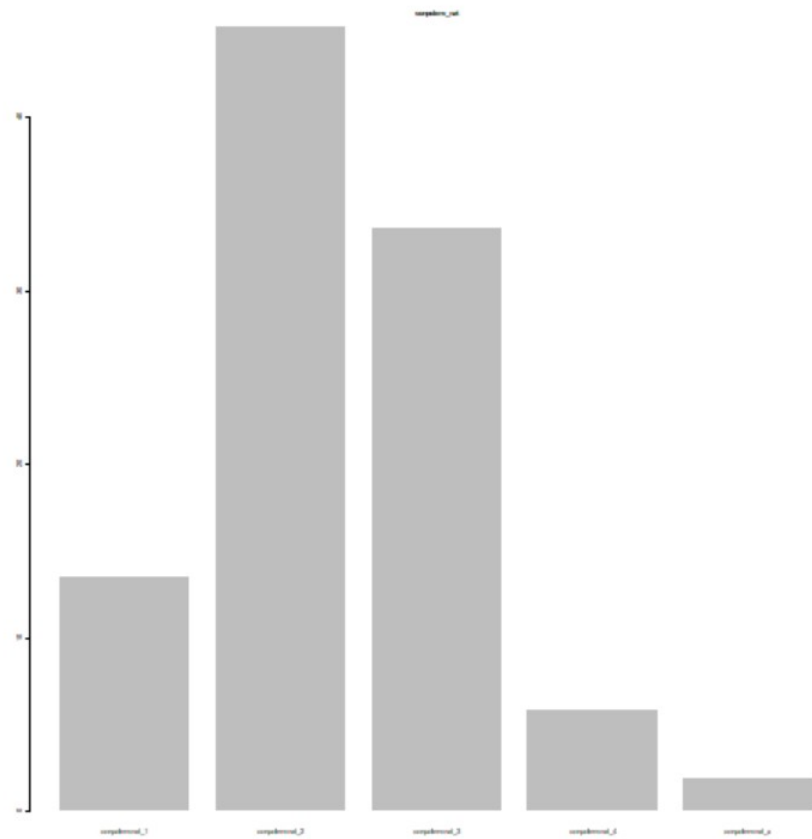
conpolenv_loc

	Effectifs	pourcentage
conpolenvloc_1	21	20.19 %
conpolenvloc_2	33	31.73 %
conpolenvloc_3	29	27.88 %
conpolenvloc_4	19	18.27 %
conpolenvloc_x	2	1.92 %
	104	100 %



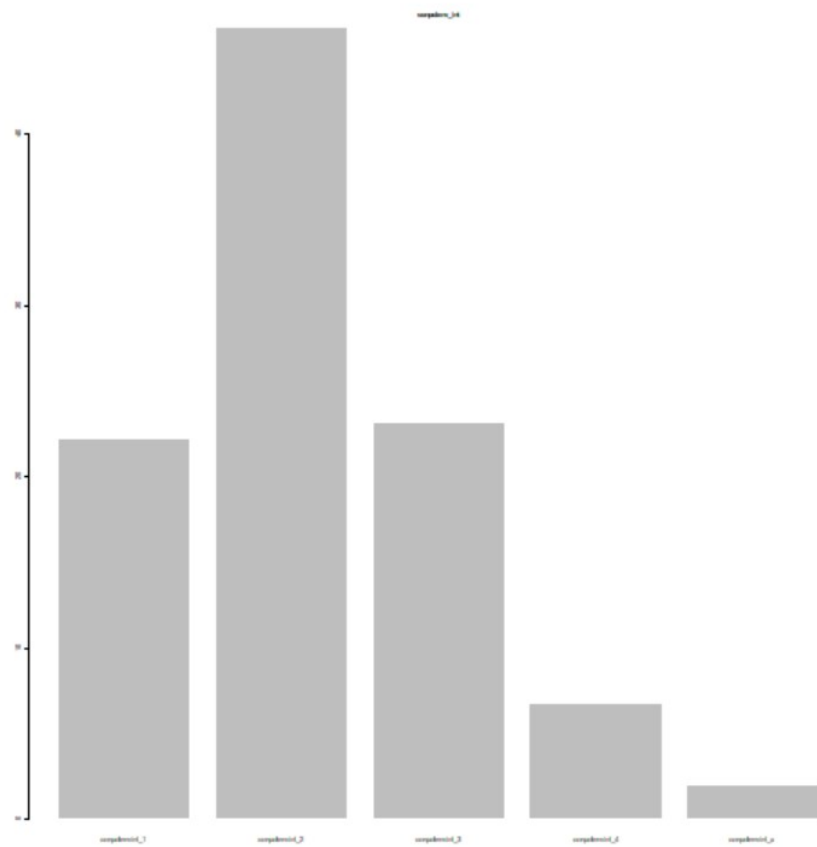
conpolenv_nat

	Effectifs	pourcentage
conpolenvnat_1	14	13.46 %
conpolenvnat_2	47	45.19 %
conpolenvnat_3	35	33.65 %
conpolenvnat_4	6	5.77 %
conpolenvnat_x	2	1.92 %
	104	100 %



conpolenv_int

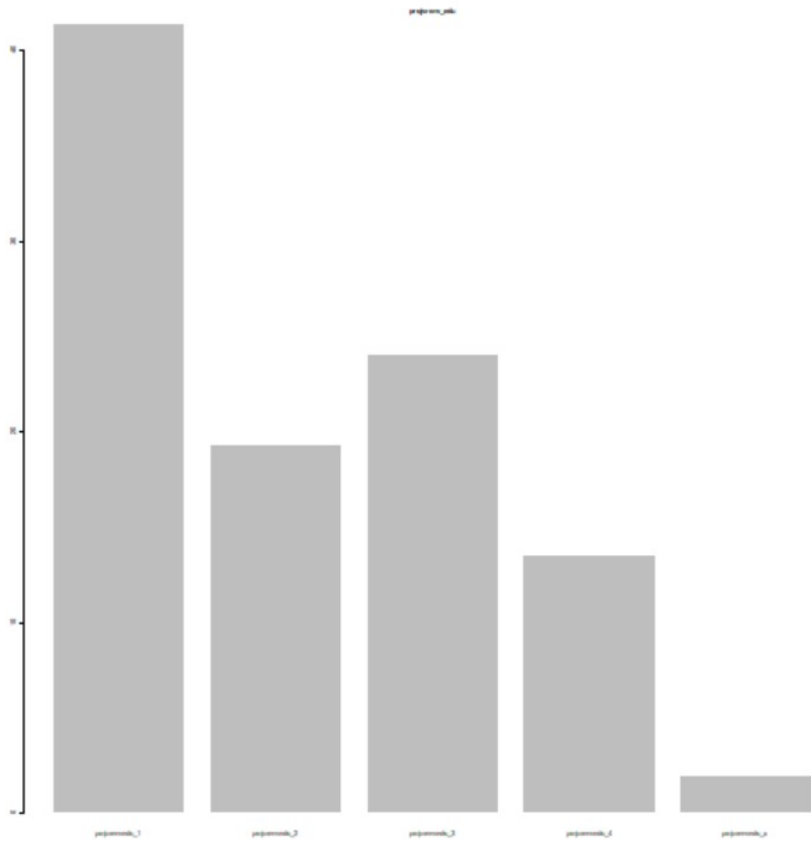
	Effectifs	pourcentage
conpolenvint_1	23	22.12 %
conpolenvint_2	48	46.15 %
conpolenvint_3	24	23.08 %
conpolenvint_4	7	6.73 %
conpolenvint_x	2	1.92 %
	104	100 %



Q.3.11.

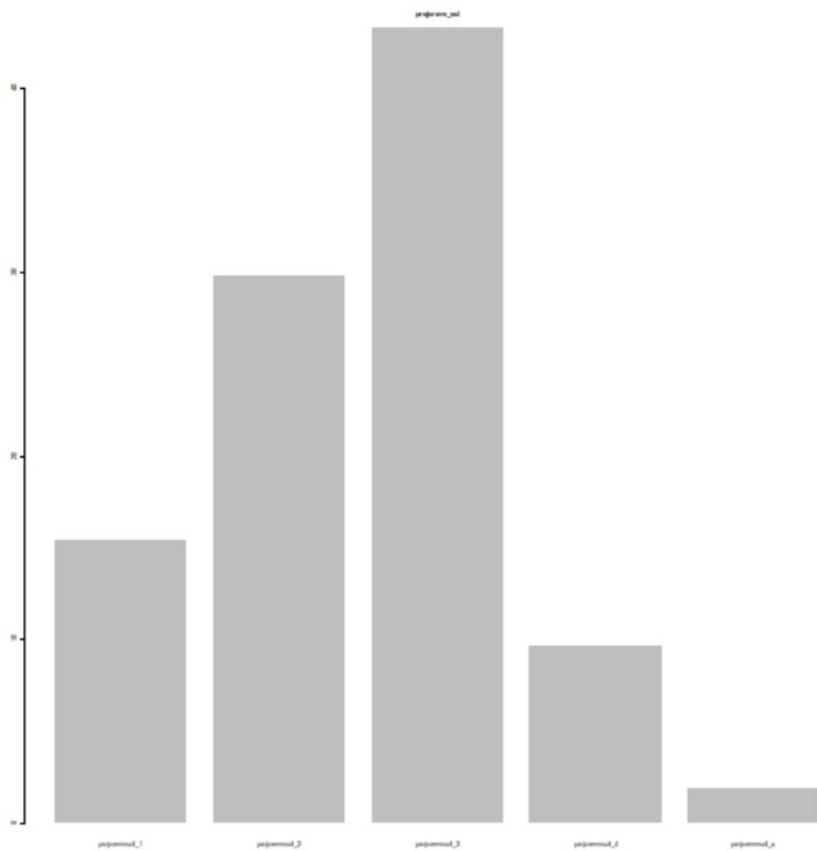
projcrenv_edu

	Effectifs	pourcentage
projcrenv_edu_1	43	41.35 %
projcrenv_edu_2	20	19.23 %
projcrenv_edu_3	25	24.04 %
projcrenv_edu_4	14	13.46 %
projcrenv_edu_x	2	1.92 %
	104	100 %



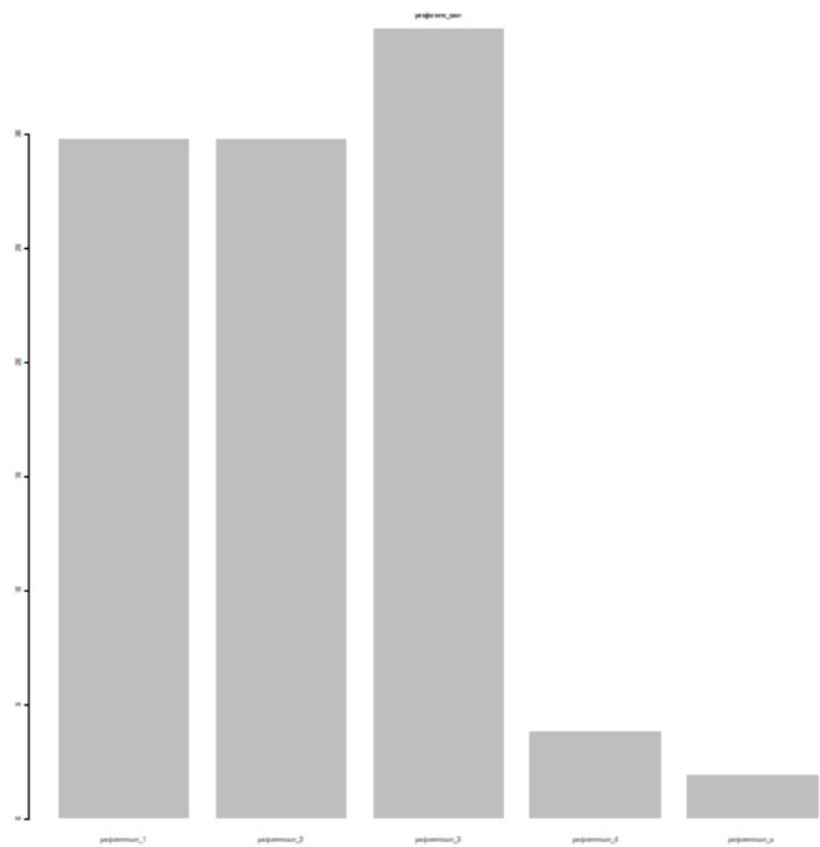
projcrenv_scl

	Effectifs	pourcentage
projcrenv_scl_1	16	15.38 %
projcrenv_scl_2	31	29.81 %
projcrenv_scl_3	45	43.27 %
projcrenv_scl_4	10	9.62 %
projcrenv_scl_x	2	1.92 %
	104	100 %



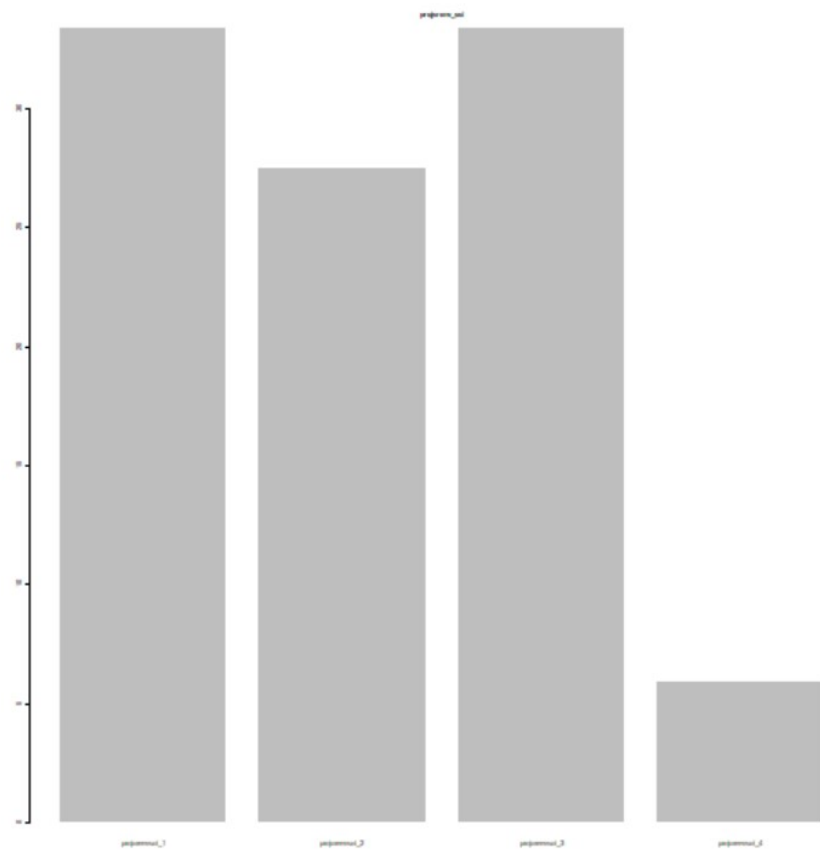
projcrenv_scn

	Effectifs	pourcentage
projcrenvscn_1	31	29.81 %
projcrenvscn_2	31	29.81 %
projcrenvscn_3	36	34.62 %
projcrenvscn_4	4	3.85 %
projcrenvscn_x	2	1.92 %
	104	100 %



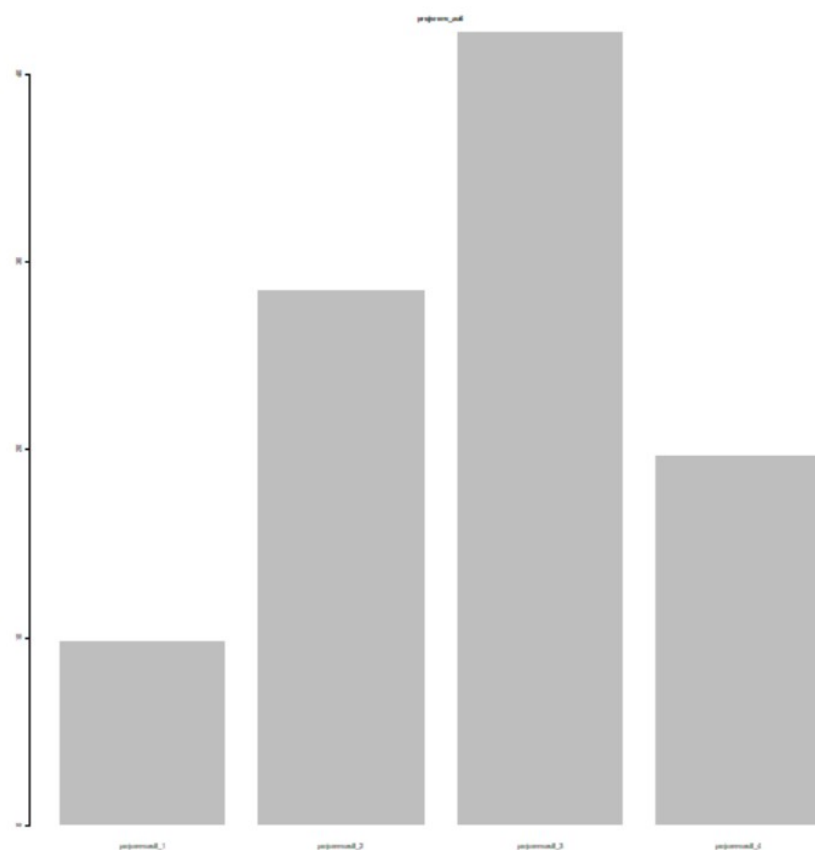
projcrenv_sci

	Effectifs	pourcentage
projcrenvsci_1	34	33.33 %
projcrenvsci_2	28	27.45 %
projcrenvsci_3	34	33.33 %
projcrenvsci_4	6	5.88 %
	102	100 %



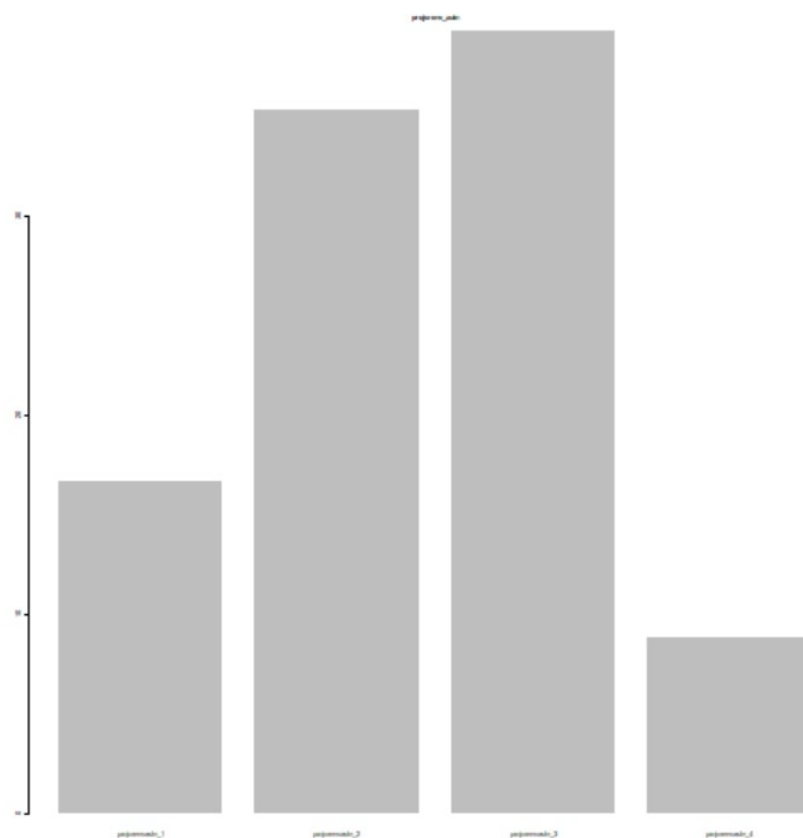
projcrenv_autl

	Effectifs	pourcentage
projcrenvautl_1	10	9.8 %
projcrenvautl_2	29	28.43 %
projcrenvautl_3	43	42.16 %
projcrenvautl_4	20	19.61 %
	102	100 %



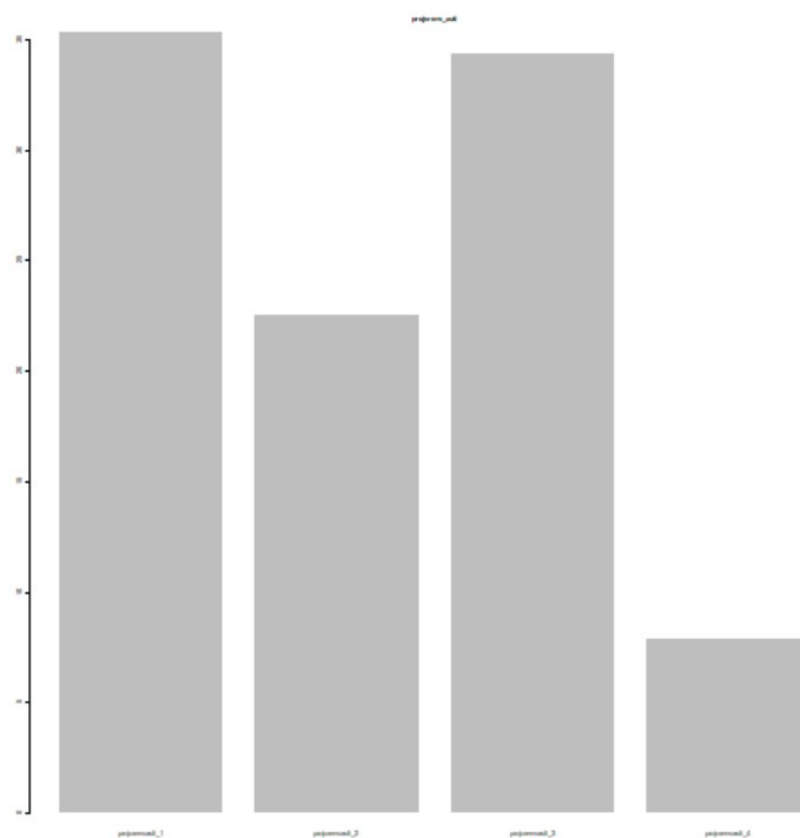
projcrenv_autn

	Effectifs	pourcentage
projcrenvautn_1	17	16.67 %
projcrenvautn_2	36	35.29 %
projcrenvautn_3	40	39.22 %
projcrenvautn_4	9	8.82 %
	102	100 %



projcrenv_auti

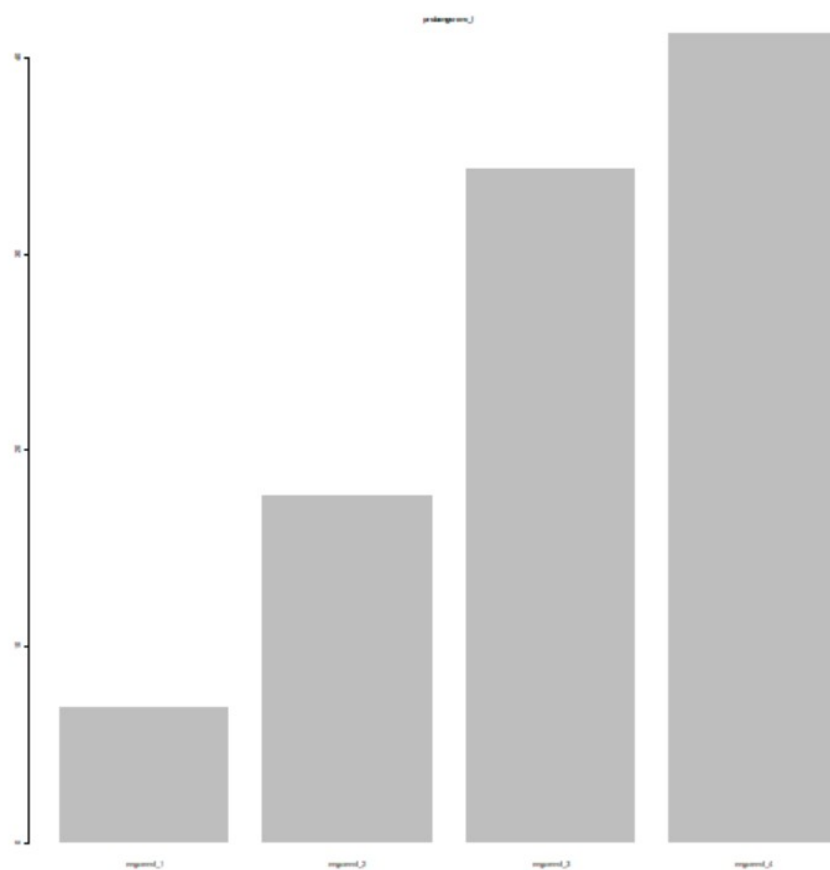
	Effectifs	pourcentage
projcrenvauti_1	36	35.29 %
projcrenvauti_2	23	22.55 %
projcrenvauti_3	35	34.31 %
projcrenvauti_4	8	7.84 %
	102	100 %



Q.3.12.

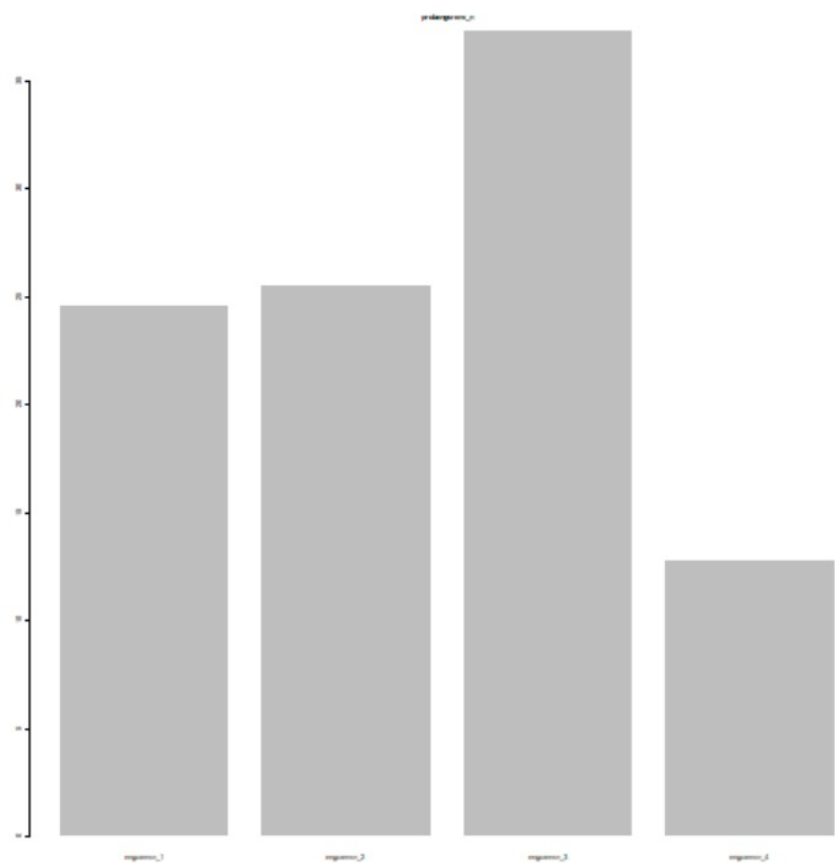
probengcrenv_l

	Effectifs	pourcentage
engcrenv_l_1	7	6.86 %
engcrenv_l_2	18	17.65 %
engcrenv_l_3	35	34.31 %
engcrenv_l_4	42	41.18 %
	102	100 %



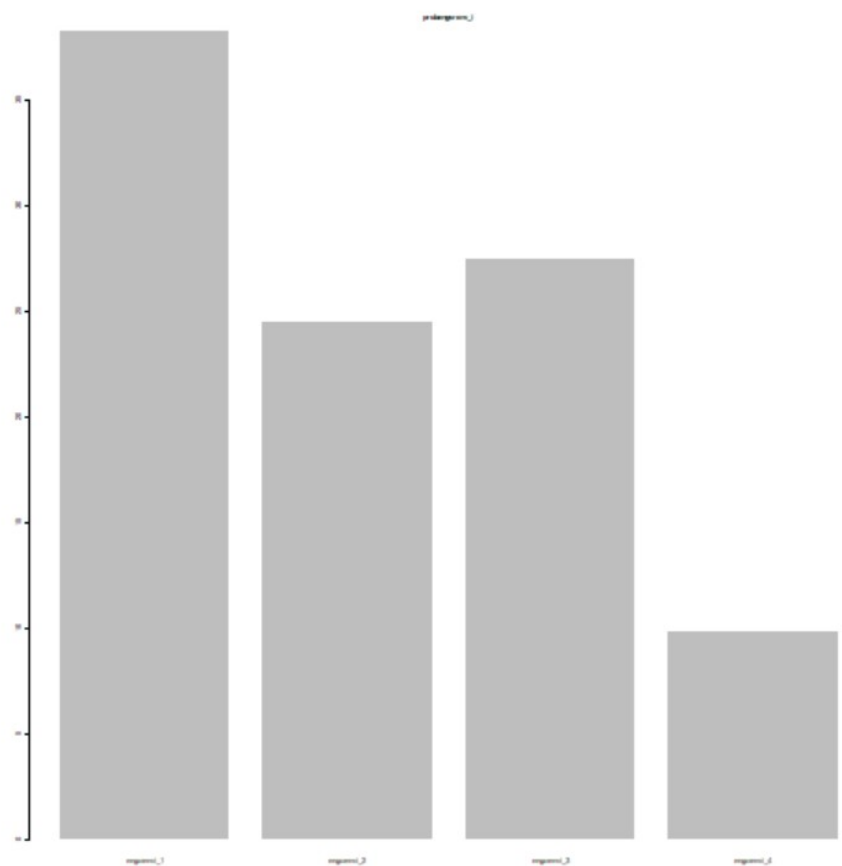
probengcrenv_n

	Effectifs	pourcentage
engcrenv_n_1	25	24.51 %
engcrenv_n_2	26	25.49 %
engcrenv_n_3	38	37.25 %
engcrenv_n_4	13	12.75 %
	102	100 %



probengcrenv_i

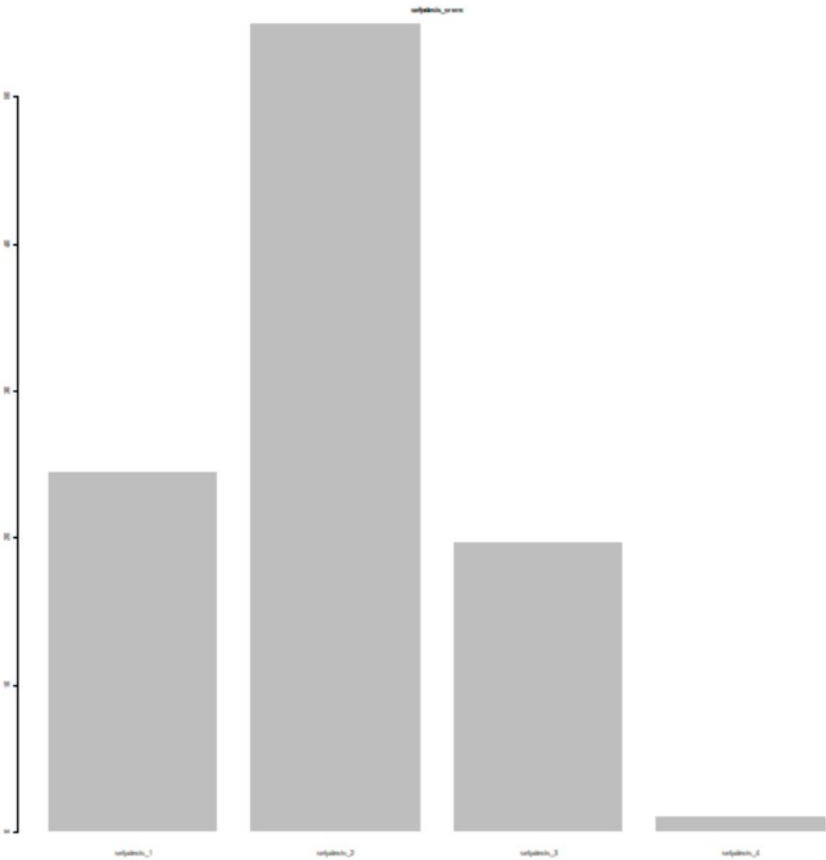
	Effectifs	pourcentage
engcrenv_i_1	39	38.24 %
engcrenv_i_2	25	24.51 %
engcrenv_i_3	28	27.45 %
engcrenv_i_4	10	9.8 %
	102	100 %



Q.3.13.

sefpdecis_crenv

	Effectifs	pourcentage
sefpdecis_1	25	24.51 %
sefpdecis_2	56	54.9 %
sefpdecis_3	20	19.61 %
sefpdecis_4	1	0.98 %
	102	100 %



Q.3.14.

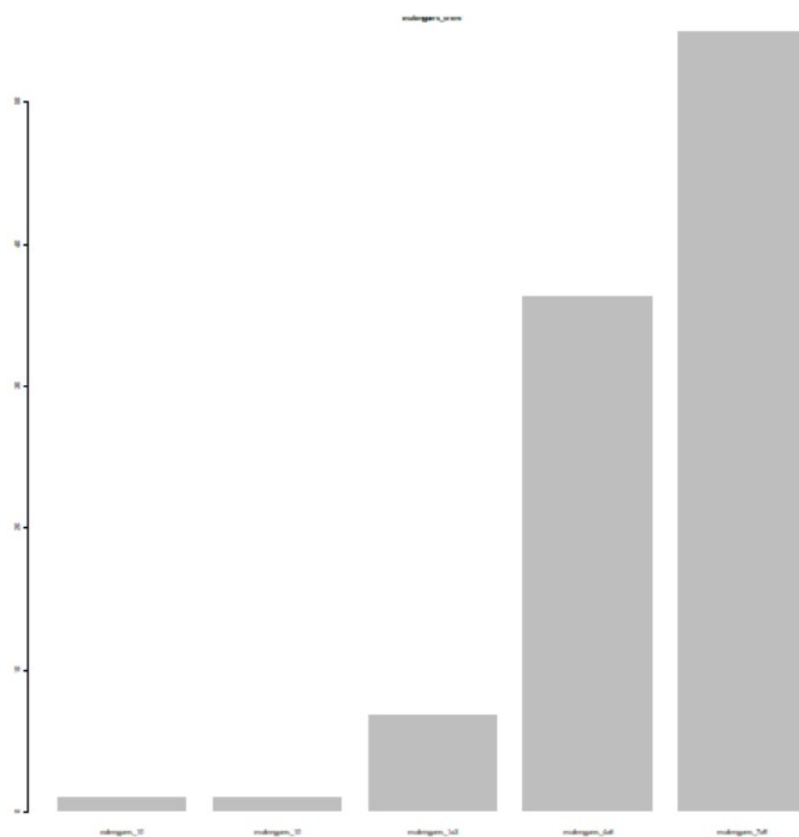
« Dans quelle mesure penses-tu que l'engagement des jeunes sur la crise environnementale est important pour faire face a ce problème ? » (score 1 à 4)

SCORE MOYEN : 3,8

Q.3.17.

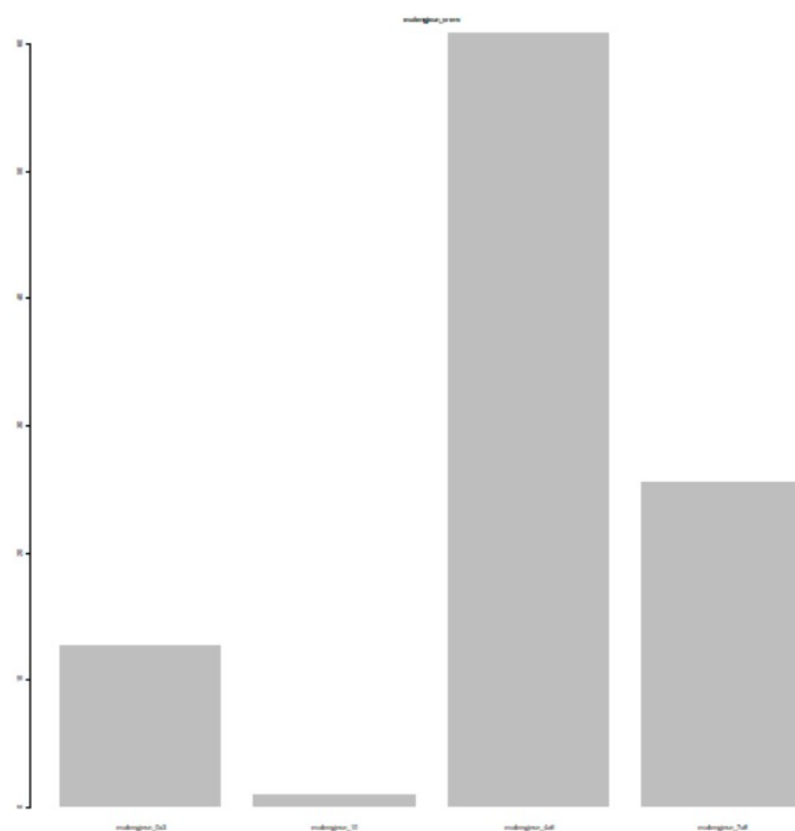
evalengpers_crenv

	Effectifs	pourcentage
ealengpers_10	1	0.98 %
evalengpers_10	1	0.98 %
evalengpers_1a3	7	6.86 %
evalengpers_4a6	37	36.27 %
evalengpers_7a9	56	54.9 %
	102	100 %



evalengjeun_crenv

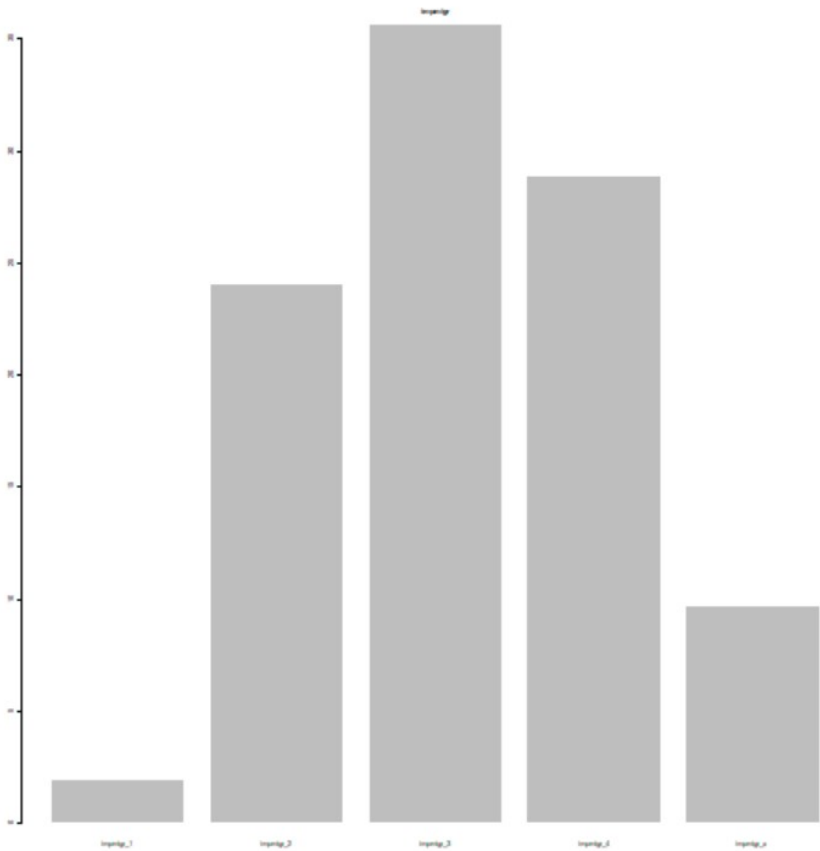
	Effectifs	pourcentage
evalengjeun_0a3	13	12.75 %
evalengjeun_10	1	0.98 %
evalengjeun_4a6	62	60.78 %
evalengjeun_7a8	26	25.49 %
	102	100 %



SECTION 4 - MIGRATIONS

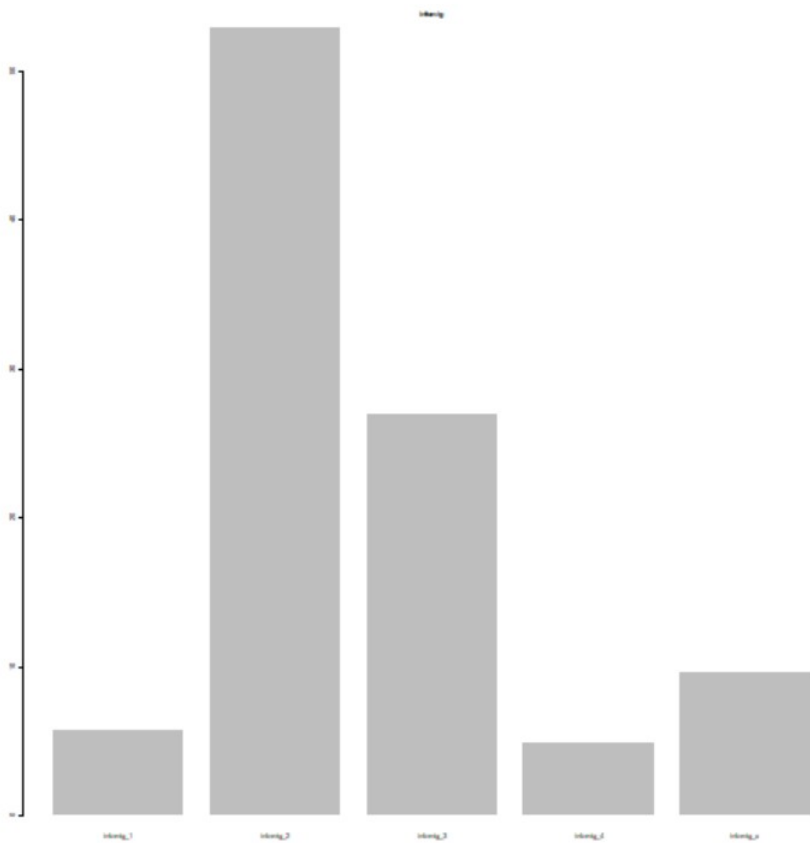
Q.4.1.
impmigr

	Effectifs	pourcentage
impmigr_1	2	1.92 %
impmigr_2	25	24.04 %
impmigr_3	37	35.58 %
impmigr_4	30	28.85 %
impmigr_x	10	9.62 %
	104	100 %



Q.4.4.
infomig

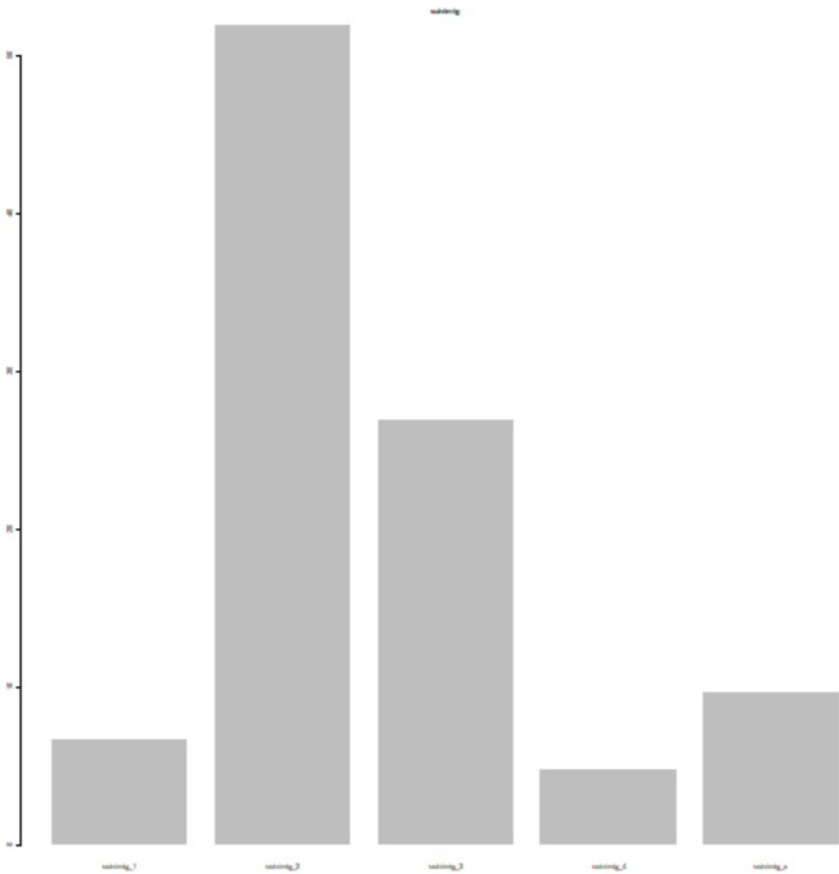
	Effectifs	pourcentage
infomig_1	6	5.77 %
infomig_2	55	52.88 %
infomig_3	28	26.92 %
infomig_4	5	4.81 %
infomig_x	10	9.62 %
	104	100 %



Q.4.5.

suivimig

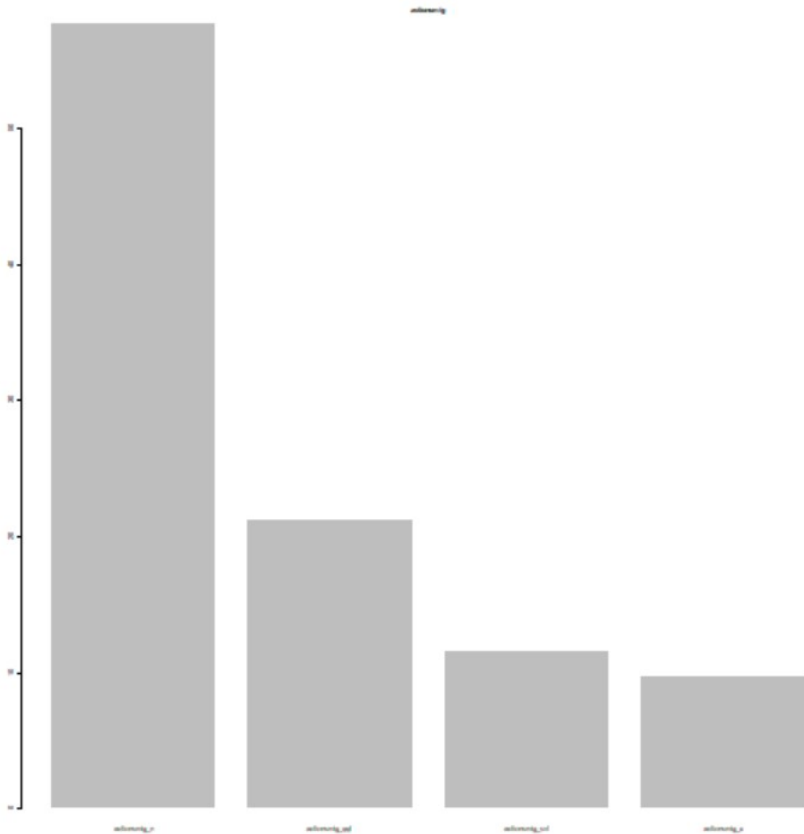
	Effectifs	pourcentage
suivimig_1	7	6.73 %
suivimig_2	54	51.92 %
suivimig_3	28	26.92 %
suivimig_4	5	4.81 %
suivimig_x	10	9.62 %
	104	100 %



Q.4.7.

actionsmig

	Effectifs	pourcentage
actionsmig_n	60	57.69 %
actionsmig_qqf	22	21.15 %
actionsmig_svt	12	11.54 %
actionsmig_x	10	9.62 %
	104	100 %



SECTION 4 – SCENARIO A & B (34/94)

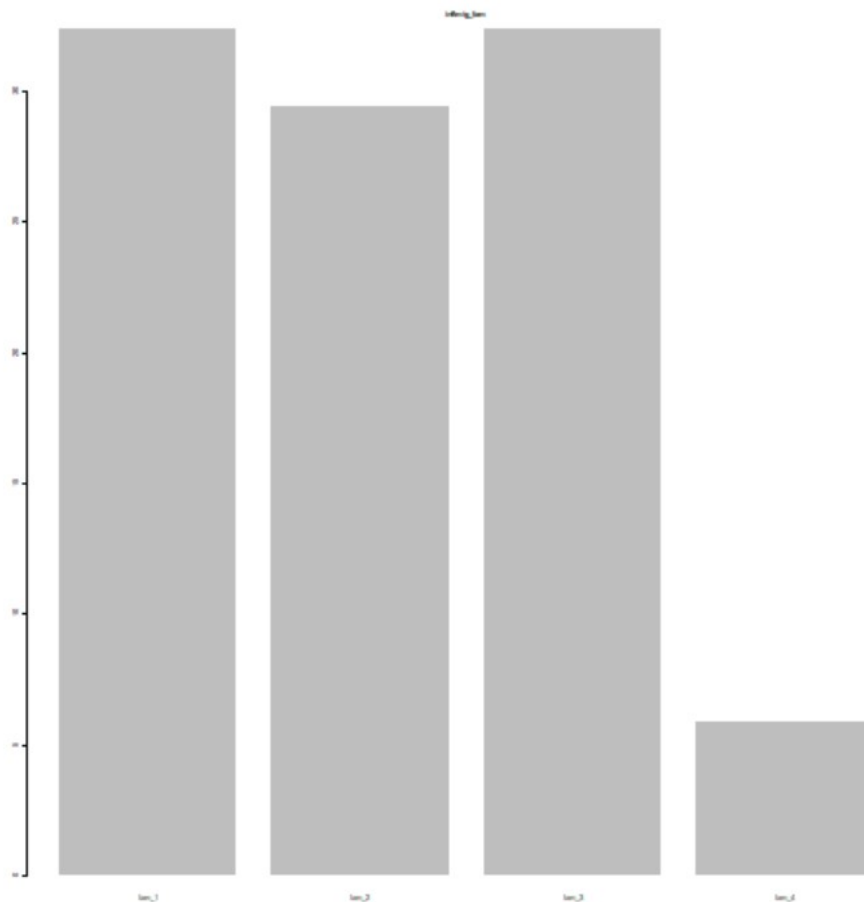
Q.4.A.1

• Service volontaire europeen / service civique (6 mois – 1 an)	6/34 = 18 %
• Activites de volontariat ponctuelles	9/34 = 26 %
• Activites de volontariat regulieres	3/34 = 9 %
• Projet scolaire	5/34 = 15 %
• Projet extra-scolaire	4/34 = 12 %
• Projet personnel	4/34 = 12 %
• Dons	2/34 = 6 %
• Manifestations, sit-in ou action de protestation	7/34 = 21 %
• Petitions (signer et partager)	10/34 = 29 %
• Conferences, ateliers de travail	7/34 = 21 %
• Debats, groupes de discussion	6/34 = 18 %
• Formation (1 semaine - 1 mois)	2/34 = 6 %
• Etudes superieures (1 an - 3 ans)	5/34 = 15 %
• Changement de comportement individuel	4/34 = 12 %
• Rejoindre une ONG	1/34 = 3 %
• Rejoindre une organisation politique	0/34 = 0 %

Q.4.A.2.

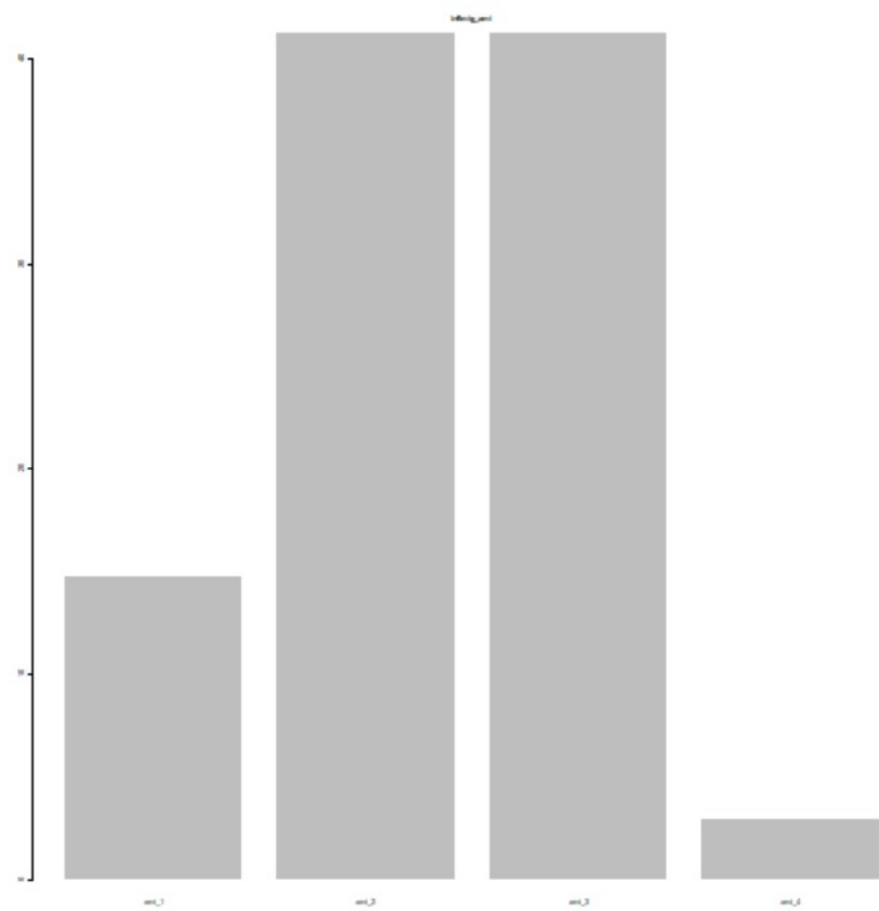
inflmig_fam

	Effectifs	pourcentage
fam_1	11	32.35 %
fam_2	10	29.41 %
fam_3	11	32.35 %
fam_4	2	5.88 %
	34	100 %



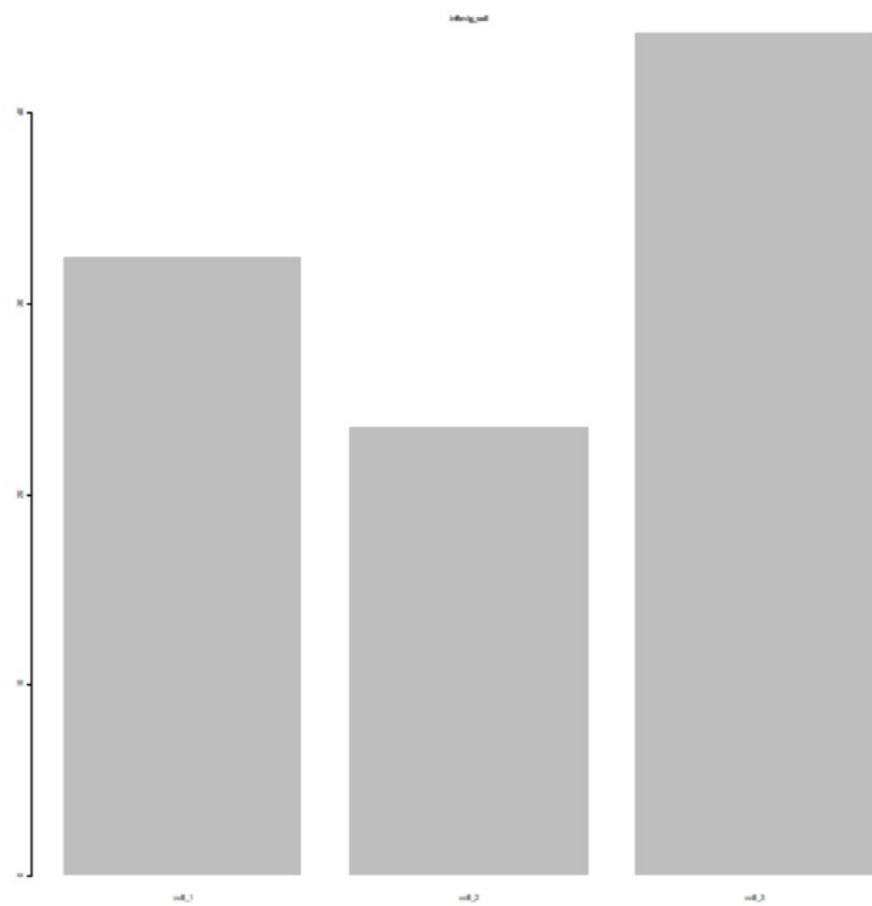
inflmig_ami

	Effectifs	pourcentage
ami_1	5	14.71 %
ami_2	14	41.18 %
ami_3	14	41.18 %
ami_4	1	2.94 %
	34	100 %



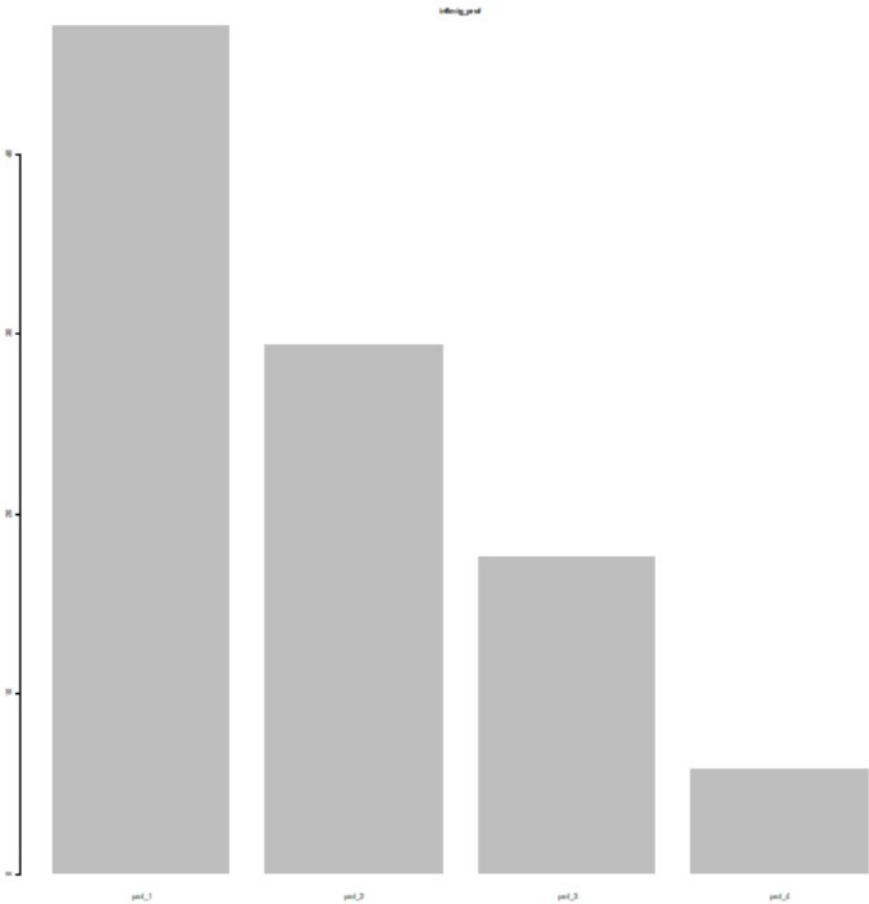
inflmig_coll

	Effectifs	pourcentage
coll_1	11	32.35 %
coll_2	8	23.53 %
coll_3	15	44.12 %
	34	100 %



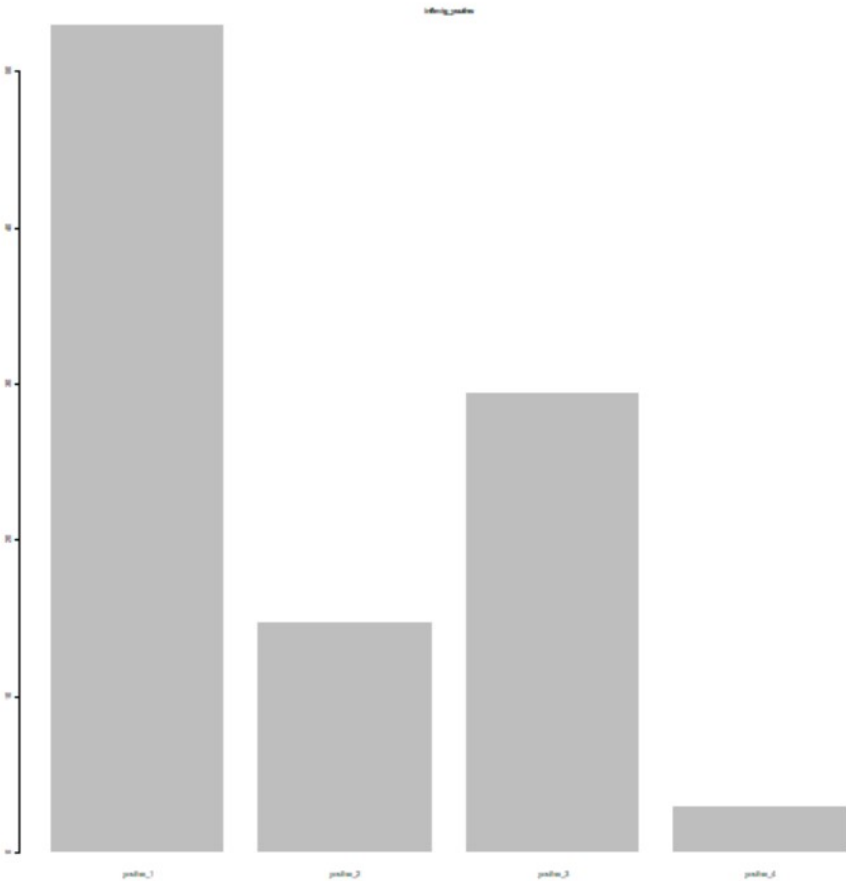
inflmig_prof

	Effectifs	pourcentage
prof_1	16	47.06 %
prof_2	10	29.41 %
prof_3	6	17.65 %
prof_4	2	5.88 %
	34	100 %



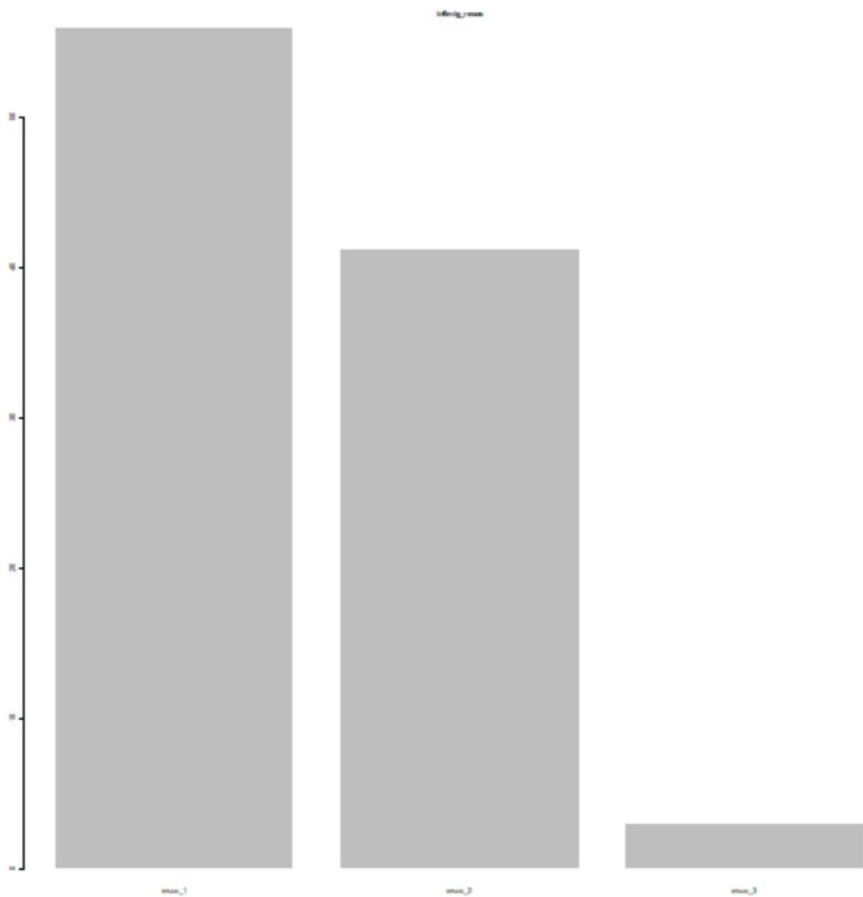
inlmig_youthw

	Effectifs	pourcentage
youthw_1	18	52.94 %
youthw_2	5	14.71 %
youthw_3	10	29.41 %
youthw_4	1	2.94 %
	34	100 %



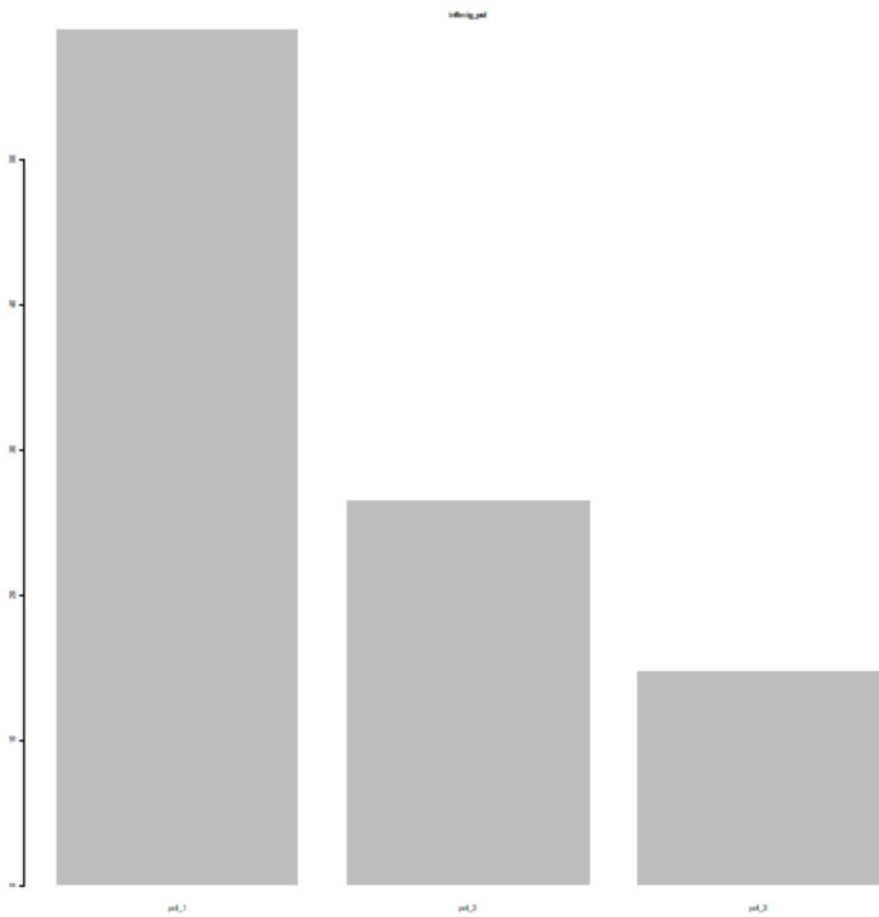
inflmig_resoc

	Effectifs	pourcentage
resoc_1	19	55.88 %
resoc_2	14	41.18 %
resoc_3	1	2.94 %
	34	100 %



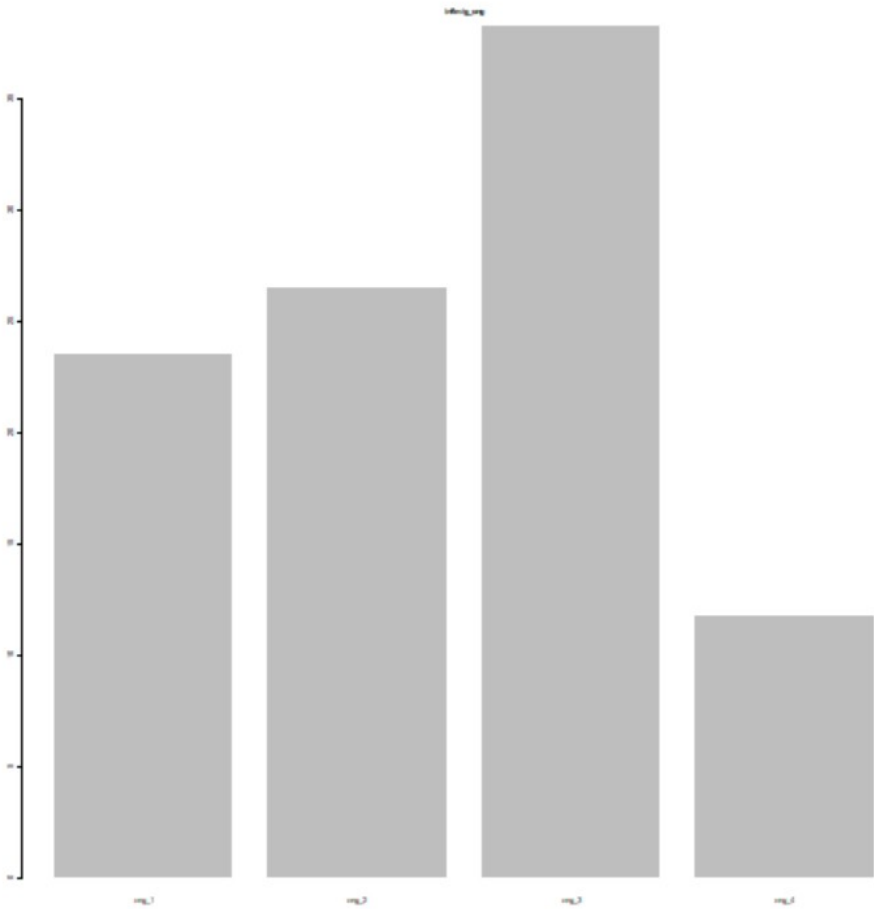
inflmig_pol

	Effectifs	pourcentage
pol_1	20	58.82 %
pol_2	9	26.47 %
pol_3	5	14.71 %
	34	100 %



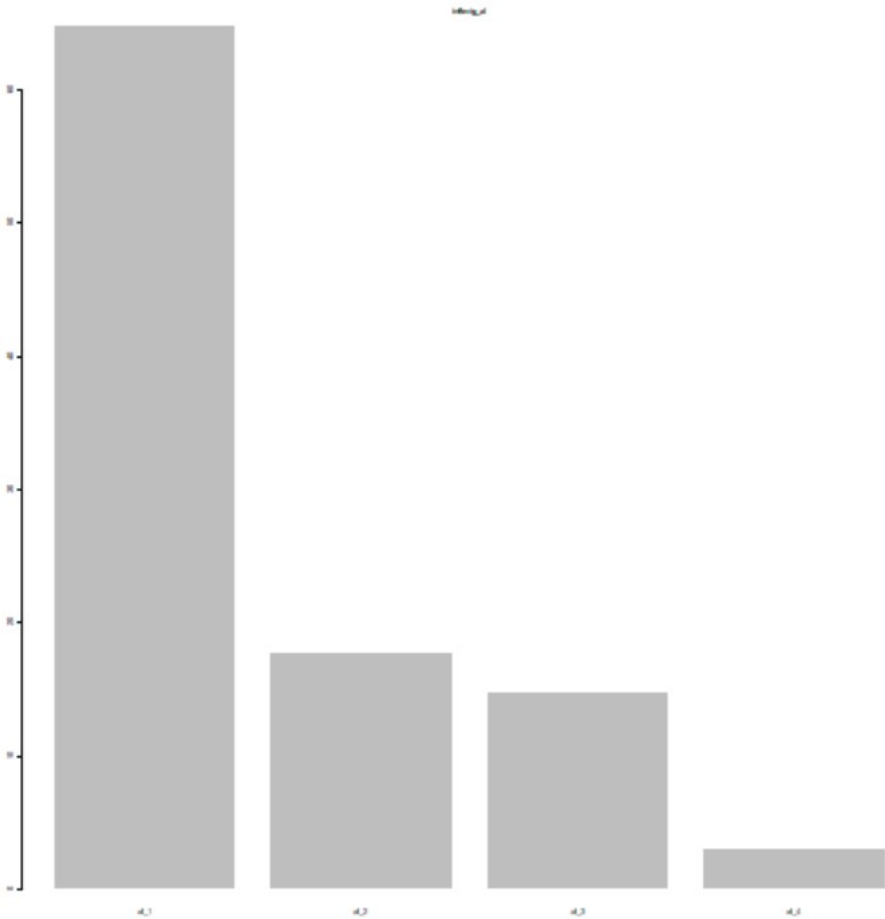
inflmig_ong

	Effectifs	pourcentage
ong_1	8	23.53 %
ong_2	9	26.47 %
ong_3	13	38.24 %
ong_4	4	11.76 %
	34	100 %



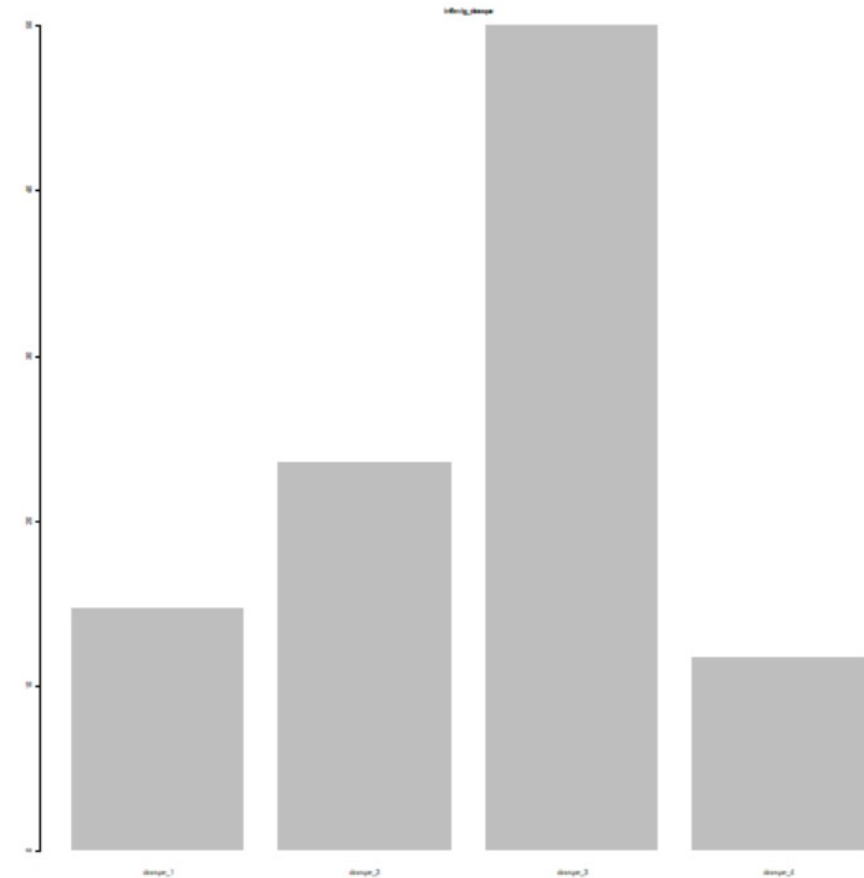
inflmig_al

	Effectifs	pourcentage
al_1	22	64.71 %
al_2	6	17.65 %
al_3	5	14.71 %
al_4	1	2.94 %
	34	100 %



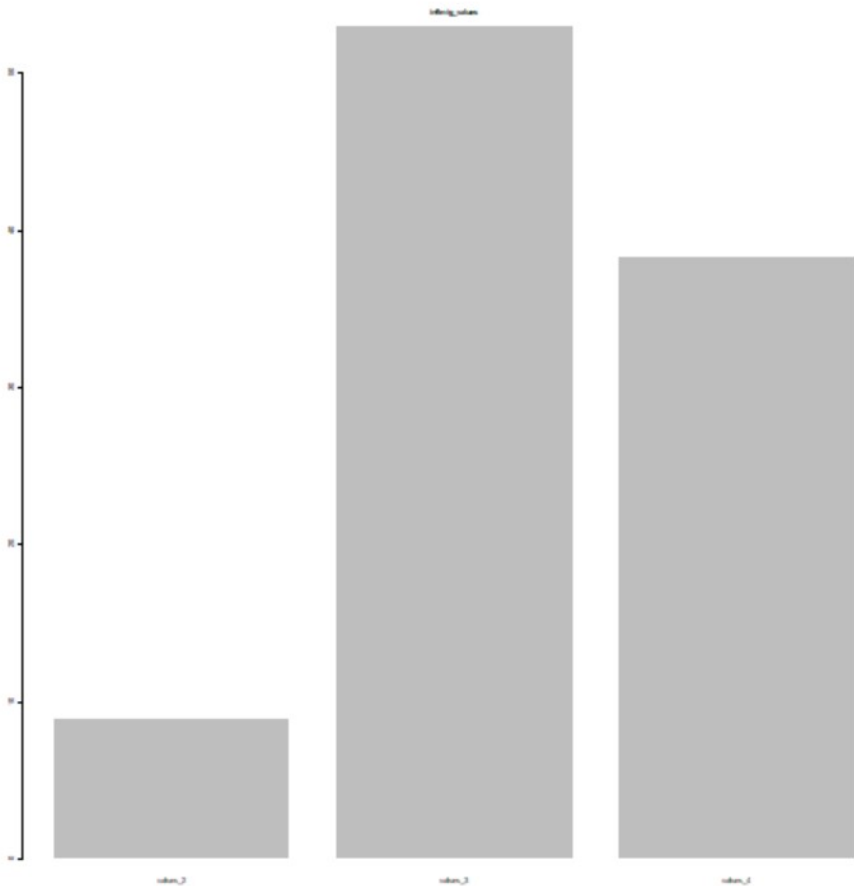
inflmig_docspe

	Effectifs	pourcentage
docspe_1	5	14.71 %
docspe_2	8	23.53 %
docspe_3	17	50 %
docspe_4	4	11.76 %
	34	100 %



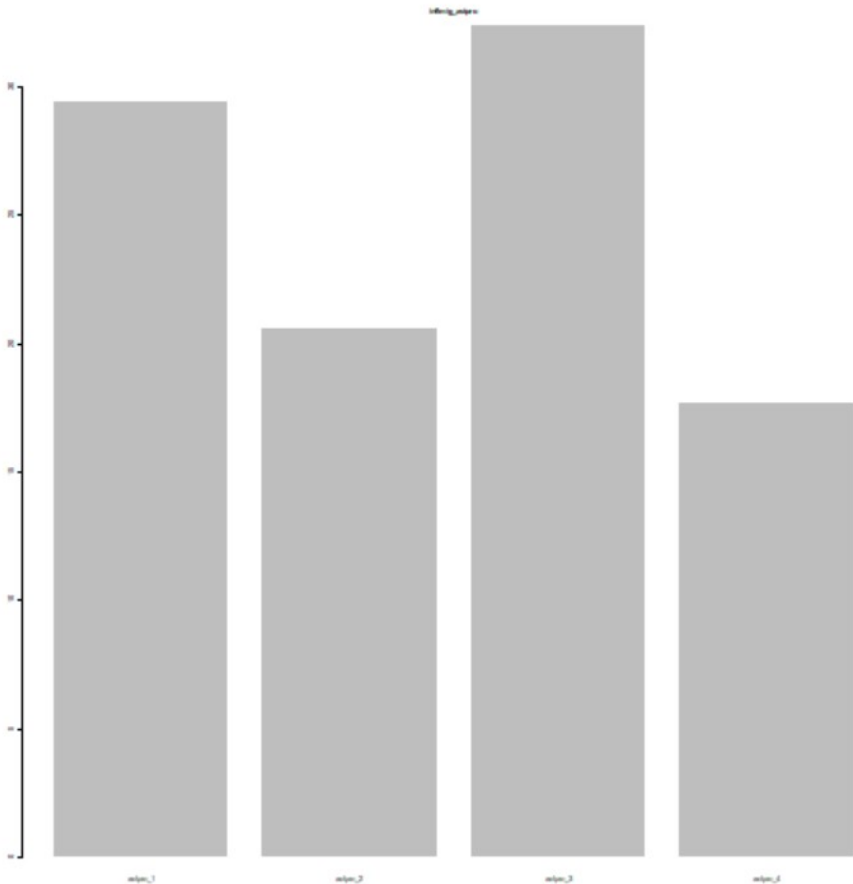
inflmig_values

	Effectifs	pourcentage
values_2	3	8.82 %
values_3	18	52.94 %
values_4	13	38.24 %
	34	100 %



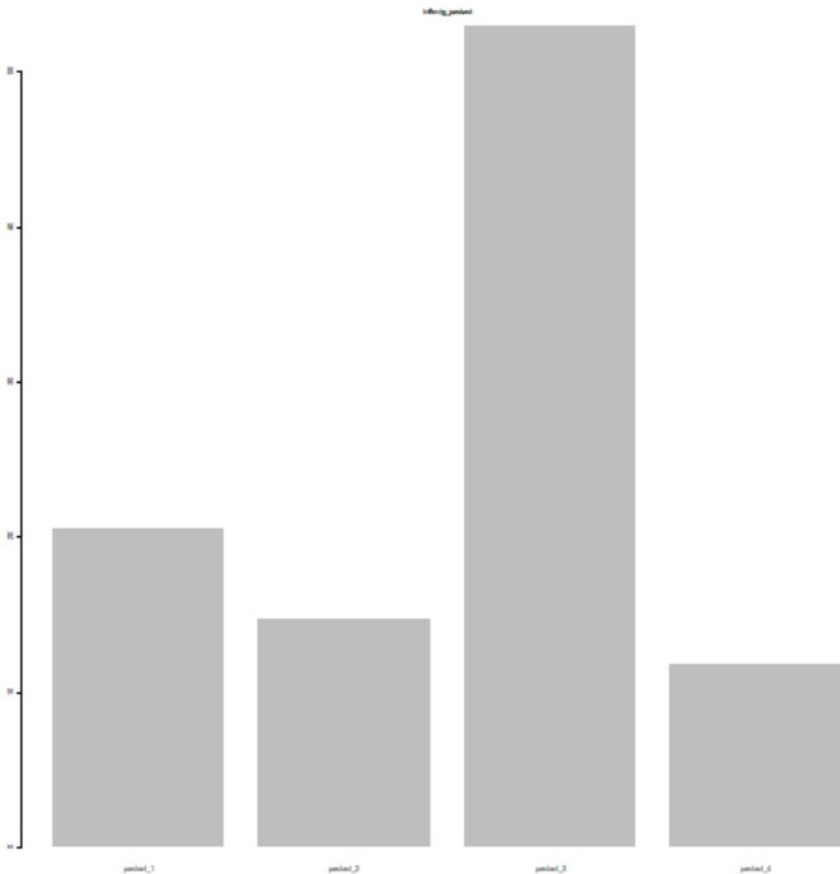
inflmig_actpro

	Effectifs	pourcentage
actpro_1	10	29.41 %
actpro_2	7	20.59 %
actpro_3	11	32.35 %
actpro_4	6	17.65 %
	34	100 %



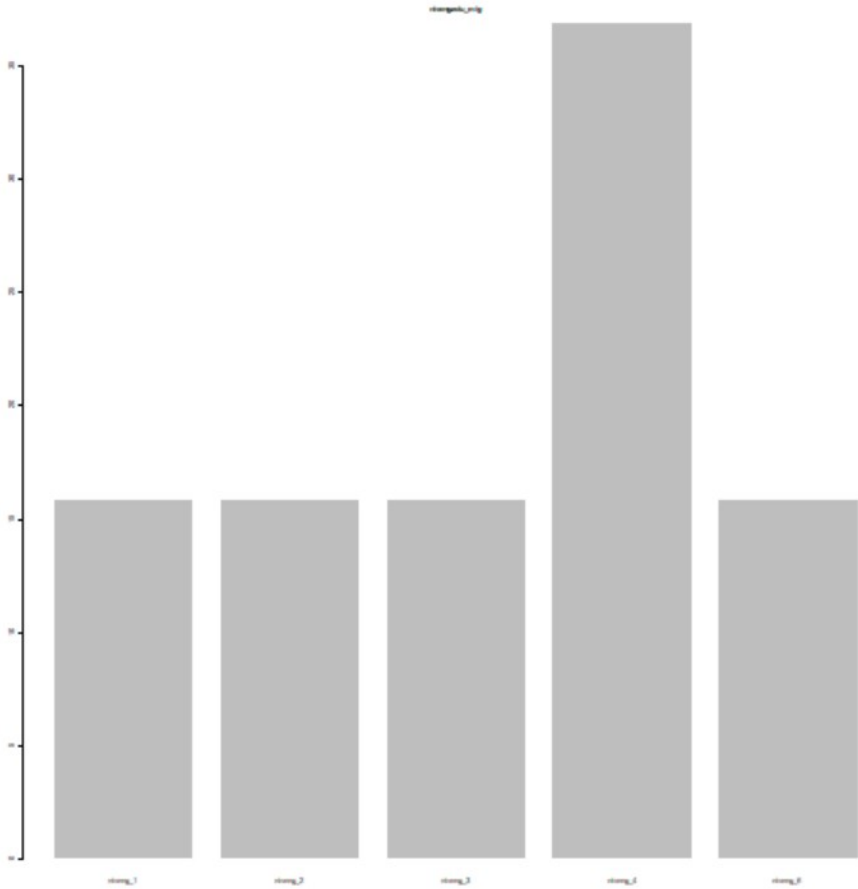
inflmig_pastact

	Effectifs	pourcentage
pastact_1	7	20.59 %
pastact_2	5	14.71 %
pastact_3	18	52.94 %
pastact_4	4	11.76 %
	34	100 %



Q.4.A.4
nivengactu_mig

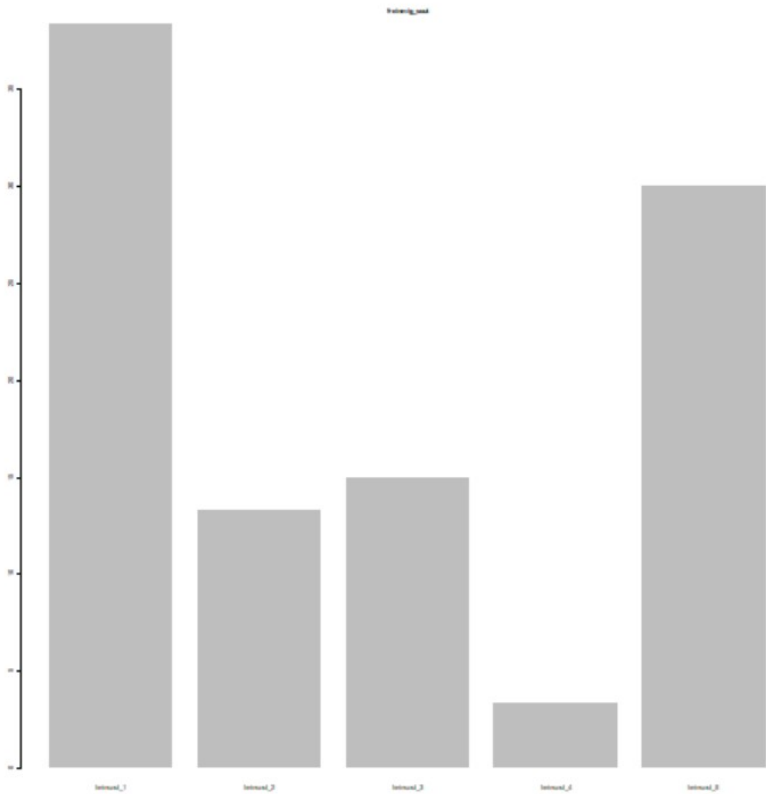
	Effectifs	pourcentage
niveng_1	3	15.79 %
niveng_2	3	15.79 %
niveng_3	3	15.79 %
niveng_4	7	36.84 %
niveng_6	3	15.79 %
	19	100 %



SECTION 4 – SCENARIO C (60/94)

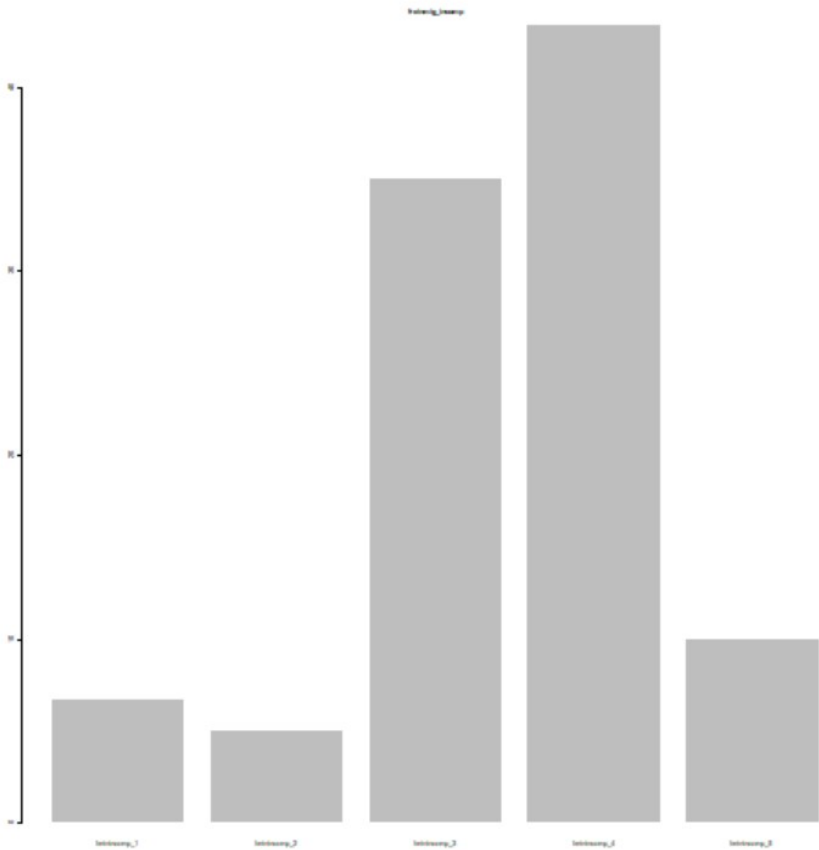
Q.4.C.1.
freinmig_sout

	Effectifs	pourcentage
freinsout_1	23	38.33 %
freinsout_2	8	13.33 %
freinsout_3	9	15 %
freinsout_4	2	3.33 %
freinsout_5	18	30 %
	60	100 %



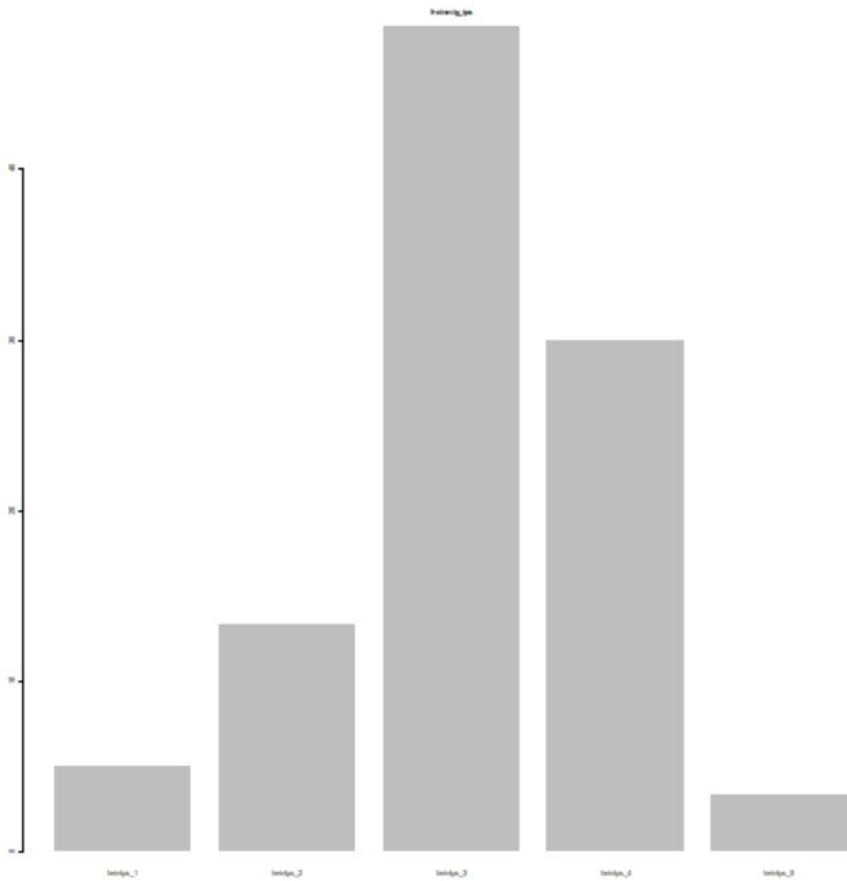
freinmig_incomp

	Effectifs	pourcentage
freinincomp_1	4	6.67 %
freinincomp_2	3	5 %
freinincomp_3	21	35 %
freinincomp_4	26	43.33 %
freinincomp_5	6	10 %
	60	100 %



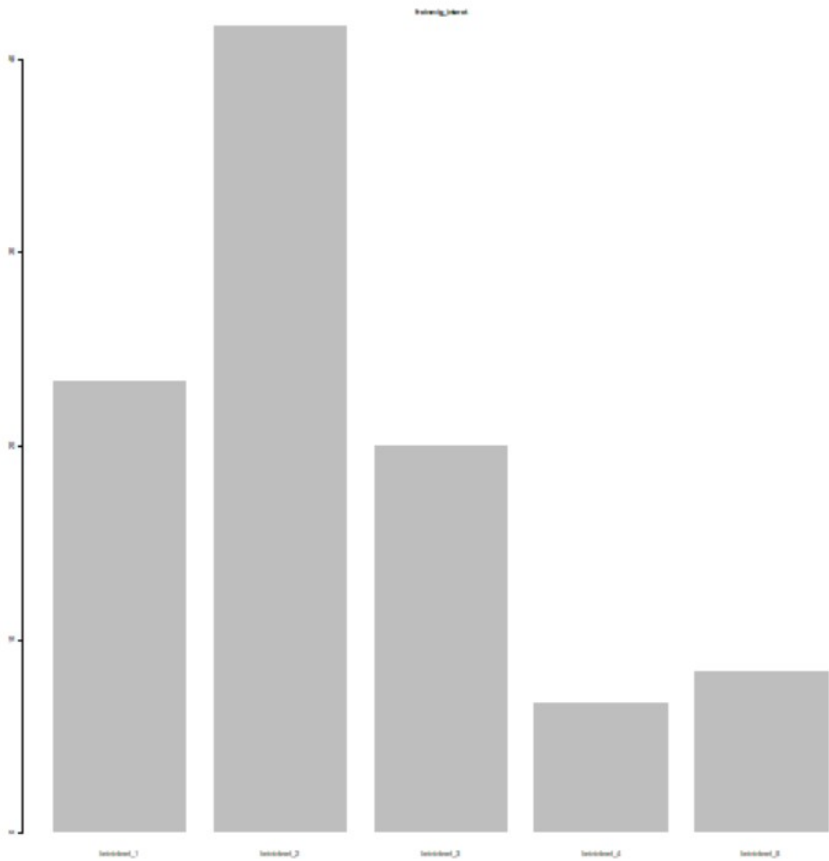
freinmig_tps

	Effectifs	pourcentage
freintps_1	3	5 %
freintps_2	8	13.33 %
freintps_3	29	48.33 %
freintps_4	18	30 %
freintps_5	2	3.33 %
	60	100 %



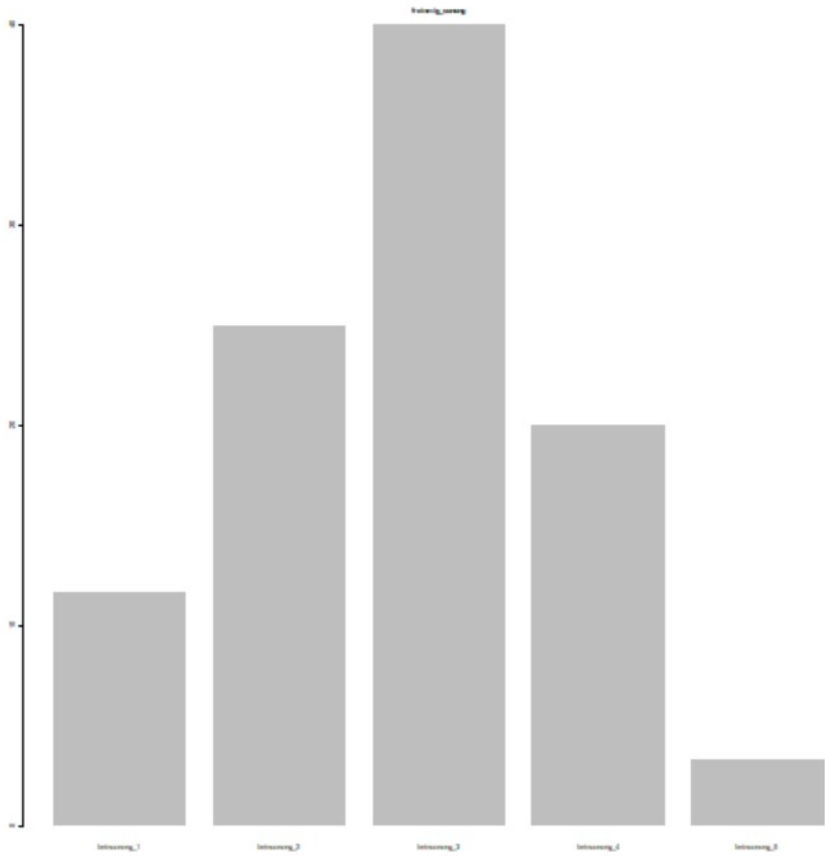
freinmig_interet

	Effectifs	pourcentage
freininteret_1	14	23.33 %
freininteret_2	25	41.67 %
freininteret_3	12	20 %
freininteret_4	4	6.67 %
freininteret_5	5	8.33 %
	60	100 %



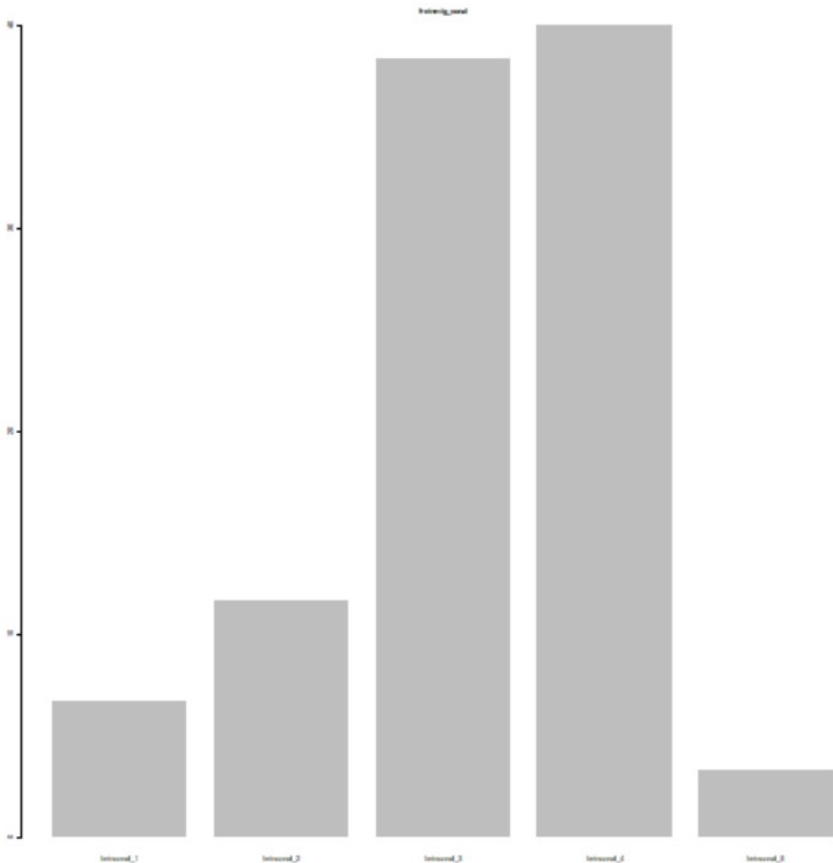
freinmig_conong

	Effectifs	pourcentage
freinconong_1	7	11.67 %
freinconong_2	15	25 %
freinconong_3	24	40 %
freinconong_4	12	20 %
freinconong_5	2	3.33 %
	60	100 %



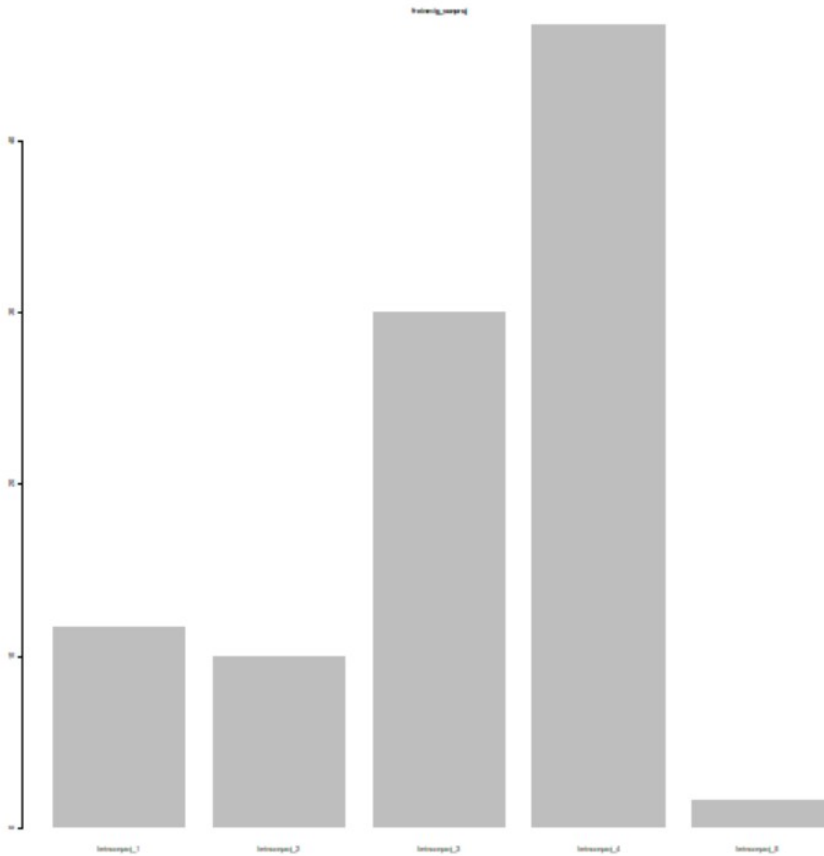
freinmig_conal

	Effectifs	pourcentage
freinconal_1	4	6.67 %
freinconal_2	7	11.67 %
freinconal_3	23	38.33 %
freinconal_4	24	40 %
freinconal_5	2	3.33 %
	60	100 %



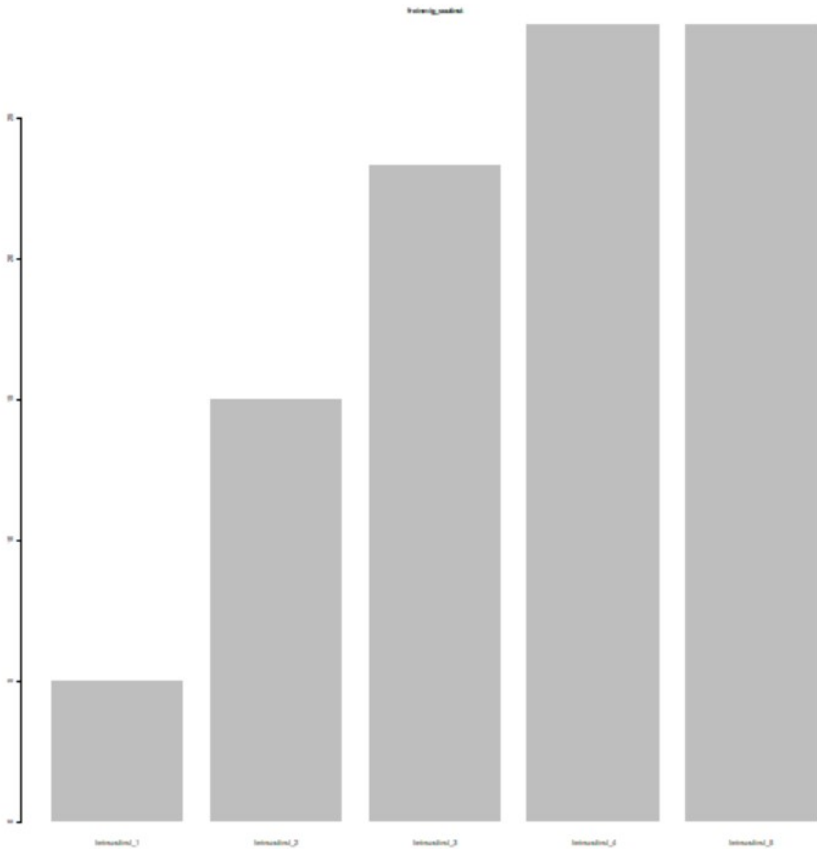
freinmig_conproj

	Effectifs	pourcentage
freinconproj_1	7	11.67 %
freinconproj_2	6	10 %
freinconproj_3	18	30 %
freinconproj_4	28	46.67 %
freinconproj_5	1	1.67 %
	60	100 %



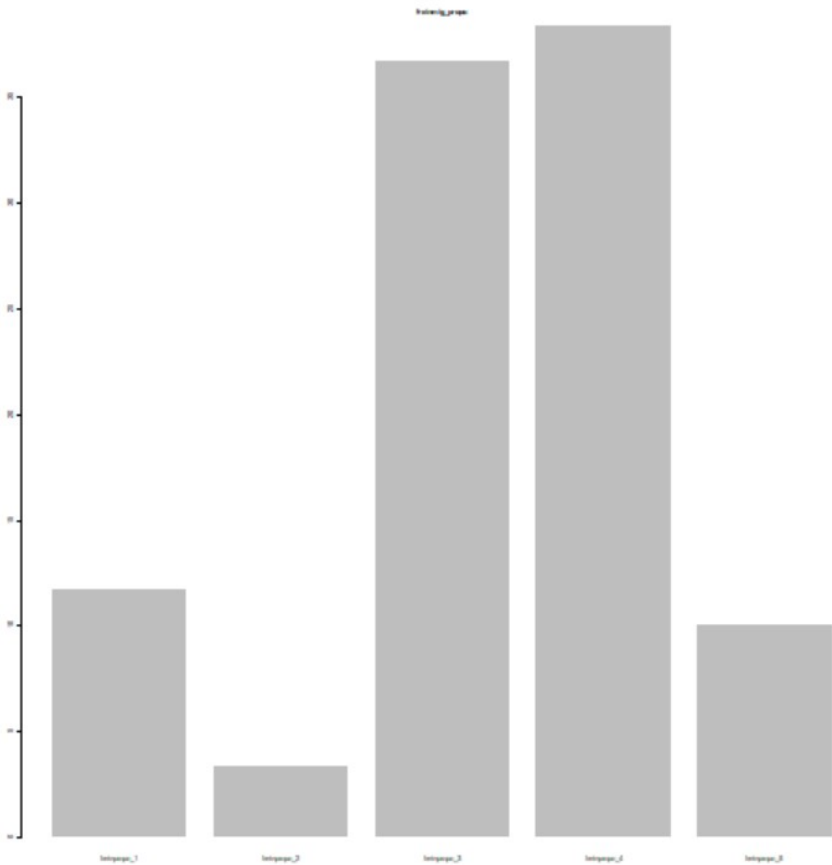
freinmig_soutinst

	Effectifs	pourcentage
freinsoutinst_1	3	5 %
freinsoutinst_2	9	15 %
freinsoutinst_3	14	23.33 %
freinsoutinst_4	17	28.33 %
freinsoutinst_5	17	28.33 %
	60	100 %



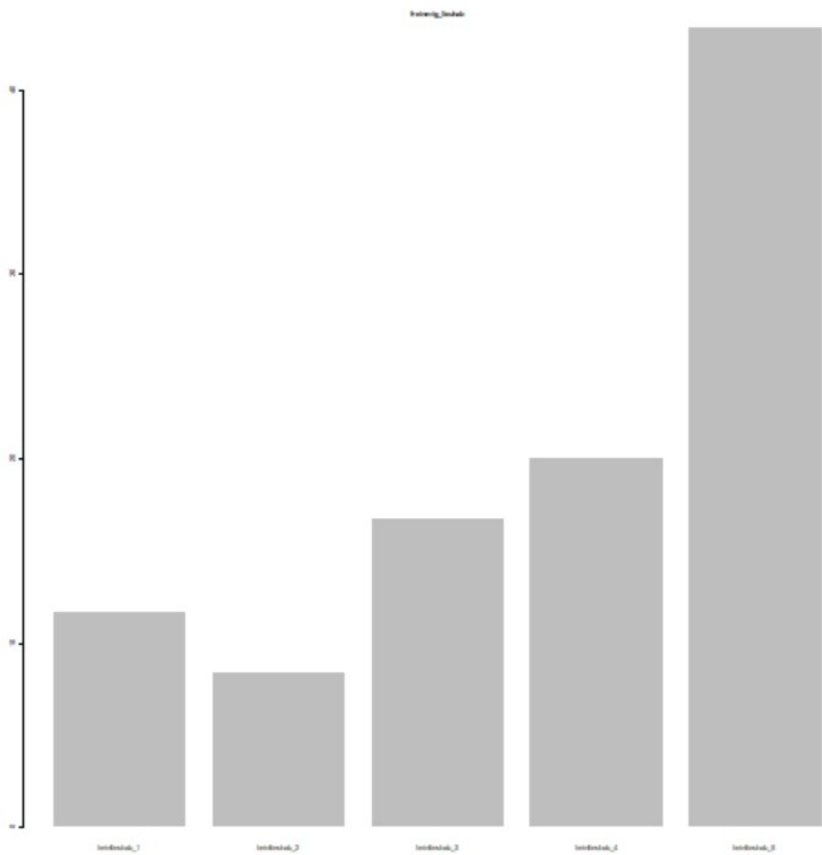
freinmig_propo

	Effectifs	pourcentage
freinpropo_1	7	11.67 %
freinpropo_2	2	3.33 %
freinpropo_3	22	36.67 %
freinpropo_4	23	38.33 %
freinpropo_5	6	10 %
	60	100 %



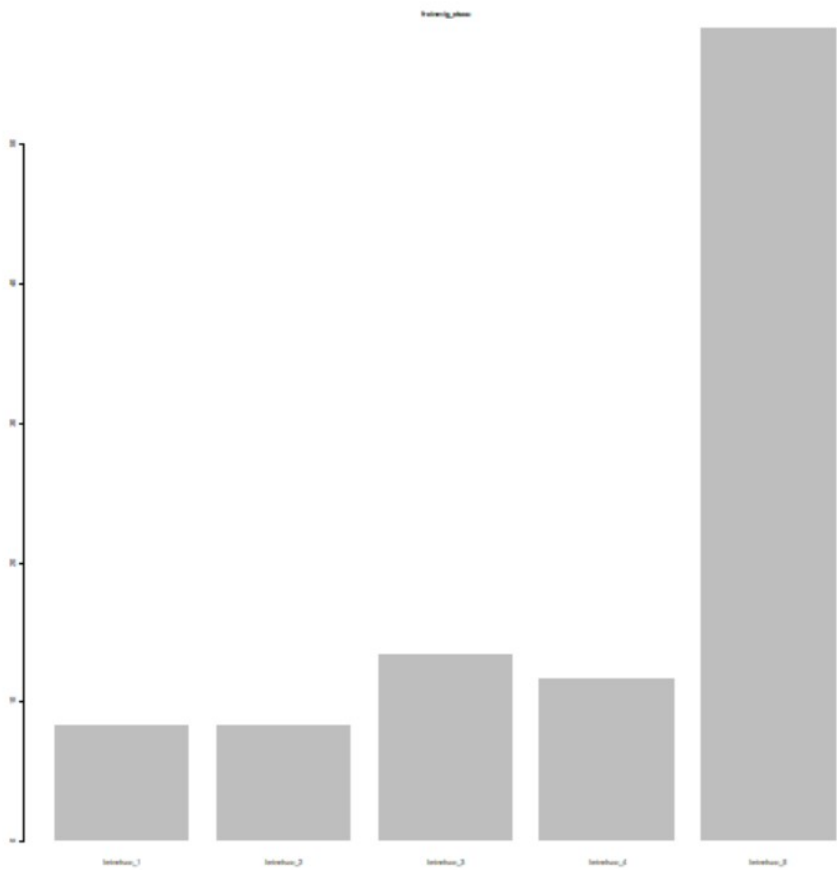
freinmig_lieuhab

	Effectifs	pourcentage
freinlieuhab_1	7	11.67 %
freinlieuhab_2	5	8.33 %
freinlieuhab_3	10	16.67 %
freinlieuhab_4	12	20 %
freinlieuhab_5	26	43.33 %
	60	100 %



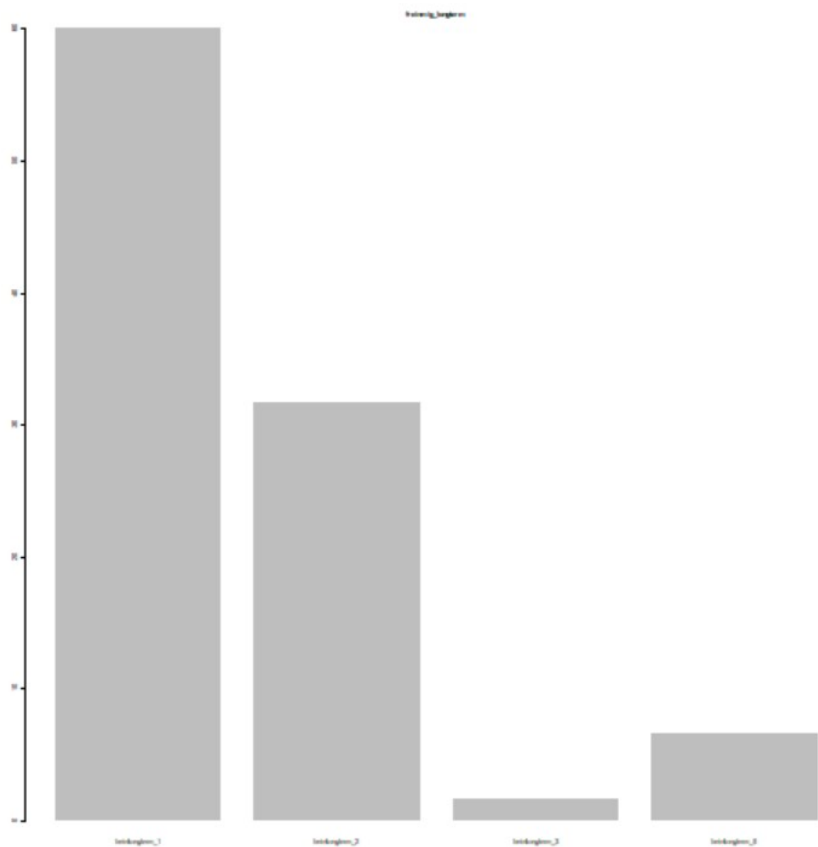
freinmig_etsco

	Effectifs	pourcentage
freinetsco_1	5	8.33 %
freinetsco_2	5	8.33 %
freinetsco_3	8	13.33 %
freinetsco_4	7	11.67 %
freinetsco_5	35	58.33 %
	60	100 %



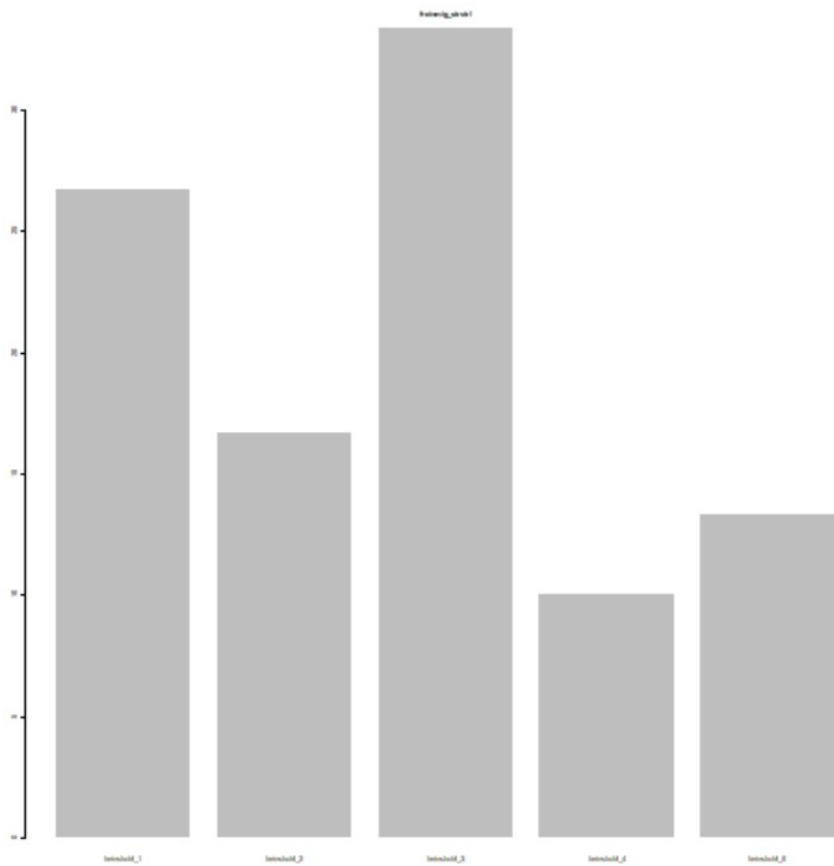
freinmig_longterm

	Effectifs	pourcentage
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freinlongterm_2	19	31.67 %
freinlongterm_3	1	1.67 %
freinlongterm_5	4	6.67 %
	60	100 %



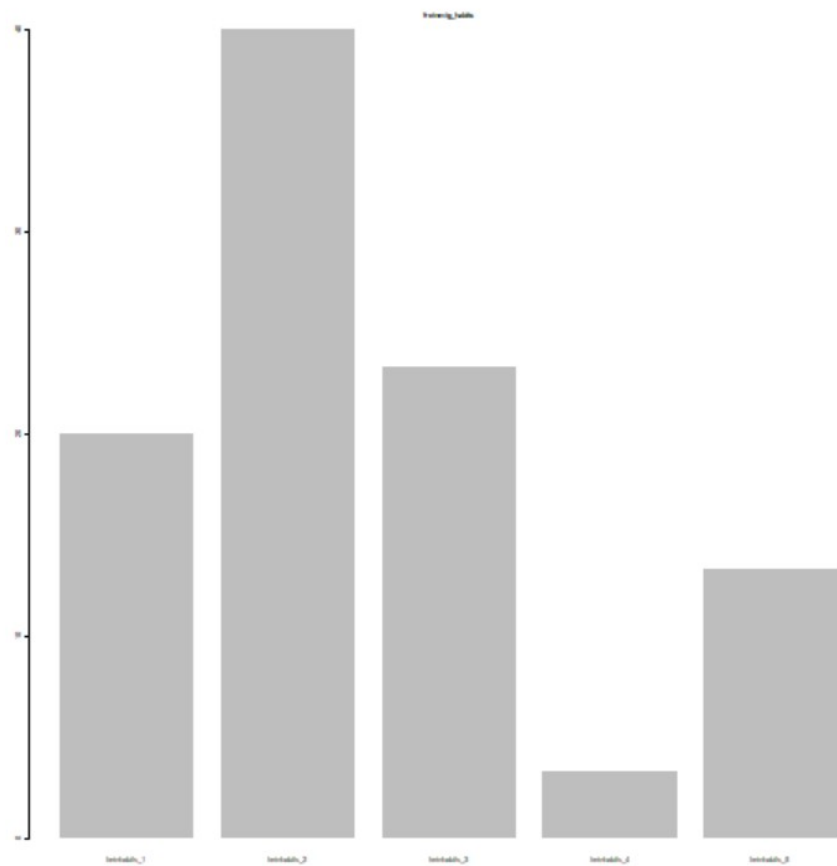
freinmig_strctrl

	Effectifs	pourcentage
freinstrctrl_1	16	26.67 %
freinstrctrl_2	10	16.67 %
freinstrctrl_3	20	33.33 %
freinstrctrl_4	6	10 %
freinstrctrl_5	8	13.33 %
	60	100 %



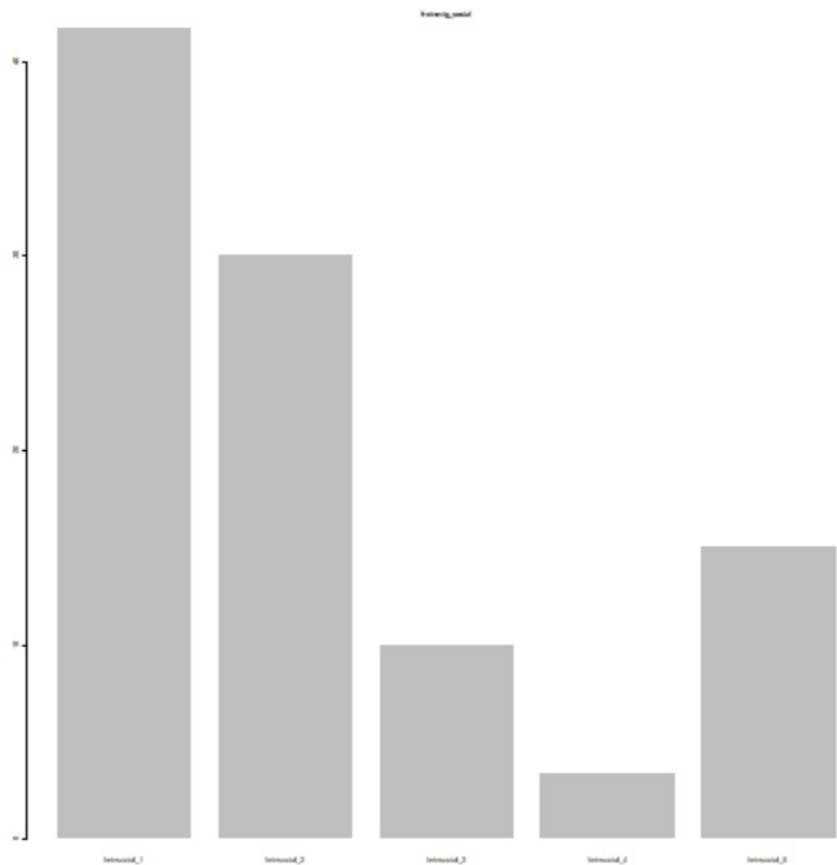
freinmig_habits

	Effectifs	pourcentage
freinhabits_1	12	20 %
freinhabits_2	24	40 %
freinhabits_3	14	23.33 %
freinhabits_4	2	3.33 %
freinhabits_5	8	13.33 %
	60	100 %



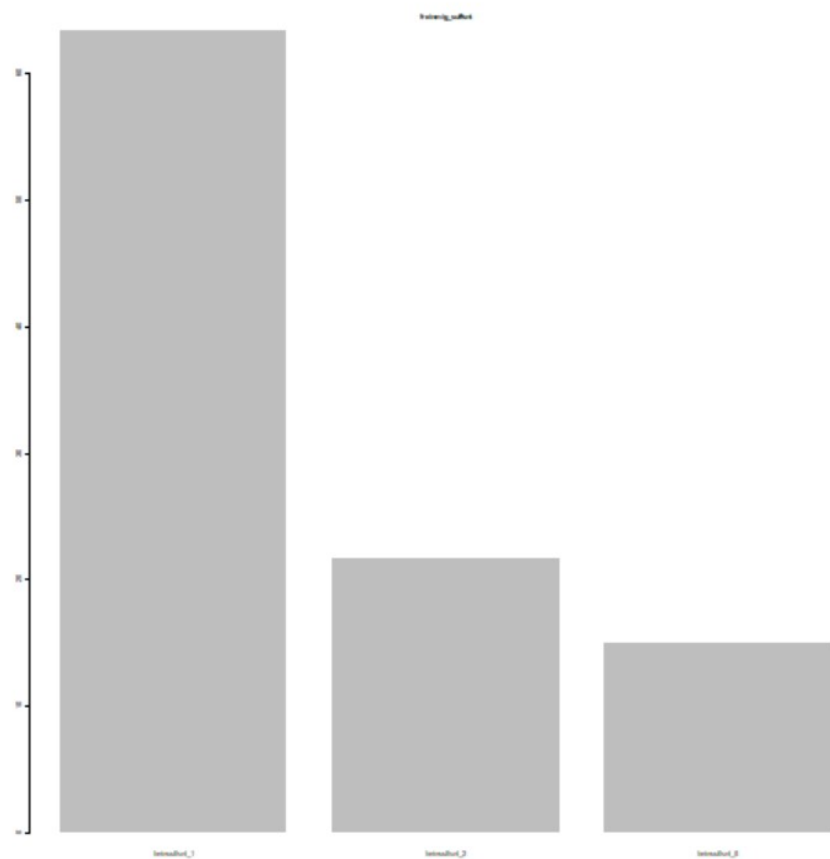
freinmig_social

	Effectifs	pourcentage
freinsocial_1	25	41.67 %
freinsocial_2	18	30 %
freinsocial_3	6	10 %
freinsocial_4	2	3.33 %
freinsocial_5	9	15 %
	60	100 %



freinmig_suffsnt

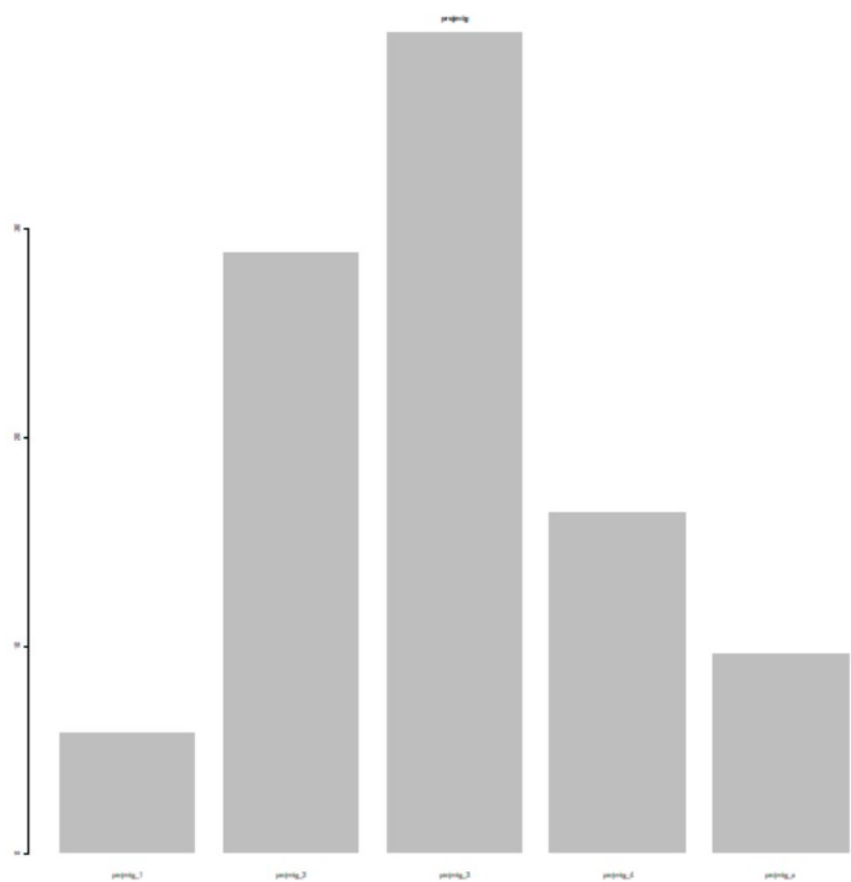
	Effectifs	pourcentage
freinsuffsnt_1	38	63.33 %
freinsuffsnt_2	13	21.67 %
freinsuffsnt_5	9	15 %
	60	100 %



Q.4.8.

projmig

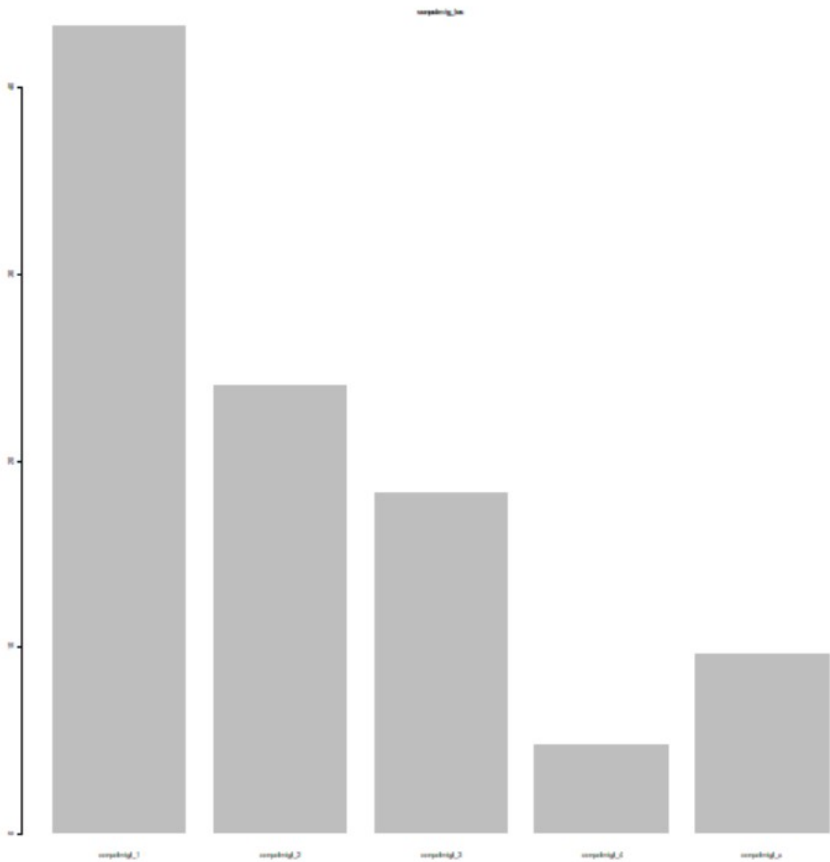
	Effectifs	pourcentage
projmig_1	6	5.77 %
projmig_2	30	28.85 %
projmig_3	41	39.42 %
projmig_4	17	16.35 %
projmig_x	10	9.62 %
	104	100 %



Q.4.10.

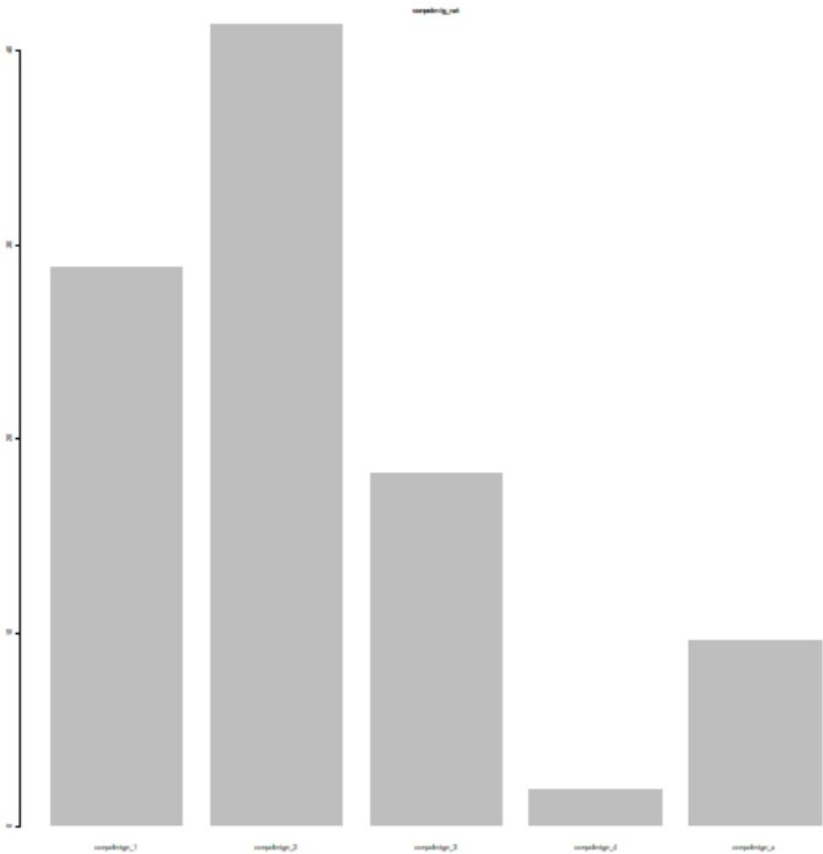
conpolmig_loc

	Effectifs	pourcentage
conpolmigl_1	45	43.27 %
conpolmigl_2	25	24.04 %
conpolmigl_3	19	18.27 %
conpolmigl_4	5	4.81 %
conpolmigl_x	10	9.62 %
	104	100 %



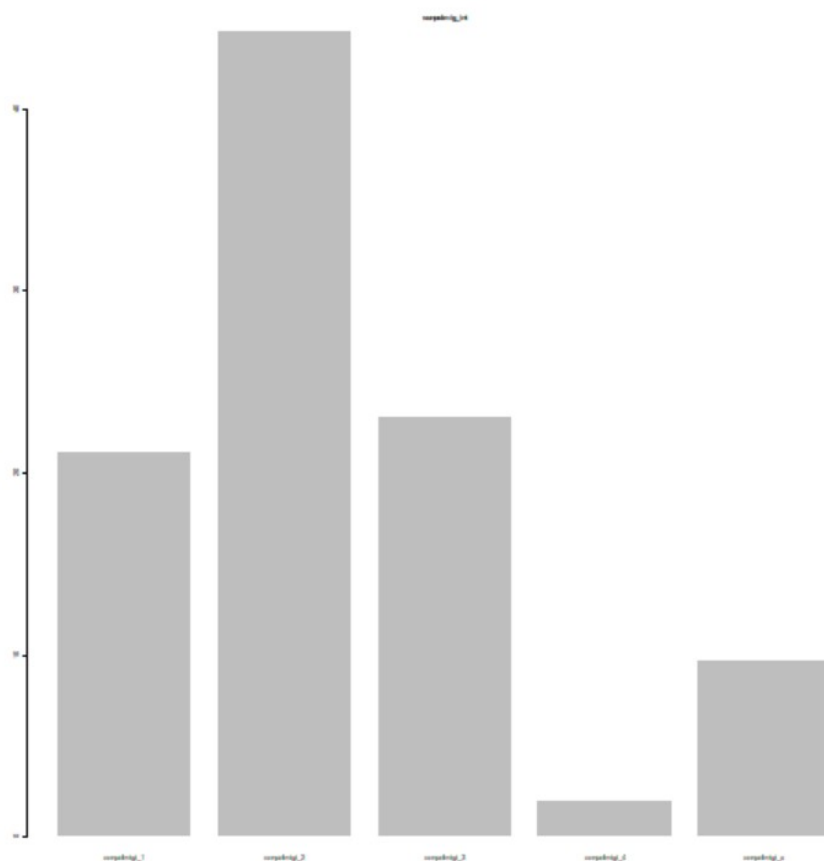
conpolmig_nat

	Effectifs	pourcentage
conpolmign_1	30	28.85 %
conpolmign_2	43	41.35 %
conpolmign_3	19	18.27 %
conpolmign_4	2	1.92 %
conpolmign_x	10	9.62 %
	104	100 %



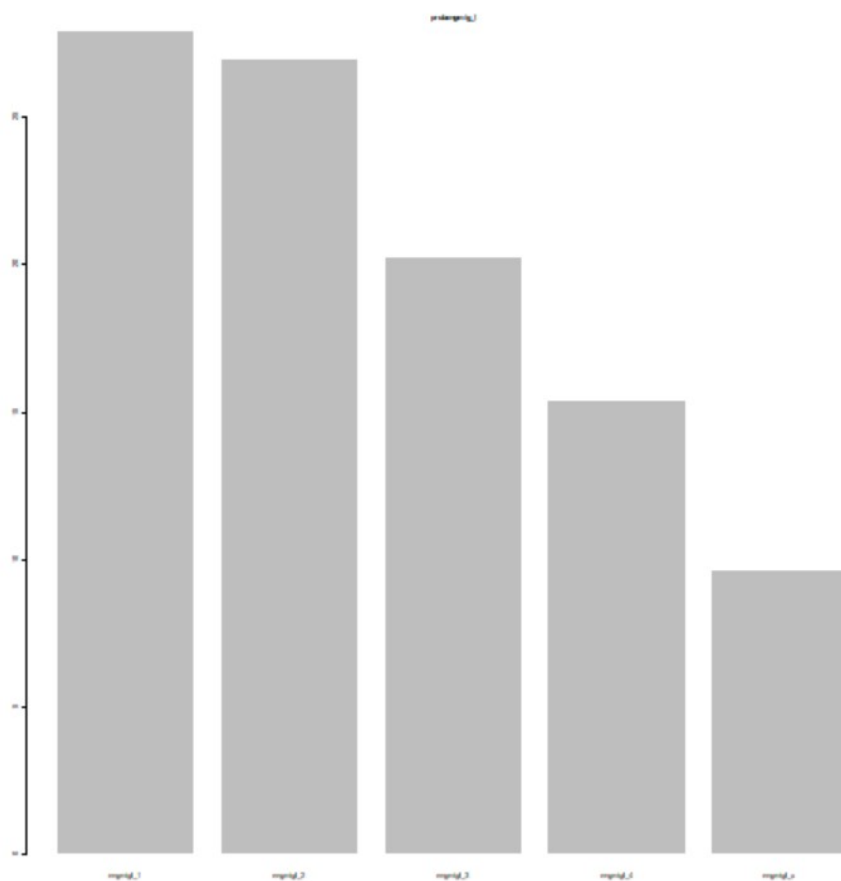
conpolmig_int

	Effectifs	pourcentage
conpolmigi_1	22	21.15 %
conpolmigi_2	46	44.23 %
conpolmigi_3	24	23.08 %
conpolmigi_4	2	1.92 %
conpolmigi_x	10	9.62 %
	104	100 %



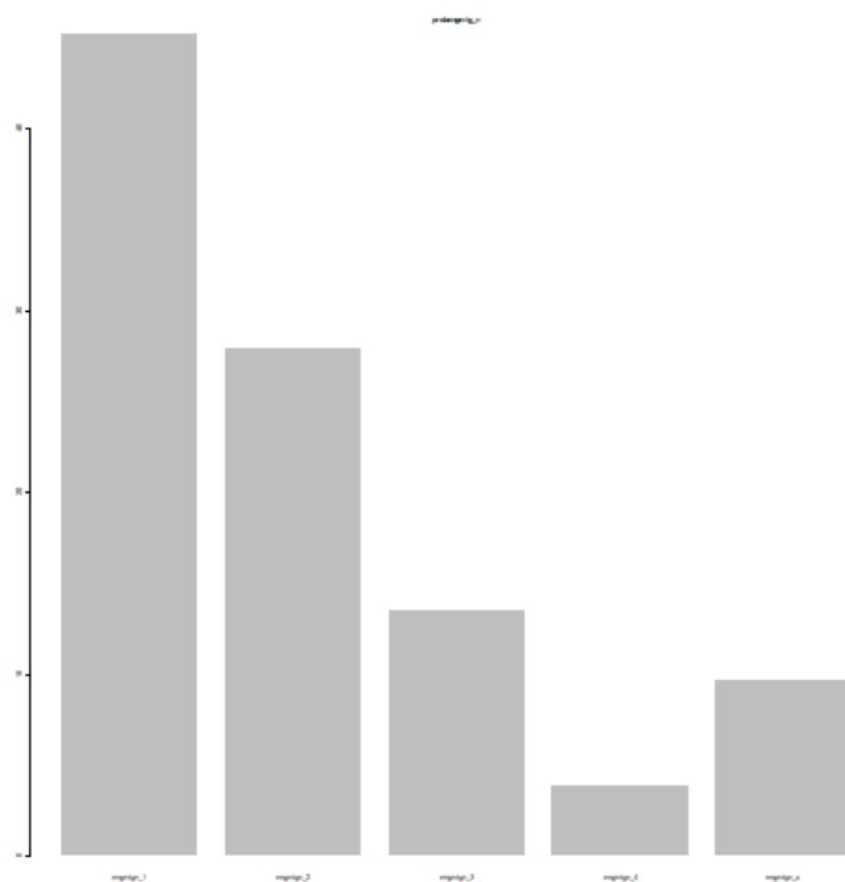
Q.4.12. probengmig_l

	Effectifs	pourcentage
engmig_l_1	29	27.88 %
engmig_l_2	28	26.92 %
engmig_l_3	21	20.19 %
engmig_l_4	16	15.38 %
engmig_l_x	10	9.62 %
	104	100 %



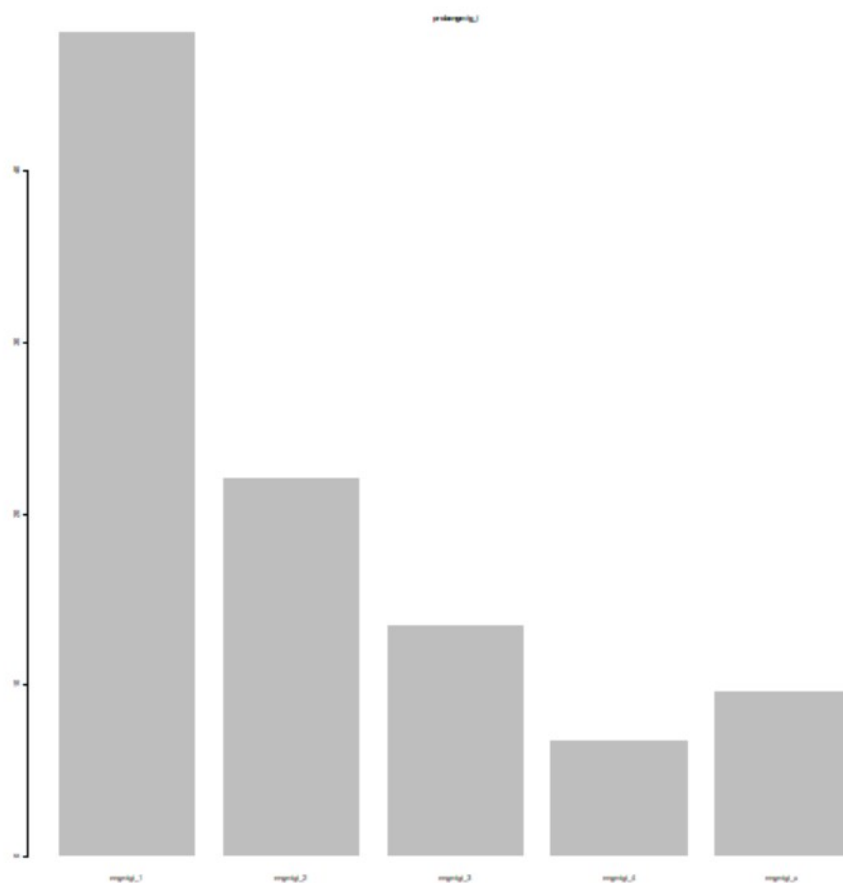
probengmig_n

	Effectifs	pourcentage
engmign_1	47	45.19 %
engmign_2	29	27.88 %
engmign_3	14	13.46 %
engmign_4	4	3.85 %
engmign_x	10	9.62 %
	104	100 %



probengmig_i

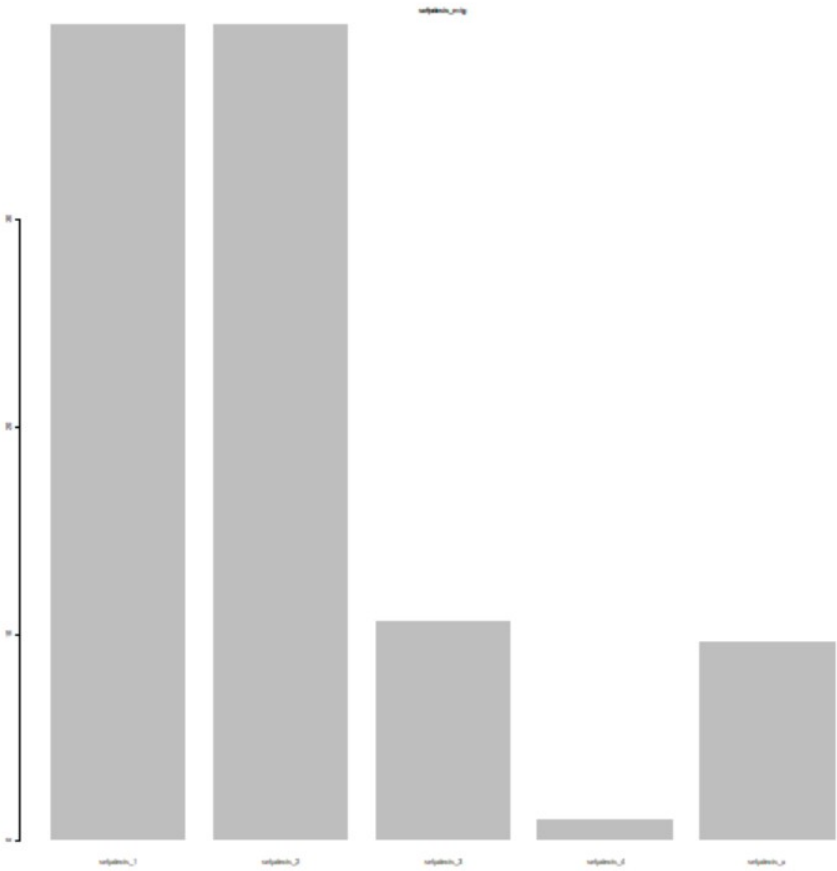
	Effectifs	pourcentage
engmigi_1	50	48.08 %
engmigi_2	23	22.12 %
engmigi_3	14	13.46 %
engmigi_4	7	6.73 %
engmigi_x	10	9.62 %
	104	100 %



Q.4.13.

sefpdecis_mig

	Effectifs	pourcentage
sefpdecis_1	41	39.42 %
sefpdecis_2	41	39.42 %
sefpdecis_3	11	10.58 %
sefpdecis_4	1	0.96 %
sefpdecis_x	10	9.62 %
	104	100 %



Q.4.14.

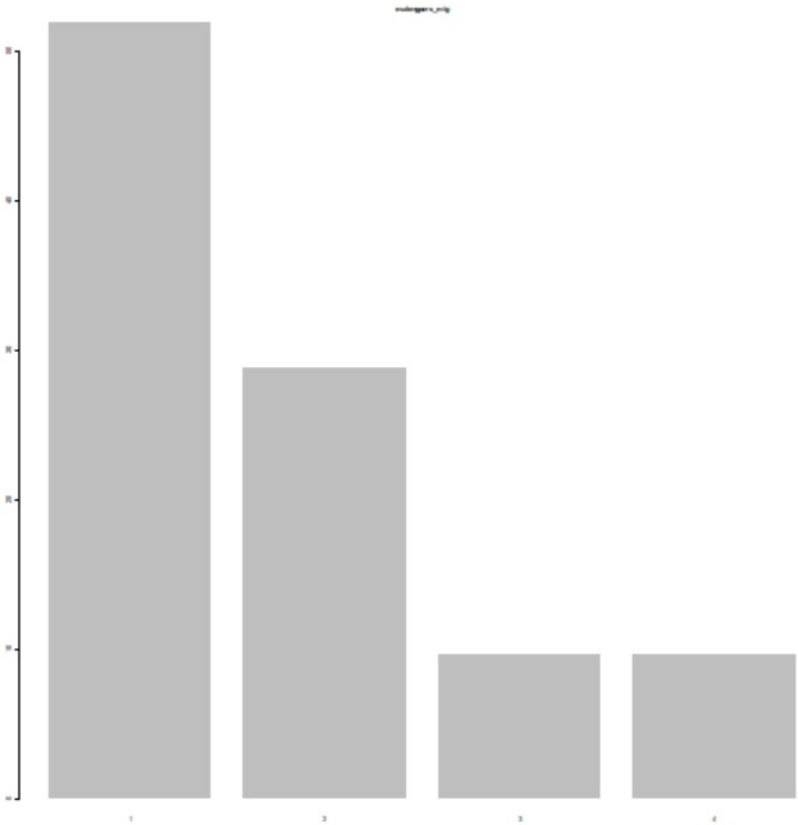
« Dans quelle mesure penses-tu que l'engagement des jeunes est important pour aborder les enjeux des migrations ? » (score de 1 à 4)

SCORE MOYEN = 3

Q.4.17.

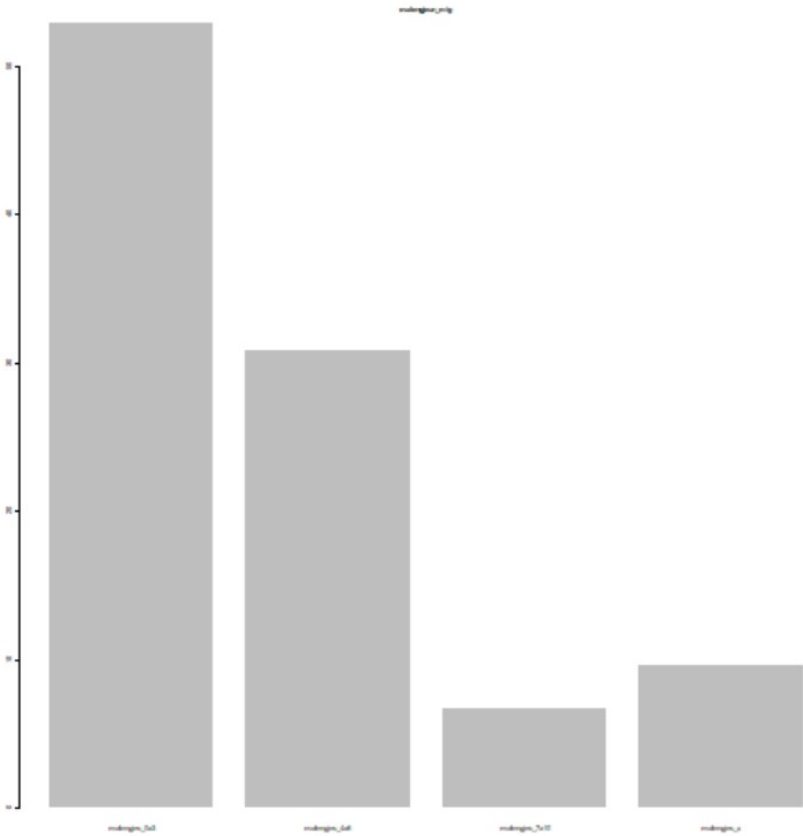
evalengpers_mig

	Effectifs	pourcentage
evalengpers_0a3	54	51.92 %
evalengpers_4a6	30	28.85 %
evalengpers_7a10	10	9.62 %
evalengpers_x	10	9.62 %
	104	100 %



evalengjeun_mig

	Effectifs	pourcentage
evalengjeun_0a3	55	52.88 %
evalengjeun_4a6	32	30.77 %
evalengjeun_7a10	7	6.73 %
evalengjeun_x	10	9.62 %
	104	100 %



SECTION 5 – MINDCHANGERS

Q.5.1.

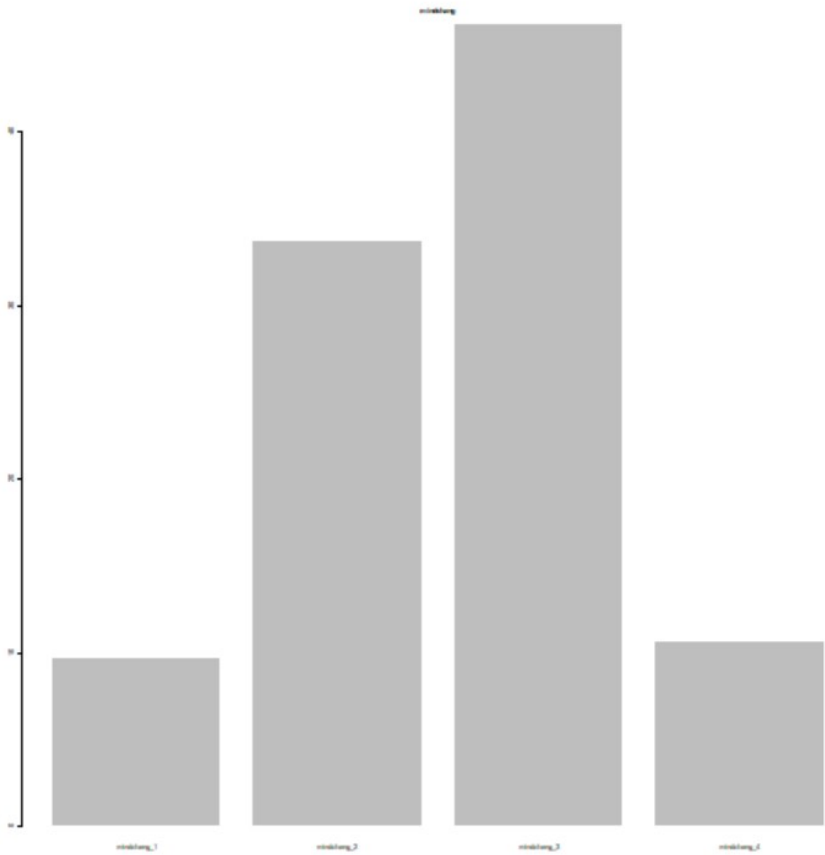
Score moyen (de 1 à 4)

• Ouvert.e d'esprit	4,5
• Bien informé.e a propos des problématiques locales et internationales	4,4
• Activement engagé.e dans la vie citoyenne	4,1
• Creatif.ve	4
• Empathique	4,4
• Esprit critique	4,4
• Responsable	4,3
• Sociable	4,3
• Engagé.e pour le changement	4,7
• A l'aise pour communiquer avec les jeunes de ma propre culture	4,4
• A l'aise pour communiquer avec les jeunes d'autres cultures	4,4
• Flexible	3,8
• A l'aise dans un rôle de <i>leader</i>	3,8
• Extraverti.e	3,4
• Ouvert.e aux nouveaux challenges	4,4
• Conscient.e	4,5
• Capable de résoudre des problèmes complexes	3,7
• Actif.ve sur les réseaux sociaux	3,9
• Ouvert.e a la solidarité internationale	4,6
• Intéressé.e par les problématiques internationales	4,5
• Optimiste	4,2
• Prêt.e a accepter des points de vue différents	4,4
• Attache.e a ses valeurs	4,3
• Bon.ne en informatique	3,2

Q.5.2.

mindchang

	Effectifs	pourcentage
mindchang_1	10	9.62 %
mindchang_2	35	33.65 %
mindchang_3	48	46.15 %
mindchang_4	11	10.58 %
	104	100 %



APPENDIX 2.3.

Mindchangers interviews verbatim

Verbatim 1

« Je suis dans un environnement où on fait attention, j'ai toujours été sensible, ma famille fait attention, ma sœur est écologue. Je suis plus ou moins végétarienne... Mais ça m'a fait prendre conscience déjà que j'avais envie de m'investir plus, que j'avais envie de mettre plus de sens derrière mes actions j'étais déjà sensible au manger local, le moins de consommation transport possible, des gestes du quotidien... ».

"I'm living in an environment where everybody is aware, I have always felt concerned, my family is caring, my sister is an ecologist. I'm more or less a vegetarian... This first made me realize that I wanted to be more involved, that I wanted to put much more meaning into my actions. I was already aware of the importance of eating local food, reducing our consumption and our use of transportation, and of our everyday gestures..."

Verbatim 2

« Ma mère a été élue dans ma commune. J'allais au conseil municipal avec elle, j'ai assisté au dépouillement, ce n'est pas un engagement, mais j'étais sensible à la politique. Elle est aussi bénévole et a accueilli deux familles syriennes dans le cadre d'une association. Elle a monté un collectif qui a ouvert une épicerie locale, bio. Donc c'est vrai que ce sont des questions au travers desquels je suis sensibilisée dans ma famille ».

"My mother was an elected official in my city. I was going to the city council with her, and I attended the counting of votes. It wasn't a commitment, but I was interested in politics. She also volunteers for an association and welcomed two Syrian families. She also opened a collective organic and local grocery. So, yes, I'm aware of all these issues in my family."

Verbatim 3

« Au lycée, on a rencontré Madame Baré la prof d'histoire-géo qui elle était très engagée et qui faisait déjà des conférences avec Delphine Astier. Elle a commencé à nous parler d'alimentation ; Elle avait un projet c'était de réduire le gaspillage alimentaire dans le self du lycée ».

"In high school, we met Mrs. Baré our history and geography teacher, who was very committed and who was giving talks with Delphine Astier. She started to tell us about food. She had this project of reducing food waste at our school self-service restaurant."

Verbatim 4

« Les Objectifs du développement durable, je les ai appris en seconde en cours de géographie. Ça a été vraiment bien parce qu'il y avait des élèves au lycée qui n'avait pas droit à cet enseignement et c'était hyper constructif. Même ceux qui ne veulent pas s'engager, au moins ils savent. Ils ont connaissance du truc ».

"I learned about the sustainable development goals in school during geography class. It was great because some students in the school were actually not getting this kind of teaching, and it was really meaningful. Even those not interested in getting committed, at least they know. They have heard about this thing."

Verbatim 5

« C'était des ados de 14 ans, ils avaient pas envie d'être là ! (rires). [...] La seule jeune fille que j'ai intéressée pas mal, en 3^e, c'était une fille qui de son côté était déjà pas mal engagée qui était

déjà végétarienne à 14 ans et... Qui me posait plein de questions là dessus, quand je présentais l'asso [...] qui a plein d'actions en bien être animal, elle était sensible à ça ».

"They were 14 years old teens, they actually didn't want to be here! (laughs) [...] The only young girl that got interested by what I was saying was a girl who was already quite committed, who was a vegetarian at age 14 and... who was asking me a lot of questions about this issue when I was talking about this organization [...] that was doing a lot of actions about animal welfare. She was interested in that."

Verbatim 6

« A partir de ce moment-là, je me suis dit que cette thématique, ça me plaisait, c'est intéressant. Je n'y connaissais rien alors j'ai appris en cours, j'ai lu des livres, j'ai appris avec les réseaux sociaux, les gens autour de moi. Il y a plein de manières d'apprendre. Et à partir de ce moment-là, je me suis engagée, je me suis dit qu'il y avait des choses à faire ».

"From that point, I thought I was interested by these questions, it was interesting. I didn't know much about it, so I learned at school, from books, social networks and from people around me. There's so many way to learn. And from that point, I got committed, I thought there was so many things to do."

Verbatim 7

« J'étais aussi engagée au niveau de la vie lycéenne, j'étais délégué au conseil de la vie lycéenne, déléguée au conseil d'administration et je faisais partie de la commission éducation à la santé et à la citoyenneté. Après ça, je me suis fait un peu connaître. Les adultes ont commencé à me connaître et j'ai pu exprimer mes idées. Les adultes commençaient à venir me voir, à me demander ce que je pensais des projets qu'il pouvait proposer ».

"I was also committed in high school. I was a delegate at the student life council, a delegate a the managing board, and I was a member of the health and citizenship education committee. Later, I made myself known a little bit. Adults started to know who I was and I was able to voice my ideas. Adults started to come to me and ask what I was thinking of their projects."

Verbatim 8

« Marseille c'était un peu un désert social, c'était triste. Quand je suis arrivé à Lyon, c'était bien. Parce qu'y a un gros tissu associatif, très actif, il y a plein d'actions, d'engagements, partout... Du coup j'ai pu rencontrer plein de gens à travers ces dispositifs-là ».

"Marseille was kind of a social desert, it was sad. When I arrived in Lyon, it was great, because there is a big associative network, very active, with many actions and commitments everywhere... And so, I was able to meet a lot of people thanks to this network."

Verbatim 9

« La porte du collectif Plein la Vue ça m'a ouvert à toutes les autres associations que j'ai rencontrées, par le biais d'un seul lieu, l'AlternatiBar. Qui est un lieu militant où circulent plein

d'associations engagées, que tu peux rencontrer facilement quand tu vas boire ta bière là-bas... Du coup j'ai rencontré Lyon Climat, Alternativa, il y a eu ensuite ce mouvement Marche pour le Climat où j'étais aussi pas mal à fond dedans ».

"Getting involved with the Plein la vue collective opened the doors for all the other associations I met at the AlternatiBar, a militant space where many political groups are around, and that you can meet easily when you go get a beer there... That's the place where I got in touch with Lyon Climat, Alternativa, and then there was this movement named Marche pour le climat where I was deeply involved."

Verbatim 10

« Après, c'était compliqué parce que le proviseur n'était pas spécialement engagé là-dedans. Il ne voulait pas trop. On forçait un peu, on essayait de faire tout ce qu'on pouvait pour y arriver, mais quand ça bloque au niveau administratif, on ne peut pas faire grand-chose. On est des lycéens, c'est un peu difficile [...] En fait, il y a une inertie qui est terrible. Ce n'est pas possible de mettre en place des projets, ça prenait une éternité. Déjà, on n'était pas spécialement reconnu dans le lycée. On n'était pas une association parce que notre proviseur ne voulait pas qu'on soit une association ».

"Then, it was complicated because the head teacher was not really committed to this. He didn't really want to. We were trying to push things a little bit, we were trying to do all what we could to get there, but when things are slowed down on an administrative level, there's not much we can do. We are just high school students, it's complicated [...] There is actually a terrible inertia. It's impossible to put a project together, it was taking way too much time. We were already not taken very seriously at the high school. We were not organized as an association because the head teacher didn't want us to be."

Verbatim 11

« J'ai essayé du coup, d'être aussi militant que les gens que je côtoyais, dans cet engagement-là, dans le sens où j'ai essayé de participer à une AG d'organisation de marche pour le climat. Je dis bien essayer. Ma voix ne s'est pas exprimée en raison de l'intimidation que je ressentais et de la résolution aussi franche qu'ils avaient tous et toutes... Ils étaient très froids, résolus, très organisés, très pointus, il n'y avait pas de place pour quelqu'un qui essaie de s'accrocher à ça ».

"So, in this specific engagement, I tried to be as militant as the people I was around. I tried to take part in a general meeting to organize a march for the climate. And like I said: I tried. I was unable to voice my opinion because I felt intimidated and felt that everyone else was so clearly determined... They were all very cold, determined, very organized, very acute, and there was no room for someone who was trying to hold on things."

Verbatim 12

« Moi je suis partie en Bulgarie, pendant 1 mois et demi on a fait de l'animation dans un centre pour enfants orphelins [...] les scouts aussi c'est vraiment une grosse partie du fait que je sois écolo je pense ».

"I went to Bulgaria, during one month and a half, we conducted animation activities in an orphan kids center [...] The scouts, it's really due to the fact that I am eco-friendly I think."

Verbatim 13

« On avait pas mal de stages qu'on pouvait faire à l'étranger, et moi j'ai pu faire une mission humanitaire en 3^e année en Équateur pour une asso qui faisait du soutien scolaire pour les enfants des bidonvilles, du coup là c'était une sortie de la zone de confort hyper importante et euh, j'ai remis en cause beaucoup de choses je pense... Avec ce voyage, notamment un peu un rejet de plein d'aspects de la vie occidentale que tu vois pas quand t'es à l'intérieur et que tu vois quand t'es un peu en dehors de la bulle quoi... (Comme quoi par exemple ?) Ben un peu toute la société de consommation, quand je suis rentrée d'Équateur j'avais plus envie de mettre un pied dans un centre commercial. [...] J'ai vu les inégalités. C'est à l'origine de mon choix d'engagement pour les ODD ».

"We had the option to do many internships overseas, and during my 3rd year, I had the opportunity to do a humanitarian mission in Ecuador for an association that was involved in academic support for slum children. It meant stepping out of my comfort zone in a significant way, and well... I questioned a lot of things with this trip I think. In particular a rejection of many aspects of the western way of life, things that you don't get to see when you live there, but that you get to see when you step out of the bubble... (Like what for example?) Well, the whole consumer society. When I returned from Ecuador, I didn't want to go to shopping malls anymore [...] I've seen inequalities. That's the reason why I've decided to get committed with SDG."

Verbatim 14

« C'était très solitaire cet engagement là. Mise à l'écart, tu manges pas de la viande... [...] Promo scientifique, 90 % d'hommes... T'avais un peu ce côté la viande, alimentation carnée, testostérone, chasse, masculinité toxique... [...] C'était plus simple de discuter de ces thèmes avec des femmes qui étaient plus à l'écoute et compréhensives que mes homologues ».

"That very commitment was solitary. Excluded, you don't eat meat... [...] 90% of men in my science students class... There was something a bit like meat, meat product, testosterone, hunting, toxic masculinity... [...] It was easier to talk about this with women, who were more listening, caring and understanding than my male fellow students."

Verbatim 15

« Je ne sais pas trop pourquoi les femmes s'engagent plus que les hommes. Tu vois, dans la politique il y a toujours plus d'hommes que de femmes pour l'instant ».

"I don't really know why women are more committed than men. You see, in politics, men are still more represented than women".

Verbatim 16

« J'avais toutes ces questions et beaucoup d'envie de découvrir le développement durable... Même avec des potes on essayait de faire attention à ce qu'on consommait, les emballages... Mais c'était

pas la majorité, c'était un côté de moi qui restait un peu en marge quoi... C'était des copains de l'école d'ingé, des fils d'agriculteurs... qui avait pas trop cette fibre que moi j'ai commencé à développer... Vers l'écologie tout ça... [...] Et je suis arrivée sur Lyon quoi ! Du coup j'ai découvert parmi les Kapseurs de très bons amis et je vis avec eux maintenant. Donc je pense que cet entourage là aussi il a été hyper important... [Donc ton réseau actuel sur Lyon c'est...?] C'est un peu les KAPS et les copains de Service Civique. On est une trop bonne bande de copains, et je sens vraiment qu'en termes de valeurs, je me sens beaucoup plus proche d'eux, que de mes amis d'école d'ingé quoi... ».

"I had all those questions and a strong desire to discover sustainable development... Even with my friends, we were trying to be careful with what we were consuming, packagings... But it was only with a few of them, it was a part of me that was kind of aside, you see... Those were friends from the engineering school and they were coming from farmers families... They weren't sharing that same aspiration that I was starting to develop... towards ecology and this kind of things... [...] And then, well, I moved to Lyon! I found great friends amongst the Kapseurs and I now live with them. So I think this surrounding was also very important... (So what is your current social network in Lyon?) Well, part of it is the KAPS, and then my friends from the civic service. We are a really great group of friends, and well, in terms of values, I feel so much closer to them than from my friends from the engineering school..."

Verbatim 17

« Tous les tafs d'ingé, on avait un bon réseau avec l'école et y'en avait aucun qui me plaisait... « Qu'est ce que je fais ? ». Agriculture, agronomie, c'était plein de choses que j'avais fait en stage mais ça manquait de... Je sais pas...Je trouvais pas,Cet engagement vraiment marqué pour un monde, vers une évolution plus juste et plus durable. Pour moi c'était des jobs qui étaient basiques un peu... Et pour moi il manquait cette dimension là je pense ».

"For all the engineer jobs, we had a great network with school, and I liked none of them... What am I going to do? Agriculture, agronomy? I had already done all these things during my internships, but something was lacking... I don't know... I was unable to find this strong commitment for a world, for fair and lasting evolution. For me, these were a little bit basic... And for me, this dimension was lacking I think."

Verbatim 18

« Je préfère ne pas travailler que de travailler dans une boîte qui me ressemble pas. Là du coup ça fait 6 mois que j'expérimente de vivre au RSA et ça me va... J'ai pas besoin de beaucoup d'argent pour vivre, donc je préfère rester dans cette situation un peu précaire que de travailler dans une boîte qui me ressemble pas. Ce que beaucoup de gens ne comprennent pas, pourquoi est-ce que j'ai un diplôme d'ingé et que je préfère vivre avec 500€ par mois... Mais moi je m'en fous (rires). Du coup ouais vivre simplement, dans des boîtes qui me plaisent et avoir du temps perso... Je te dis j'ai pas besoin de beaucoup d'argent et du coup j'estime que si j'en gagne pas beaucoup j'ai le droit d'avoir du temps pour faire des choses qui me plaisent à côté aussi ».

"I'd rather not working than working for a company without the same values as me. For now, I've been experimenting with the RSA (income support) and I'm fine with it... I don't need much money to live, so I'd rather stay in this precarious situation than working for a company without the same values as me. A lot of people don't understand this, why I do live with 500 € per month when I have an engineering degree in my pocket... I personally don't care (laugh). So, yeah, it is all about a simple life, working in places I like, and having free time for myself... Like I said, I don't need much money, so I think that since I'm not making a lot I also should have the right to have time to make things I like apart."

Verbatim 19

« À force d'engranger les infos, ça me déprime en fait, ça ne te donne pas du tout envie d'agir. Il y a beaucoup trop d'inégalités à combler, ce n'est pas pour un seul homme quoi. Ça paraît insurmontable ».

"The more I get to hear the news, the more I get actually depressed. It really take away all your desire to act. There are too many inequalities to be fixed, it can't be done by just one single person, you see. This seems insurmountable."

APPENDIX 2.4.

Good practice examples

Anciela - « Étudiants en action »

General information
Project ID: Accompagner le changement à Lyon et ses alentours
Topic (climate change or migration): Climate change
Region: Rhône Alpes - Lyon
Promoters : Anciola
Other actors/collaborators involved: Aremacs, Atelier Soudé, Arthropologia, Conscience et Impact Écologique, FNE Rhône, Générations Futures Lyon, I-Buycott, On The Green Road, Maison de l'Environnement, Maison du Vélo, LPO AuRA délégation Rhône, Le Passe-Jardins, Récup & Gamelles, Réseau des AMAP, The Greener Good, La Ville à Vélo, Zéro Déchet Lyon.
Target group (age, size, etc.) 18-25 ans
Duration (from...to...)
Funding : Grand Lyon Métropole, Fondation pour la Nature et pour l'Homme
Level of implementation (e.g. local/regional/national/international/European): Régional
Website: https://www.anciela.info/agir-quand-on-est-etudiant/
Contact : camille.delbende@anciela.info
Description of the project
Summary of the project La démarche Étudiants en action, animée par Anciola, a pour but de susciter, accompagner et encourager les engagements chez les étudiants pour une transition écologique et solidaire, au sein et en dehors des campus.

Activities (including methodology) :

Les actions organisées par la démarche sont de plusieurs formats :

- Deux grands événements pour donner envie d'agir et mettre en lumière les étudiants qui s'engagent
- Des form'actions et des rencontres pour inspirer les étudiants et leur donner envie de mener des actions en faveur de la transition écologique et solidaire dans leur entourage et sur leurs campus.
- Des actions de terrain avec des associations de la région pour faire découvrir les actions de bénévolat possibles mais aussi passer un temps convivial.
- Des accompagnements personnalisés pour les étudiants qui portent des initiatives.
- Une démarche d'étude prospective autour des engagements chez les étudiants.

Results/Impact : L'association ANCIELA propose d'accompagner et de permettre aux étudiants de la métropole lyonnaise de trouver des engagements qui leur conviennent et de porter des initiatives ancrées et qui ont vocation d'être plus durables. Anciela a pour vocation également de mettre en contact les étudiants et les associations lyonnaises pour qu'ils s'engagent à leurs côtés. Enfin, les autres événements de la démarche Étudiants en action, des étudiants qui s'engagent dans leurs campus et en dehors pour les mettre en lumière et inspirer les participants aux événements.

Sustainability/Follow-up**Youth engagement**

Number of young people involved - 400

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up) : Co-crédation et participation à des actions, puis diffusion auprès des tiers

Level of youth engagement attained through the project (cf. pyramid of engagement) : Niveau 4 : le militant / Niveau 5 : le promoteur (en fonction des cas)

SWOT analysis of the project (from the perspective of youth engagement)

	POSITIF (Pour atteindre l'objectif)	NEGATIF (Pour atteindre l'objectif)
ORIGINES INTERNES	FORCES / STRENGTHS	FAIBLESSES / WEAKNESSES

(Organisationnelle)	<p>Connaissances des associations du territoire</p> <p>Connaissances des relais et structures accompagnatrices des étudiants</p> <p>L'expérience d'accompagnement et d'engagement qui permettent une meilleure connaissance des freins et leviers rencontrés dans l'engagement chez les étudiants</p>	<p>Toucher un public plus large d'étudiants, nous touchons souvent les étudiants des mêmes établissements / filières. Il est difficile d'ouvrir à d'autres publics et établissements d'enseignement supérieur.</p>
<p>ORIGINES EXTERNES</p> <p>(Origine=environnement)</p>	<p>OPPORTUNITES / OPPORTUNITIES</p> <p>Des plus en plus de jeunes souhaitent s'engager et s'engagent pour la transition écologique et solidaire</p> <p>Certaines administrations et structures qui accompagnent et facilitent les engagements chez les jeunes. (par exemple : des aménagements d'emploi du temps pour que les jeunes aient le temps de s'engager bénévolement)</p>	<p>MENACES / THREATS</p> <p>Le calendrier universitaire regroupe les actions d'octobre à avril - mai et ne permet pas une réelle continuité dans l'engagement des jeunes (partiels, stages, départ à l'étranger, etc)</p>

Incentives for youth engagement

Please include in your answer your recommendations for:

- how to engage the disengaged
- how to support sustainable youth engagement

***Please only include projects**

- addressing young people (18-35 years old);**
- on the topics of climate change or migration;**
- from the last 5 years.**

Appel à projets Climat+ 2019-2020

General information
Project ID Appel à projet Climat +
Topic (climate change or migration) Climate change
Region: Auvergne-Rhône-Alpes, Grenoble
Promoters Grenoble-Alpes Métropole
Other actors/collaborators involved
Target group (age, size, etc.) Enfants entre 7 et 13 ans
Duration (from...to...) Une année scolaire
Funding Grenoble-Alpes Métropole (20 000€/year)
Level of implementation (e.g. local/regional/national/international/European) Local
Website https://participation.lametro.fr/project/appel-a-projets-climat-2019-2020-1/presentation/presentation/ / Règlement de l'appel à projets : https://participation.lametro.fr/media/default/0001/01/77ee40b3259053262f4cc6cbba3f4c54e2e8cc41.pdf
Contact https://participation.lametro.fr/contact
Description of the project
<p>Summary of the project</p> <p>Climat + se tourne vers les structures associatives situées sur la Métropole grenobloise, qui souhaitent monter des projets en direction des enfants entre 7 et 13 ans pour les impliquer et les sensibiliser aux thématiques du Plan Climat Air Énergie* en s'associant avec au moins une structure accueillant des enfants dans le temps extra ou périscolaires (MJC, Centres de Loisirs...).</p> <p>Le dispositif répond à une volonté de la ville d'ouvrir et de faire connaître le Plan Climat Air Énergie au grand public, en incitant les associations de l'agglomération à développer des projets collaboratifs portant les thématiques du Plan Air Énergie Climat en direction des enfants, contribuant à vivre et faire vivre une agglomération respectueuse de son environnement.</p> <p><i>*Le Plan Climat Air Énergie décline au niveau local les orientations de lutte contre le changement climatique définis</i></p>

aux niveaux national et international. Il fixe les objectifs du territoire notamment en matière d'amélioration de la qualité de l'air, de réduction des émissions de gaz à effet de serre et de développement des énergies renouvelables.

Activities (including methodology)

Le développement d'actions par des structures associative et structures jeunesse d'actions à destination des jeunes sur les thématiques de l'énergie, du changement climatique, des énergies renouvelables et la préservation de la qualité de l'air. Les projets sont de natures variées mais doivent permettre aux enfants d'être positionnés comme des acteurs. Parmi les projets sélectionnés, on compte par exemple des ateliers de sensibilisation aux enjeux du changement climatique et des énergies renouvelables, un projet théâtral construit par des jeunes autour de la question du changement climatique, un projet de création de vidéos et sensibilisation, de recueil de témoignages autour de l'installation de ruches urbaines...

En parallèle, le dispositif donne accès à des formations pour les professionnels en charge des publics sur le changement climatique, la qualité de l'air et les énergies renouvelables, ainsi qu'une approche sur la compréhension du Plan Climat.

Results/Impact

- Formation des professionnels de l'éducation en dehors de l'école.
- Sensibilisation active des enfants aux enjeux climatiques et environnementaux.
- Les dernières éditions de Climat+ ont permis de mettre en avant une cinquantaine de projets, touchant autour de 3000 enfants, sur différentes communes.

Sustainability/Follow-up On-going project, launched in 2012

Youth engagement

Number of young people involved: environ 3000 enfants

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up)

Participation aux activités du projet

Level of youth engagement attained through the project (cf. pyramid of engagement)

Level 4 : Activist

Les enfants sont positionnés comme acteurs du projet

SWOT analysis of the project (from the perspective of youth engagement)

	POSITIF	NEGATIF
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	(Pour atteindre l'objectif)	(Pour atteindre l'objectif)
ORIGINES INTERNES (Organisationnelle)	FORCES / STRENGTHS Travail avec des structures accueillant des enfants dans les temps extra ou périscolaire (public captif) Double-sensibilisation/implication : Jeunes et professionnels jeunesse Implication de la Métropole et articulation avec le PCAE	FAIBLESSES / WEAKNESSES La sélection des projets qui peut amener du désengagement
ORIGINES EXTERNES (Origine=environnement)	OPPORTUNITES / OPPORTUNITIES Climat + est un projet bénéficiant de financements permettant le développement de nombreux projets et la formation des professionnels aux questions climatiques	MENACES / THREATS L'arrêt des financements et des appels à projets

Incentives for youth engagement

Please include in your answer your recommendations for:

- how to engage the disengaged
- how to support sustainable youth engagement

Afin de faciliter l'engagement des enfants dans ce projet il est nécessaire de prolonger les financements en permettant à un large public de pouvoir participer à la mise en œuvre de projets. Il faudrait aussi pouvoir prolonger ces projets au fil des ans pour continuer à sensibiliser et former les enfants qui rentrent dans la jeunesse puis l'âge adulte. Ne pas penser un projet sur un an mais bien tout au long du parcours des enfants et des jeunes

***Please only include projects**

- addressing young people (18-35 years old);
- on the topics of climate change or migration;
- from the last 5 years.

PrODDige

General information	
Project ID	PrODDige : Promouvoir les ODD pour Innover et Grandir Ensemble
Topic (climate change or migration)	Migration et changement climatique
Region	Auvergne-Rhône-Alpes (Ville et Métropole de Lyon) et international
Promoters	Service de coopération au développement (SCD)
Other actors/collaborators involved	60 structures partenaires en France et à l'international
Target group (age, size, etc.)	72 volontaires (50% français + 50% international)
Duration (from...to...)	Projet pilote sur trois ans (2019-2022), incluant 9 mois de service civique (octobre à juin) par an
Funding	SCD / Agence Française de Développement
Level of implementation (e.g. local/regional/national/international/European)	Local et international
Website	www.scd.asso.fr
Contact	Nathalie Fabart (nathalie.fabart@scd.asso.fr)
Description of the project	
<p>Summary of the project (including motivation that led to the project, previous experiences, particular needs of the target group)</p> <p>Projet pilote sur 3 ans (2019-2022) qui promeut le volontariat des jeunes et notamment le volontariat de réciprocité comme levier d'action dans la réalisation des ODD. Le projet vise à inscrire des volontaires venant de France, d'Amérique latine, d'Afrique et d'Asie dans un parcours d'engagement via des missions en service civique.</p> <p>Les volontaires s'engagent sur une mission individuelle dans une structure partenaire du SCD tout en participant à des projets collectifs avec d'autres volontaires. Le but de ces projets étant de développer des actions de sensibilisation aux ODD dans la Métropole de Lyon.</p> <p>Le projet est inscrit à l'agenda 2030.</p>	

Objectifs :

- Affirmer le volontariat comme un levier d'action dans la réalisation des ODD
- Promouvoir le volontariat de réciprocité
- Expérimenter une dynamique multi-acteurs autour des ODD dans la Métropole de Lyon.

Activities (including methodology)

Parcours de formation complet pour les volontaires (125h de formation) pour monter en compétences autour des ODD et la gestion de projets et un accompagnement individuel et collectif.

Missions de service civique mêlant la dimension individuelle et collective avec à la fois la réalisation d'une mission individuelle au sein d'une structure partenaire du SCD engagées dans des actions de solidarité internationale, locales et dans une démarche de développement durable conception, mais aussi la mise en œuvre d'un projet de sensibilisation aux ODD avec d'autres volontaires du programme.

Les rencontres et échanges interculturels sont au cœur du projet : les promotions de volontaires sont composées de 50% de français et de 50% d'internationaux.

Results/Impact

Pour la seconde année du projet (2021), 16 volontaires se sont engagés aux côtés du SCD en provenance de 5 pays différents : France, Italie, Cambodge, Tunisie et Espagne. Malgré les difficultés liées à la crise de la Covid-19, la promotion 2 a été engagée dans une belle dynamique de travail autour des Objectifs de Développement Durable (ODD) sur le territoire du Grand Lyon. La spécificité de PrODDige, en tant que projet pilote, est de mettre en place des **groupes projets interculturels** de 3 à 4 personnes, au sein desquels jeunes volontaires français et internationaux travaillent 2 jours par semaine pour le développement d'un projet articulé autour de 1 ou 2 ODD. Les projets sont de natures très différentes : les groupes ont par exemple créé un guide d'informations pour les personnes réfugiées, un livret anti-gaspillage, une carte de l'agriculture urbaine à Lyon, un jeu de sensibilisation à la pollution plastique marine, des parcours de balade responsables à Lyon, etc.

Caractéristiques des publics touchés : 80 % femmes et 20 % d'hommes. Malgré une plus grande diversité sociale dans le profil des jeunes internationaux accueillis en réciprocité, la majorité restent issus de classes sociales favorisées.

Sustainability/Follow-up Le projet est reconduit en 2021-2022, pour sa troisième édition.

Youth engagement		
Number of young people involved 70 volontaires		
Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up) Implementation, co-creation, realization, evaluation		
Level of youth engagement attained through the project (cf. pyramid of engagement) Level 6: Innovator		
SWOT analysis of the project (from the perspective of youth engagement)		
	POSITIF (Pour atteindre l'objectif)	NEGATIF (Pour atteindre l'objectif)
ORIGINES INTERNES (Organisationnelle)	FORCES / STRENGTHS Partenariat existant au local pour mobiliser des volontaires et développement de formes collectives et individuelles Complémentarité des missions individuelles effectuées dans les structures et des missions collectives avec les autres volontaires Possibilité pour les jeunes de connaître un grand nombre de structures dans lesquelles s'engager et de connaître d'autres jeunes aux profils très divers mais avec des motivations similaires Monté en compétence des jeunes sur la gestion de projets et sur les ODD Des actions concrètes pouvant à la fois nourrir le projet professionnel et l'engagement personnel	FAIBLESSES / WEAKNESSES Disponibilité des volontaires potentiels/difficulté de recrutement des volontaires français sur la 3 ^{ème} année du projet (contexte français : en partie due au doublement des annonces de services civiques en France cette année-là)
ORIGINES EXTERNES (Origine=environnement)	OPPORTUNITES / OPPORTUNITIES Partenariat existant à l'international	MENACES / THREATS Conditions sanitaires : difficulté de mobiliser les volontaires internationaux : beaucoup n'ont pas pu se rendre en France en 2020 du fait de la pandémie

Incentives for youth engagement

Please include in your answer your recommendations for:

- how to engage the disengaged
- how to support sustainable youth engagement

Le projet est pensé pour faciliter et accompagner l'engagement des jeunes dans des missions individuelles et collectives de volontariat. Le développement de partenariat avec des institutions doit permettre d'engager des jeunes qui sont déjà dans des institutions. Afin d'élargir à des jeunes qui ne seraient pas encore engagés, proposer une valorisation du travail des jeunes par les jeunes peut amener de nouvelles candidatures. Cette transmission de jeunes à jeunes est une façon de penser l'engagement. Les actions de mises en visibilité, notamment sur le volet formation, sont aussi la possibilité de susciter des envies d'engagement et de participation. Finalement, les jeunes vont pouvoir devenir volontaires pour ce projet, mais vont aussi intégrer l'idée qu'ils sont des facilitateurs au quotidien, auprès des autres jeunes, de l'engagement et la participation.

« Anima'Terre jeunesse »

General information	
Project ID	« Anima'Terre jeunesse »
Topic (climate change or migration)	Migrations, changement climatique, solidarité internationale
Region	Auvergne-Rhône-Alpes
Promoters	Service sport et jeunesse du Conseil Départemental de la Savoie et Pays de Savoie solidaires
Other actors/collaborators involved	Département de Bignona (Sénégal) et la commune de Dessalines (Haïti)
Target group (age, size, etc.)	Youth workers
Duration (from...to...)	Depuis 2014
Funding	Département de la Savoie ; Ministère des Affaires étrangères et du Développement international ; Ville de Dessalines (Haïti) ; Département de Bignona (Sénégal)
Level of implementation (e.g. local/regional/national/international/European)	international
Website	https://paysdesavoiesolidaires.org/cooperations-solidaire-en-savoie/projets-transversaux/
Contact	ce.dsden73-sdjes@ac-grenoble.fr (Service Départemental de la Jeunesse, de l'Engagement et des Sports : SDJES)
Description of the project	
Summary of the project (including motivation that led to the project, previous experiences, particular needs of the target group)	<p>Mettre en lien des animateurs jeunesse de Haïti, du Sénégal et de France.</p> <p>Anima'Terre Jeunesse est à la fois un espace d'apprentissage entre acteurs jeunesse (savoirs théoriques, savoir-faire : échanges d'expériences et savoir-être : analyse de la pratique) et d'expérimentation. Ces échanges contribuent à la définition et au développement de</p>

politiques jeunesse sur chaque territoire ainsi qu'à l'ouverture au monde à travers la rencontre entre pairs.

Activities (including methodology)

- **L'accueil, l'immersion** : Chaque année, Anima'Terre Jeunesse permet à des animateurs d'aller questionner leur métier en allant découvrir la pratique de l'animation dans une autre culture ou en accueillant des animateurs des trois autres territoires.
- **La formation** : formation en Savoie sur le thème de la prévention, réunissant animateurs sénégalais et savoyards ; formation d'animateurs à Dessalines, avec la complicité d'animateurs savoyards et sénégalais, ...

Le projet évolue selon les personnes qui y sont impliquées. Les professionnels de jeunesse intéressés pour y participer peuvent s'y mêler à tout moment.

Plusieurs formes sont possibles :

- Des accueils court
- Des échanges de pratiques à distance
- Des missions et accueils longs
- Des partages d'informations à distance
- De la co-formation

Results/Impact

Anima'Terre Jeunesse a permis de renouveler les pratiques des professionnels savoyards et a donné l'opportunité aux citoyens du Département d'investir une citoyenneté active.

« En Savoie, notre politique Jeunesse avait besoin d'un « coup de jeune ». Cette démarche internationale nous a permis de changer de regard sur nos pratiques et d'ouvrir de nouvelles perspectives qui amènent vers plus de citoyenneté. » (Jocelyne Abondance, Conseillère départementale de Savoie)

« Pendant cette formation j'ai été marqué par la mise en place d'un groupe uni autour du **même idéal, le partage d'expérience** sur la manière de faire de la prévention, **l'échange entre les différentes cultures, la connaissance de nouveaux professionnels de jeunesse**. J'ai également bénéficié d'un **renforcement de capacité** en disposant d'un regard extérieur et je prévois maintenant d'**adapter les contenus appris** au contexte de Bignona et de **développer l'interculturalité autour des actions de la jeunesse**. » (Chérif Sene, Coordonateur jeunesse sénégalais)

Sustainability/Follow-up The project is implanted since 2014 and still on-going

Youth engagement

Number of young people involved Chiffres du bilan 2017 : 4000 jeunes Savoyards rencontrés et sensibilisés aux ODD 4 (Education de qualité) et 10 (Inégalités réduites)

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up) Participation aux activités du projet en tant qu'acteurs

Level of youth engagement attained through the project (cf. pyramid of engagement)

Level 4 : Activist

SWOT analysis of the project (from the perspective of youth engagement)

	POSITIF (Pour atteindre l'objectif)	NEGATIF (Pour atteindre l'objectif)
ORIGINES INTERNES (Organisationnelle)	FORCES / STRENGTHS Un partenariat s'appuyant sur des coopérations décentralisées existantes du département savoyard, en fort lien avec les services jeunesse des collectivités Les croisements de regards à et échanges de pratiques entre animateurs de pays différents, permettant d'expérimenter et/ou de découvrir de nouvelles façons de travailler avec les jeunes	FAIBLESSES / WEAKNESSES
ORIGINES EXTERNES (Origine=environnement)	OPPORTUNITES / OPPORTUNITIES	MENACES / THREATS Projet qui implique des mobilités internationales : frein de la pandémie

Incentives for youth engagement

Please include in your answer your recommendations for:

- how to engage the disengaged
- how to support sustainable youth engagement

La particularité de ce projet est de former les professionnels qui seront amenés à engager les jeunes dans des actions de participation. Les professionnels formés utilisant la plateforme vont être des leviers pour enrôler d'autres professionnels. Une fois formés, ils peuvent accompagner les jeunes dans des projets. La mise en réseau de ces professionnels permet aux jeunes d'accéder à des partenariats qui vont faciliter l'engagement et la participation.

Ce projet rejoint la bonne pratique 2 : Accompagner les jeunes à comprendre les fonctionnements institutionnels pour leur permettre de participer aux décisions politiques.

***On The Green Road – Accompagnement de « voyages engagés »,
aide à la création de media citoyen, sensibilisation aux enjeux
environnementaux***

General information	
Project ID	Le voyage engagé comme ouverture au monde et à soi.
Topic	Changement climatique et migrations - Transition écologique et solidaire
Region	Auvergne-Rhône-Alpes
Promoters	Grand Lyon Métropole
Other actors/collaborators involved	nombreux partenariats avec des associations étudiantes engagées, avec des acteurs locaux associatifs et institutionnels (une liste serait bien longue à dresser), et via divers réseaux.
Target group (age, size, etc.)	: multiples, selon les projets (cf plus bas)
Duration (from...to...)	: projet fondé en 2012, toujours actif
Funding	Lyon Métropole
Level of implementation (e.g. local/regional/national/international/European)	Régional, avec des actions ponctuelles au niveau national et européen
Website	https://onthegreenroad.com/
Contact	info@onthegreenroad.com
Description of the project	
Summary of the project	<p>On The Green Road soutient des porteurs de projets (les « Explor'Acteurs ») qui souhaitent réaliser eux-mêmes des documentaires (filmiques, photographiques, audios ou textes) au cours de voyages engagés. L'accompagnement des porteurs de projet vers la réalisation de ces supports permet de les motiver à donner du sens à leur expérience, que ce soit avant, pendant, et après le voyage.</p> <p>L'accompagnement par On The Green Road se fait en amont du projet, mais aussi pendant</p>

le voyage et après. L'objectif de l'accompagnement en fin de projet est de permettre aux jeunes de poursuivre leur engagement au-delà de leur voyage, en favorisant la diffusion de leur expérience via un format audiovisuel. La diffusion et la valorisation de ces expériences, dans le cadre de projection-débats, table-rondes ou conférences par exemple, permet de susciter des échanges et des partages citoyens avec d'autres jeunes notamment, autour des sujets de société.

Activities (including methodology) :

En amont du voyage : Conseils donnés au jeune « Explor'acteur » sur la préparation du voyage et la recherche de financements ; aide à la structuration du projet ; formations à l'audiovisuel (avec divers médias possibles : audio, vidéo, photo, texte).

Pendant le voyage : On The Green Road se tient disponible pour toute question de la part des porteurs de projets.

Après le voyage : Accompagnement à la structuration et à la réalisation du projet final ; diffusion des réflexions de terrain des « Explor'acteurs » à un large public ; appui à la réflexion sur le plan de communication et l'organisation d'événements de valorisation.

A noter qu'au-delà de ce programme, On The Green Road met en place d'autres dispositifs incitant l'engagement des jeunes et la prise d'initiatives à travers l'audiovisuel, le voyage et la sensibilisation aux enjeux de développement durable, comme par exemple :

- « Reporters de Quartiers » : un programme pour les jeunes à moindre opportunités, qui leur permet de se former à l'audiovisuel pour pouvoir filmer des sujets de leur quotidien, d'en dénoncer d'autres, d'en mettre en valeur... Le projet permet tout à la fois d'explorer des enjeux socio-environnementaux, de participer à un projet collectif et interdisciplinaire, d'apprendre à communiquer et à sensibiliser... Il encourage les jeunes à la prise d'initiative, la confiance en soi et l'ouverture aux cultures.
- Des programmes à destination des étudiants de la Métropole Lyonnaise comme les défis Explor'action, où les jeunes valorisent des initiatives écologiques en lien avec les ODD, à travers la création de vidéos puis les valorisent auprès d'autres jeunes.

Results/Impact

- De nombreux jeunes sensibilisés à une autre approche du voyage et pouvant

l'expérimenter.

- Un large public touché par les événements de partage et sensibilisation.

Sustainability/Follow-up

Montée en puissance de ces programmes spécifiques et ceux tournés vers le grand public, intention de développer une université du voyage, accessible à des jeunes français mais aussi à des jeunes issus de pays économiquement émergents. Travail de sensibilisation plus large à un tourisme responsable avec la création d'un réseau TIPS d'acteurs d'un Tourisme à Impact Positif et Solidaire.

Création plus soutenue de médias et valorisation des contenus réalisés par les voyageurs comme du media lent et orienté vers les solutions.

Youth engagement

Number of young people involved: entre 100 et 150

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up): Involved at all stages of the project, from implementation to evaluation.

Level of youth engagement attained through the project (cf. pyramid of engagement) Level 5: Multiplier or 6: Innovator

SWOT analysis of the project (from the perspective of youth engagement)

	POSITIF (Pour atteindre l'objectif)	NEGATIF (Pour atteindre l'objectif)
ORIGINES INTERNES (Organisationnelle)	FORCES / STRENGTHS Développement université de voyage L'accompagnement du jeune en amont du projet, pendant et pour sa valorisation L'engagement des jeunes par les jeunes	FAIBLESSES / WEAKNESSES Mobilisation des acteurs du territoire dans le temps et nécessité de moyens.
ORIGINES EXTERNES (Origine=environnement)	OPPORTUNITES / OPPORTUNITIES Mise en place d'outils et de médias pour la valorisation des expériences	MENACES / THREATS Crise sanitaire

Incentives for youth engagement

Please include in your answer your recommendations for:

- how to engage the disengaged

Les jeunes sont très présents dans tous les cercles de fonctionnement de l'association, tant ceux décisionnels que les cercles plus opérationnels. Ils font aussi grandement partie des bénéficiaires.

- how to support sustainable youth engagement

Par l'organisation même de l'association, très horizontale, et structurée en cercles sociocratiques, toute personne ayant lien avec elle a possibilité de s'impliquer plus fortement dans la gouvernance, ou plus simplement de proposer et de mettre en action des projets qui respectent la vision globale de l'association en étant soutenue.

Bien qu'être jeune n'est pas une condition requise pour entrer dans l'association (ce ne serait pas souhaitable), nous remarquons que notre dynamique, nos actions, notre statut d'association étudiante proche des campus, nos sujets de focus, etc., fédèrent autour de nous un grand nombre de jeunes. Ils sont actifs, bénévolement, en volontariat, en tant que salariés, en tant qu'explor'acteurs.rices ou dans nos instances de gouvernance (à plus de 80% tenues par des jeunes de moins de 35 ans).

***Please only include projects**

- **addressing young people (18-35 years old);**
- **on the topics of climate change or migration;**
- **from the last 5 years.**

Osons Ici et Maintenant – Service Civique « 100 % transition »

General information	
Project ID	Osons Ici et Maintenant – Service Civique « 100 % transition »
Topic (climate change or migration)	Climate change / social-ecological transition
Region	Auvergne-Rhône-Alpes
Promoters	Osons Ici et Maintenant (OIM)
Other actors/collaborators involved:	Ellyx, Insup
Target group (age, size, etc.)	300 jeunes de 16 à 25 ans, 12 jeunes par territoire
Duration (from...to...)	9 mois
Funding	Ministère du travail de l'emploi et de l'insertion (Programme lauréat « PIC 100 % inclusion »)
Level of implementation (e.g. local/regional/national/international/European)	National
Website:	https://osonsicietmaintenant.org/100-pourcent-transition/
Contact	contact@osonsicietmaintenant.org segolene.bredoux@osonsicietmaintenant.org / Chloé Weimer – responsable du programme 100% transition à Lyon (chloe.weimer@osonsicietmaintenant.org)
Description of the project	
Summary of the project	<p>Un programme destiné à accompagner les jeunes de 16 à 25 ans éloignés de l'emploi et de la formation (NEETs) et/ou en situation de handicap (jusqu'à 30 ans) dans la construction de leur projet de vie, en découvrant les métiers de la Transition écologique et sociale.</p> <p>L'objectif du programme est de créer des déclics chez les jeunes pour développer leurs pouvoir d'agir et passer d'un présent subit à un futur choisi. C'est un parcours pour prendre confiance en soi, en l'avenir et s'élancer avec des choix éclairés qui font sens pour soi et le territoire.</p>
Activities (including methodology)	

Pendant 9 mois, les jeunes sont accompagnés dans leurs réflexions sur leur projet d'avenir et leur orientation professionnelle, testent plusieurs nouvelles activités en rapport avec la transition écologique et sociale pour trouver le métier ou la formation qui leur correspond vraiment.

Généralement, ces jeunes ne sont initialement pas sensibles/sensibilisés aux questions en lien avec les ODD.

Le parcours est rythmé par des temps collectifs et un accompagnement individuel : **des ateliers et événements**, des journées collectives (chantiers participatifs et ateliers, découverte de l'écosystème local), **une mission de Service civique d'initiative** ainsi qu'**un accompagnement individuel** pour lever leurs freins et répondre au mieux à leurs attentes. Les jeunes du parcours bénéficient du statut de Service Civique D'Initiative et d'une indemnité de 580€/mois. Le jeune effectue 3 jours par semaine dans la structure qui l'accueille en service civique, et 2 jours par semaine avec les autres volontaires et OIM.

Le parcours permet dans un premier temps de faire découvrir et prendre conscience au jeune de l'ampleur des problématiques liées aux questions de transition écologique (par le biais d'outils pédagogiques, de discussions, débats-ciné par exemple).

Par la suite, à partir de ses centres d'intérêt ou des sujets qu'il souhaite creuser, il identifie des structures et des missions sur lesquelles il souhaite s'investir dans le cadre d'un Service Civique d'Initiative. Les missions de service civique sont créées et coconstruites en fonction d'objectifs définis conjointement entre le jeune, la structure impliquée dans les questions de transitions et OIM. La mission permet au jeune d'expérimenter concrètement et de découvrir un domaine d'action.

En parallèle, les jeunes travaillent avec OIM sur un « projet de vie », pour réfléchir et se projeter sur des envies de long terme en rapport à leurs engagements, leur vie personnelle et professionnelle (10 « axes de vie » sont identifiés et travaillés).

Par ailleurs, les jeunes ont suivi de façon personnalisée et ont notamment un rendez-vous individuel tous les mois pour faire le point sur leur mission de manière globale.

Results/Impact

Entre mai 2020 et juillet 2023, le Céreq assurera une analyse fine des parcours des jeunes afin de tirer des enseignements des stratégies et processus mis en place dans le projet. Ce volet repose sur le suivi de trois cohortes de jeunes sur trois ans – 128 entretiens auprès de 48 jeunes et de leur accompagnants (32 entretiens auprès de 16 personnes).

Sustainability/Follow-up On-going until 2023

Par ailleurs, OIM est régulièrement sollicitée par des structures qui souhaitent s'inspirer des pratiques et des outils créés dans le cadre du programme « 100% transition ». Pour répondre à cette demande et dans un souci de transmission, OIM est en train de structurer une stratégie de transmission de leurs savoirs à d'autres structures. Au-delà du travail effectué auprès des jeunes, il y a donc tout un enjeu au niveau des structures qui travaillent sur le programme, un gros intérêt de mises en lien, à produire et à partager de la connaissance pour faire évoluer les pratiques.

Youth engagement

Number of young people involved Chaque année, 12 jeunes sur chacun des 8 territoires, soit 300 jeunes de 2020 à 2023

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up) Co-creation : Les jeunes ont la possibilité de co-construire leur mission proche de chez eux dans les thématiques en lien avec la transition écologique et sociale.

Level of youth engagement attained through the project (cf. pyramid of engagement)
Level 4: Activist, 5: Multiplier or 6: Innovator

SWOT analysis of the project (from the perspective of youth engagement)

	POSITIF (Pour atteindre l'objectif)	NEGATIF (Pour atteindre l'objectif)
ORIGINES INTERNES (Organisationnelle)	FORCES / STRENGTHS Permettre aux jeunes d'agir et d'entreprendre, de construire leur projet. Parcours construit autour du jeune et à partir de ses motivations La co-construction de la fiche de Service civique Le lien fait entre le projet professionnel du jeune et	FAIBLESSES / WEAKNESSES Manque de visibilité sur la pérennisation du projet (qui dépends d'appels à projet) et nécessité d'aller chercher des co-financements différents pour la prochaine phase Le travail en partenariat entre structures de nature très différentes demande un gros investissement en temps et peut causer des frottements (points de vue différents)

	<p>l'engagement en faveur de la transition</p> <p>La collaboration entre acteurs différents : beaucoup de travail en partenariat (structures jeunesse, organismes de formations, etc.)</p> <p>Monté en compétence des structures encadrant le jeune > meilleur accompagnement par la suite d'autres jeunes</p>	
<p>ORIGINES EXTERNES (Origine=environnement)</p>	<p>OPPORTUNITES / OPPORTUNITIES</p> <p>Mobilisation des jeunes sur leur territoire</p> <p>La création récente d'une entreprise (Osons+) qui permet la facturation de prestations faites par OIM et qui pourra constituer un appui financier pour le programme « 100% transition »</p>	<p>MENACES / THREATS</p> <p>Crise sanitaire</p> <p>Pérennité du dispositif par encore assurée</p>

Incentives for youth engagement

Please include in your answer your recommendations for:

- how to engage the disengaged
- how to support sustainable youth engagement

Il est fondamental de **partir des jeunes** et de partir du principe qu'on ne peut pas prendre part à quelque chose si on ne se sent pas pris en compte. Il est donc très important de s'intéresser à eux avant de vouloir les intéresser.

Donner du sens et être en mesure de vulgariser la connaissance est également fondamental. Sur beaucoup de thématiques, comme les questions de transition, de changement climatique, les jeunes entendent énormément d'informations, mais ne les comprennent pas toujours et/ou ne se reconnaissent pas dans tout ce qui est dit. Il y a un enjeu à leur faire réaliser qu'ils peuvent comprendre ce qu'il se passe. Dans le cadre du

programme 100% transition, cela est fait par le biais d'échanges, de débats, de rencontres avec des gens, qui parlent de leurs expériences concrètes et qui permettent aux jeunes de s'identifier.

Il faut faire en sorte de ne pas les emmener vers la transition mais de **ramener la transition à eux**, en partant de leurs situations personnelles puis de faire le lien avec les enjeux de transition.

Le fait de **faire concrètement, d'expérimenter, d'apprendre en faisant** et de conscientiser tout cela est important dans le processus d'engagement.

Le programme 100% transition assure un suivi très rapproché du jeune avec de nombreux débriefings. Le fait de pouvoir **revenir sur son expérience, d'en parler**, d'échanger et de conscientiser les expériences, apporte beaucoup dans le processus de réflexion et d'engagement.

Enfin, **l'aspect financier** est un facteur important pour assurer l'engagement des jeunes sur ce programme de 9 mois. C'est une condition inhérente à leur engagement (notamment parce que beaucoup de jeunes qui participent à ce programme ne bénéficient pas d'un contexte socio-économique stable et

sont issus de milieux difficiles, connaissent des situations d'isolement, des contextes familiaux compliqués ou sont arrivés en France très récemment par exemple).

***Please only include projects**

- **addressing young people (18-35 years old);**
- **on the topics of climate change or migration;**
- **from the last 5 years.**

Recital ODD – Auvergne-Rhône-Alpes

General information	
Project ID	Recital ODD
Topic (climate change or migration) – Changement climatique et migrations (ODD de manière générale)	
Region France:	Région Auvergne-Rhône-Alpes
Promoters:	RESACOOP (à l'échelle régionale)
Other actors/collaborators involved:	ADOS, Romans International, l'UFCV de la Loire, Les Francas de l'Isère, Pays de Savoie solidaires, Service de Coopération au Développement, Conférence interrégionale des réseaux régionaux multi-acteurs (CIRRMA), Agence Française de Développement (AFD)
Target group (age, size, etc.)	<ul style="list-style-type: none">• 920 jeunes de moins de 25 ans issus de zones rurales ou de quartiers politiques de la ville• Les structures travaillant avec les jeunes peu en lien avec les questions d'Education à la citoyenneté et à la solidarité internationale, la solidarité internationale et/ou les Objectifs de Développement Durable
Duration (from...to...) du 1 ^{er} janvier 2020 au 31 décembre 2021	
Funding	301 940€ dont 70 000€ pour le financement de projets en Région - Agence Française de Développement
Level of implementation (e.g. local/regional/national/international/European)	Régional et national
Website	http://www.resacoop.org/recital-odd-un-nouveau-projet-pour-resacoop-et-pour-le
Contact	RESACOOP – mail@resacoop.org
Description of the project	

Summary of the project (including motivation that led to the project, previous experiences, particular needs of the target group).

Recital ODD est un projet national mené à l'échelle de chaque Région de France. Il a pour objectif principal de **renforcer les actions d'éducation au développement auprès des jeunes, et de mobiliser les acteurs des territoires en faveur des Objectifs de développement durable**. Il cherche également à toucher des publics et structures qui sont habituellement moins touchés ou impliqués dans les actions d'éducation au développement.

Le dispositif prend des formes différentes dans chaque Région. En Auvergne-Rhône-Alpes, le choix a été fait de cibler **la jeunesse (moins de 25 ans) et particulièrement les jeunes les plus éloignés des projets de coopération ou d'Education à la Citoyenneté et à la solidarité internationale (en milieu rural et en quartiers politiques de la ville)**.

Pour coller au mieux aux réalités des publics et des territoires, le dispositif a été adapté dans chacun des 7 départements concernés et soutenu par des structures locales (appelées « Relais Départementaux Jeunesse et Solidarité Internationale » - RDJSI). Les structures départementales avaient, entre autres, pour rôle de soutenir les porteurs de projets dans la construction et le montage du projet, ainsi que dans sa réalisation et sa valorisation.

Au-delà du financement direct de projets, Recital a pour objectif le rapprochement entre les structures de solidarité internationale/ECSI et les structures jeunesse encore peu familiarisées avec ces thématiques. La montée en compétence des acteurs sur la question des ODD est aussi un point central du projet.

Activities (including methodology)

- Recensement des structures jeunesse de la Région pour penser la création de partenariats et sollicitations de ces structures pour porter à leur connaissance le programme Recital
- Travail d'adaptation départementale du dispositif avec les Relais Départementaux Jeunesse et Solidarité Internationale (RDJSI)
- Lancement d'appels à projets et accompagnement des candidats
- Mise en œuvre des projets : en Auvergne-Rhône-Alpes, le programme Recital a permis de financer des projets d'éducation à la citoyenneté et à la solidarité internationale organisé en partenariat entre des associations de solidarité internationale et des structures jeunesse (MJC ou centres sociaux, par exemple). De nombreux groupes de jeunes ont été mobilisés sur des thématiques diverses

mettant en lien la question des ODD et de l'international.

- Formation/échanges de pratiques pour permettre la montée en compétences des acteurs sur les ODD.

Quelques exemples de projets soutenus :

Projet du Centre de loisirs de Bonson (ODD 12) : Projet intergénérationnel rassemblant 8 enfants et 8 personnes à la retraite en binôme. Des rencontres ont eu lieu autour de la question des migrations et d'un jeu de l'oie (créé par les enfants) sur cette thématique. En même temps, un animateur procédait aux enregistrements des interviews, afin d'y faire ressortir les parcours migratoires de chacun.

D'autres actions se sont tenues autour de l'agriculture écologique et une exposition sera organisée afin de valoriser tous ces témoignages et de parler avec les gens du village de migrations et d'alimentation.

« Agir en direct » : L'objectif du projet était de sensibiliser les jeunes de 17-30 ans aux ODD à travers la réalisation de reportages, de plateaux TV. L'occasion pour eux de s'initier aux métiers du journalisme (réalisation audiovisuelle, prise de parole en public). Ces jeunes avaient pour objectif de travailler sur des contenus autour des discriminations, de la solidarité internationale et de l'interculturalité. L'organisation d'un plateau TV était donc le support idéal pour développer du lien social tout en créant un dialogue constructif.

« Découvertes des ODD et des enjeux liés à l'eau » (ODD 6) : A travers des activités ludiques (escape game, jeux) les enfants (11-14 ans) ont été particulièrement sensibilisés à l'ODD 6. Ils ont également pu découvrir les actions de HSF au Togo. Lors de cet événement une coupure d'eau (pur hasard) les a confrontés à la problématique du manque d'accès à l'eau. A l'issue de ces journées de sensibilisation, les enfants ont pu créer des vidéos TikTok afin de sensibiliser leurs camarades. L'idée c'est qu'ils transmettent à leur tour ce qu'ils ont appris, qu'ils deviennent porte-paroles.

Results/Impact

- Le projet a permis le financement de 27 projets dans 7 départements de la Région ;
- Il a touché 920 jeunes âgés de moins de 25 ans issus de zones rurales et quartiers politiques de la ville ;
- Il a permis aux jeunes de s'impliquer directement dans la mise en œuvre des projets. Certains projets ont été co-construits avec eux ;
- Il a permis de nouveaux partenariats entre structures jeunesse et associations de solidarité internationale ;

- Il a permis aux structures impliquées et aux jeunes une montée en compétence en termes de connaissance des ODD.

Sustainability/Follow-up

Le projet, terminé en décembre 2021, sera probablement suivi d'un projet Recital 2 (2022-2025) qui permettra la poursuite de la démarche.

Youth engagement

Number of young people involved

920 jeunes de moins de 25 ans issus de zones rurales ou de Quartiers Politiques de la Ville (547 filles et 373 garçons). Détail des tranches d'âge : 0 - 11 ans : 424 / 12 - 18 ans : 360 / 18 - 25 ans : 136

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up)

Très variable en fonction des projets : co-crédation, implémentation, participation

Level of youth engagement attained through the project (cf. pyramid of engagement)

Niveau 4 : Le militant

SWOT analysis of the project (from the perspective of youth engagement)

	POSITIF (Pour atteindre l'objectif)	NEGATIF (Pour atteindre l'objectif)
ORIGINES INTERNES (Organisationnelle)	<p>FORCES / STRENGTHS</p> <p>Une adaptation aux contextes territoriaux, par le biais de l'adaptation de l'appel à projets par département</p> <p>La montée en compétence des professionnels en contact avec les jeunes sur la question des ODD</p>	<p>FAIBLESSES / WEAKNESSES</p> <p>Difficulté d'atteindre des publics éloignés des actions associatives (quartiers politiques de la ville et zones rurales)</p> <p>Montage du projet basé sur des subventions en cascade sur 3 échelons : lourdeur administratives</p>
ORIGINES EXTERNES (Origine=environnement)	<p>OPPORTUNITES / OPPORTUNITIES</p> <p>De nombreuses opportunités pour la multiplication d'action en faveur de l'engagement des jeunes pour les ODD :</p> <ul style="list-style-type: none"> • De nouveaux partenariats créés entre associations de 	<p>MENACES / THREATS</p> <p>La crise sanitaire a pesé sur la mise en œuvre des projets. Un certain nombre d'activités ont dû être annulées ou modifiées.</p>

	solidarité internationale et structures jeunesse <ul style="list-style-type: none"> • Prise de connaissance des structures jeunesse par les structures de solidarité internationale : opportunité de développer par la suite, de nouvelles actions en partenariat pour l'engagement des jeunes en • Une dynamique territoriale ECSI dans le territoire régional 	
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Incentives for youth engagement

Please include in your answer your recommendations for:

- how to engage the disengaged
- how to support sustainable youth engagement

Instaurer des liens et mettre en place des partenariats avec des structures jeunesse (centres sociaux ou MJC par exemple) est un moyen intéressant pour entrer en contact avec des jeunes et leur proposer de participer à des projets impliquant leur engagement en faveur des ODD. Néanmoins, tous les jeunes ne fréquentent pas ces structures.

Il est moins évidemment de capter les publics considérés comme étant plus éloignés et moins sensibilisés aux thématiques relatives aux ODD (dans le cadre de Recital, les jeunes des zones rurales et des quartiers politiques de la ville), d'autant plus lorsqu'aucune structure ne fait le lien avec eux. Il est alors d'autant plus important de penser une stratégie pour aller à la rencontre de ces jeunes et penser des projets où ils pourront s'impliquer concrètement et identifier rapidement ce que leur apporte cet engagement. Les projets doivent correspondre à des envies qui émanent des jeunes. La question du sens de leur engagement est également importante.

L'engagement étant un véritable processus de long terme, les projets et actions pensés devraient également s'inscrire sur des temps plus longs, tout en s'inscrivant dans les temporalités des jeunes et s'adaptant à leurs emplois du temps.

Y-Nove

General information	
Project ID	Y-Nove
Topic	Climate
Region	Auvergne-Rhône-Alpes
Promoters	Y-Nove
Other actors/collaborators involved	60 associations, 12 collectivités locales (dont le Département de l'Isère, la Métropole de Grenoble...), la Direction régionale académique de la jeunesse, à l'engagement et aux sports (DRAJES), la Caisse d'Allocations familiales, 8 collèges, 2 lycées, plusieurs centaines de jeunes participants
Target group (age, size, etc.)	Jeunes de 11 à 30 ans
Duration (from...to...) 2017-2021	
Funding	programme d'investissement d'avenir national (PIA)
Level of implementation (e.g. local/regional/national/international/European)	regional
Website	https://y-nove.org/
	contact@y-nove.org
Description of the project	
Summary of the project	
<p>L'association Y-Nove vise à permettre à tous les jeunes de l'agglomération grenobloise de 13 à 30 ans, de pouvoir affirmer leur capacité à comprendre, agir, entreprendre au sein du monde dans lequel ils vivent et à le transformer en étant acteur à part entière. Elle tente de transformer les regards et pratiques des acteurs intervenant auprès du public jeune pour ne plus considérer les jeunes comme un public bénéficiaire des actions bienveillantes pensées pour eux, mais souvent sans eux, mais plutôt comme un public de jeunes usagers et acteurs de</p>	

ce qui les concernent. En un mot, elle développe une démarche et des outils propices pour que les jeunes développent leur capacité à s'exprimer, à agir et à choisir.

Activities (including methodology)

Y-Nove regroupe aujourd'hui 60 associations, environ 12 collectivités locales, la Métropole de Grenoble, le Département de l'Isère, la DRAJES, la CAF, 8 collèges, 2 lycées, et surtout plusieurs centaines de jeunes.

La volonté première de l'association Y-Nove est de sortir de la construction habituelle des politiques jeunesse en redonnant une place active aux jeunes dans l'élaboration de ces politiques. On replace les jeunes au centre du processus de décision notamment grâce à un comité de pilotage (COPIL) ouvert à tous ceux qui le souhaitent.

Ce COPIL donne un avis au Conseil d'administration (le CA) qui valide ou non les orientations du COPIL.

Cette nouvelle approche plus partagée et moins verticale des politiques jeunesse, vise à sortir d'une logique de jeunes bénéficiaires des actions ou dispositifs faits pour eux, aussi bienveillante qu'elle soit, pour une approche où le jeune est usager/acteur des affaires qui le concernent. Ne plus faire « pour » mais plutôt « avec et par ».

L'escalier d'implication :

L'émergence des projets a fait elle aussi l'objet d'une réflexion poussée dans l'expérimentation. Elle est directement liée à la capacité de mobiliser les jeunes sur le territoire ; l'idée est d'enrichir ce territoire pour permettre d'instaurer des conditions de changement et de transformation. Cet enjeu fort n'est pas le plus simple à réaliser. Cette montée en charge dans l'engagement et dans la participation à la gouvernance, en marches d'escalier, se fait en trois étapes :

Agora : Se rencontrer et donner la parole aux jeunes, permettre les échanges intergénérationnels, recueillir les envies et préoccupations des jeunes, trouver les soutiens pour les réaliser ou les résoudre. Les projets des structures jeunesse pour les jeunes sont présentés et soumis au regard critique des jeunes.

Ateliers collectifs : On sollicite de nouveaux partenaires et des jeunes pour apporter un regard extérieur et enrichir les projets.

Copil : Les projets finalisés sont présentés et chacun participe à la prise de décision collective, dont l'attribution financière.

Trois types d'actions sont soutenus à travers le Programme Y-Nove :

1. COOPÉR'ACTION

Pour les associations, collectivités territoriales, institutions ou entreprises qui proposent des projets innovants dans une démarche de coopération avec d'autres acteurs et avec les jeunes.

Méthodologie

AGORA

Évènement mobile sur l'agglomération, avec des temps d'échanges entre jeunes et moins jeunes, de partage sur les idées et les initiatives des jeunes. Temps aussi où les projets de structures jeunesse en faveur des jeunes sont présentés et soumis à leur regard critique.

ATELIERS COLLECTIFS

Suite aux tendances recueillies en AGORA, on invite de nouveaux partenaires et des jeunes pour apporter un regard extérieur, améliorer et enrichir les projets.

COPIL

Les projets finalisés sont présentés dans un Comité de pilotage ouvert où chacun (à voix égale) participe aux échanges et à la prise de décision collective pour inscrire l'action dans le programme Y-Nove et le financer en partie.

RECIVALUATION

En petit groupe constitué de partenaires engagés dans une action réalisée, on organise un bilan oral pour raconter ce qui s'est passé et en savoir plus et mieux que dans une synthèse écrite. Sans prise de note, la franchise, la critique positive ou négative, les conseils et propositions d'améliorations sont le carburant pour les porteurs de projet.

2. LIBR'ACTION

Pour les jeunes qui ont un projet d'intérêt général ou privé : un fonds de soutien financier permet un coup de pouce pour réaliser leurs projets. En échange, une réciprocité est demandée sous la forme d'un partage de leurs expériences, leurs bons plans, destiné à donner envie d'agir aux autres jeunes.

On considère que toutes les initiatives des jeunes sont intéressantes à développer au moins pour se faire plaisir, apprendre de ses expériences, devenir autonome et proposer de nouveaux modes de vie ou de faire à notre société. L'intérêt général réside dans le retour que feront les jeunes de leur expérience. A eux de voir avec qui, pourquoi et comment. C'est le principe de réciprocité.

Les étapes pour accompagner un projet :

- Une « **Commission Starter** », pour présenter son projet avec des membres du réseau d'Y-Nove pour comprendre et conseiller sur le projet, caler des objectifs, la recherche de financement (plateforme de crowdfunding Wweeddoo), la réciprocité et proposer un soutien financier...
- ... rapidement suivie d'une **commission d'attribution**, pour voir si les objectifs sont atteints et verser l'argent.
- **Réalisation du projet**, avec l'accompagnement par des professionnels grâce au « **Carrefour d'accompagnement** »
- **Retour d'expérience**, l'intérêt du Libr'action résidant davantage dans le partage et la valorisation de l'expérience que dans le contenu même du projet qui est propre à chacun. C'est une des manières de sensibiliser d'autres jeunes et finalement d'exercer sa citoyenneté et de participer à la vie locale.

3. CHANTIERS COLLECTIFS

A partir de problématiques communes et d'un diagnostic partagé entre jeunes et structures, on construit un projet commun innovant où chacun prend sa place, et un ou deux pilotes, choisis par le groupe, coordonnent le chantier.

Un DIAGNOSTIC PARTAGÉ : dans ce cadre il n'y a pas de projet individuel mais des problématiques, questionnements, besoins qui sont partagés et qui invitent à trouver des solutions ensemble. Parce que l'union fait la force, donne de l'énergie, des moyens et de nouvelles idées, Y-Nove participe à la réalisation des projets communs.

Le COPIL valide d'abord la thématique de travail puis une fois le projet commun finalisé, valide son soutien financier.

Le PILOTAGE est assuré par un ou deux pilotes pour le compte du groupe. L'équipe d'Y-Nove anime et organise uniquement le démarrage du projet.

Results/Impact:

- 48 expérimentations différentes de structures soutenues

- 43 projets Boost soutenus (Projet Boost est un fond de dotation jeunesse prévu par l'association Y-Nove dans le but de soutenir l'émergence et la réalisation de projets de jeunes. Il permet de soutenir leurs premières initiatives, les aider à franchir la petite marche avec une attention particulière envers les jeunes les plus éloignés (quartiers politique de la ville, territoires ruraux).

En coopération : 70 structures grenobloises impliquées dont 52 membres du groupement
12 collèges et **2** lycées et **12** communes

En Libr'action : 253 jeunes boosters

Sustainability/Follow-up

Youth engagement

Number of young people involved:

- 860 jeunes ont participé aux instances de gouvernance partagée
- plus de 8.000 participants sur les Agoras, Agora Collège, Agora Lycée

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up)

	Les Agoras				les ateliers Idéation				les copils			
	Nombre de séances	Nombre total participants	Nombre de jeunes	Nombre de structures	Nombre de séances	Nombre total participants	Nombre de jeunes	Nombre de structures	Nombre de séances	Nombre de participants	Nombre de jeunes	Nombre de structures
2016/17	4	192	105		16	151	60	50	6	130	50	45
2018	4	111	82		9	97	54	58	7	183	48	115
2019	3	268	112		9	98	57	47	6	198	95	103
2020	0	0	0		10	133	66	44	6	178	132	60

1 séminaire en 2018
52 personnes
299
237
325

Level of youth engagement attained through the project (cf. pyramid of engagement):
Level 4 to 6

SWOT analysis of the project (from the perspective of youth engagement)

	POSITIF (Pour atteindre l'objectif)	NEGATIF (Pour atteindre l'objectif)
ORIGINES INTERNES (Organisationnelle)	FORCES / STRENGTHS <ul style="list-style-type: none"> > Eléments appréciés de la « politique concertée transversale » : partenariat avec les acteurs et COPIL > Prise en compte des recommandations dans l'élaboration de la stratégie d'action > Forte approbation du mode de gouvernance 	FAIBLESSES / WEAKNESSES <ul style="list-style-type: none"> > Participation chronophage > Nombreuses sollicitations > Absence des jeunes dans le conseil d'administration > Fort risque d'opportunisme lors des Copils

	<p>> Les pratiques sont avantageuses : elles donnent vraiment la parole aux jeunes et favorisent la participation à l'élaboration des décisions consensuelles</p> <p>> Augmentation de la présence et de la participation des jeunes</p> <p>> Les sujets principaux sont discutés : compréhension des projets et sujets liés au fonctionnement des instances d'Y-Nove.</p> <p>> Appréciation des pratiques du dispositif de gouvernance : moments de vote, ateliers, cafés idées</p> <p>> Permet aux jeunes d'agir et d'entreprendre : création d'un réseau, jeunes acteurs de leurs projets, réalisation des projets</p> <p>> Priorité aux jeunes de la tranche d'âge 19-25 ans</p> <p>> Bénéficiaires : public « captif »</p> <p>(Cooper'action) et doté d'un certain capital d'action (Libr'action, projet Boost)</p> <p>> Dispositifs qui participent à la réalisation des objectifs : présentation des projets lors des AGORAS et des Cafés idées, et accompagnement de l'élaboration des projets.</p> <p>> L'innovation par les causes soutenues : déconstruction de préjugés, promotion des valeurs d'égalité et de diversité.</p> <p>> Le triptyque collaboratif jeunes-structure Y-Nove-professionnels a réussi à transformer l'environnement local.</p>	<p>> Les règles de participation désavantagent les jeunes isolés</p> <p>> Difficulté d'atteindre les jeunes « en dehors des radars »</p> <p>> Effets structurels : trésorerie limitée, habitudes institutionnelles</p> <p>> Peu de soutien de la part de collectivités notamment à cause de la méconnaissance du projet Y-Nove et le manque de visibilité des projets politiques locaux</p> <p>> La connaissance du projet Y-Nove s'est faite principalement par le bouche-à-oreille</p>	
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ORIGINES EXTERNES (Origine=environnement)	OPPORTUNITES / OPPORTUNITIES	MENACES / THREATS
	<p>> Financement important par un PIA (programme d'investissement d'avenir) (1,6 million d'euros)</p> <p>> Réseau d'acteurs jeunesse favorables au programme.</p> <p>> Repenser la structure organique et statutaire de l'association dans le cadre de l'intégration des collectivités dans l'organigramme de l'association</p> <p>> Renforcer les missions consacrées au développement des relations avec des éventuels partenaires</p> <p>> Insister sur l'action d'Y-Nove comme un levier pour les collectivités et souligner l'ambition de transversalité et de coopération de l'expérimentation.</p>	<p>> Pas d'ancrage territorial auprès des politiques jeunesse (impact covid ?)</p> <p>> Difficulté à relancer et renouveler la jeunesse engagée avant le covid</p> <p>> Baisse du soutien financier des collectivités</p> <p>> Surcharge d'information auprès des partenaires (essoufflement)</p>
<p>Incentives for youth engagement</p> <p>Par la force d'un travail en collectif, Y-Nove s'efforce de permettre à des projets de s'enrichir et d'accompagner leurs porteurs de projets au bout de leur réalisation.</p>		

***Please only include projects**

- addressing young people (18-35 years old);
- on the topics of climate change or migration;
- from the last 5 years.

Je vous envoie en PJ l'éventails des actions où vous trouverez la majorité des projets financés.



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Appendix 3.1.

Further information and figures on the questionnaire

Socioeconomic data:

The survey provides 95 valuable responses of which 32 (33.7%) stated to be males and 61 (64.2%) females (figure 12). The average participant is 31 years old and from Germany (n=86, 90.5%). Almost half of the respondents are currently living in an urban environment (n=46, 48.4%) and further 29 participants (30.5%) have chosen the semi-urban environment as the appropriate answer. 65.3% (n=62) have spent most of their time in the previously indicated environment. With 41 respondents (43.2%) having indicated to be enrolled as a student, 47 participants (49.5%) have a high school degree or a Bachelor's degree. Further 28 respondents (29.5%) already have a Master's degree. Regarding the family background, 59 (62.1%) participants do not have migration stories in their family. Vocational training (n=18, 18.9%), Master's degree (n=38, 40.0%), and Doctorate degree (n=17, 17.9%) have been listed as the most common and highest degrees in the respondents' family.

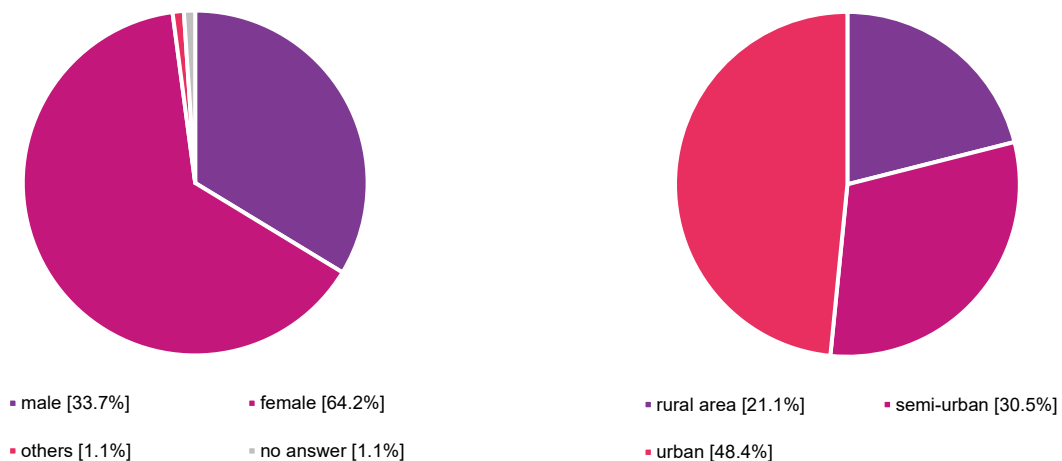


Figure 1: Gender profile (left) and current environment (right) (n=95).

Attractiveness for participation:

Concerning young people's future participation, the youth's past engagement is significantly important. Among group A all respondents are "enough" or "a lot" attracted by the idea of being involved in actions addressing climate change in the future (figure 13, figure 14 for migration). For group B some young people are "not enough" but with the majority being "enough" attracted. However, for group C the answers are distributed over all categories with some being "not at all" attracted by the idea.

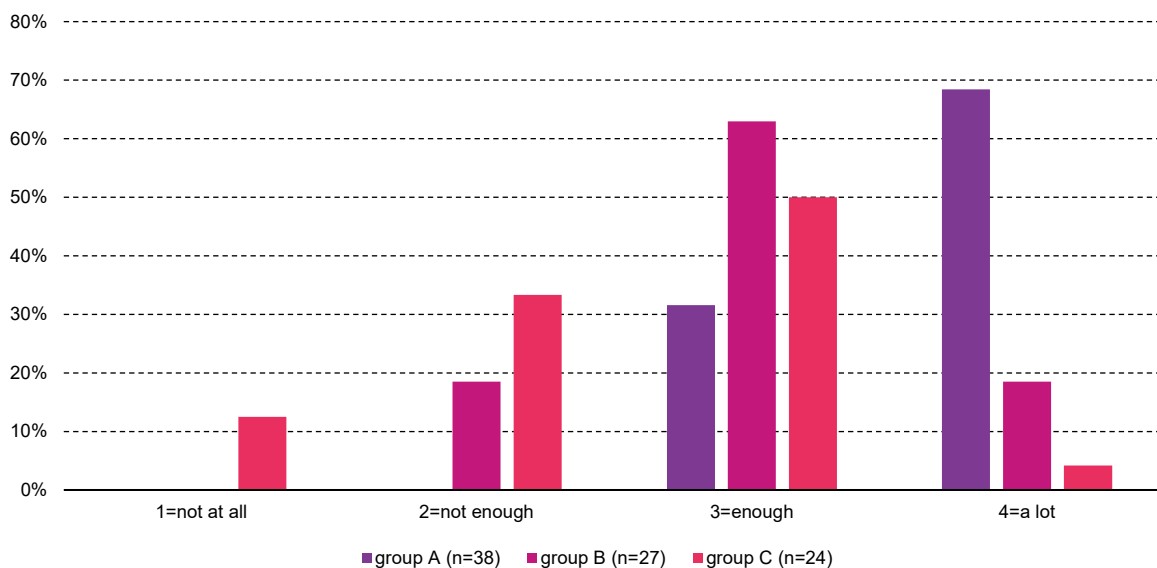


Figure 2: Attractiveness to participate in actions addressing climate change in the future (n=89)¹.

Concerning young people's future participation, the youth's past engagement is again significantly important. While the idea of future participation seems to cause "enough" attraction for group B, group C clearly demonstrates a rather reluctant position towards future engagement. Respondents with frequent participation in the past are convinced to get engaged in the future again.

¹ Question: "How attractive is the idea of participating in actions addressing climate change in the future?" Scale 1-4: 1=not at all, 2=not enough, 3=enough, 4=a lot.

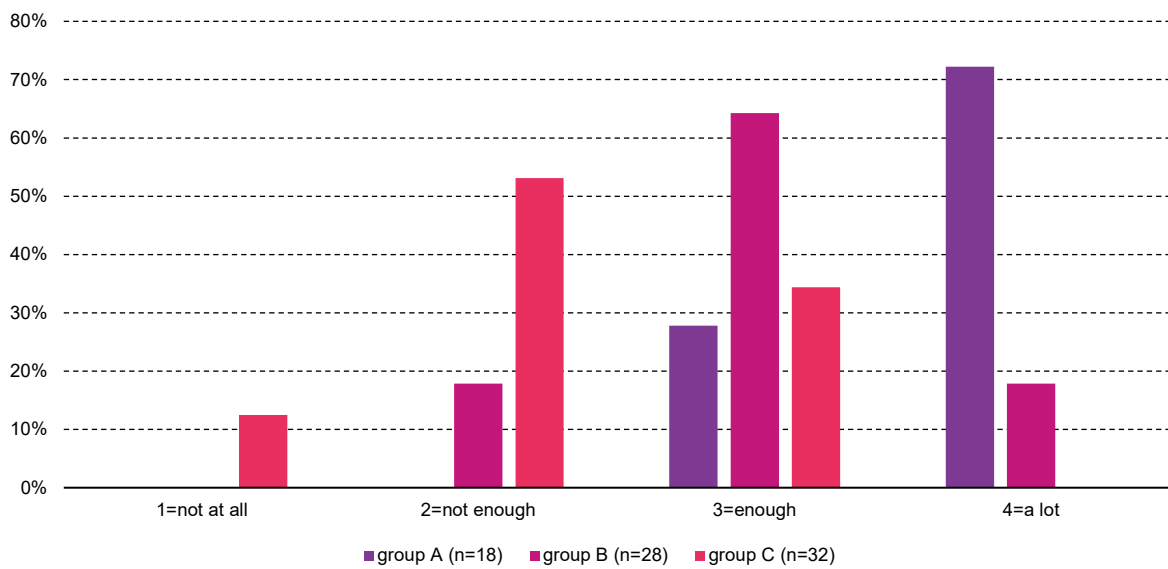


Figure 3: Attractiveness to participate in actions addressing migration in the future (n=78)².

² Question: “How attractive is the idea of participating in actions addressing migration in the future?”
Scale 1-4: 1=not at all, 2=not enough, 3=enough, 4=a lot.

Appendix 3.2.

Qualitative Interviews – extracts from transcripts

The following answers have been given by young and engaged people on the following question:
“What do you think, how can you foster civic engagement of young people in context of global challenges, e.g. climate change and migration?”

Note: The transcripts are partly shortened and summarized only containing the essential information related to the question.

Interviewee 1:

“It must be made more widely visible how and where one can get involved at all. And more attention must be paid to the people and their skills. Everyone has skills they can use to get involved, some just might not know how to get started. In addition, attractive training opportunities that are free of charge or perhaps even remunerated play an important role. Voluntary work is tied to privileges, only with financial support from parents, for example, it was possible for me to get involved during my studies.

Employers should also value their employees’ commitment more. Volunteering can be a "unique selling point", but the extent to which that is later valued depends heavily on the field. But through engagement you can learn a lot and it also prepares you very well for the working world. If you also receive a certificate or a job reference for your commitment, this is particularly beneficial for the future.

Furthermore, voluntary work must not be equated with paid work, because the time resources of the employees are always significantly smaller. This can lead to conflicts because volunteers do not have half an hour every day for their volunteer work. Therefore, full-time people working in organizations whose main task is to support and relieve the volunteers are very important. In the voluntary office employees change often, i.e. having people on the team who know the processes, have personal connections, take over organizational tasks and thus, create space for the volunteers are important. This makes participation fun for longer and the team does not change as often.

Appreciation also plays an important role. Commitment must be made visible. In organizations working with volunteers, they must also have opportunities for codetermination. Volunteers must be heard, and their commitment must not be minimized because they are *only* working voluntarily.

And radiating fun is also very important, motivating, and effective. That always attracts new people. That means, to institutionalize fun on an institutional level, to create structures that ensure that there is fun. There are many possibilities, e.g. cooking together, offering leisure activities etc., practically create better structures for how work is processed. Sure, fun is something each person has to define for themselves, but having offers at all is already worth a lot.”

Interviewee 2:

"Low-threshold offerings are particularly important. My experience with volunteering shows that if you are interested, you are always directly assigned to fixed and large tasks without having the opportunity to just have a look. This quickly leads to excessive demands and you doubt yourself

whether you can manage it. Most of the time you manage it, but it does cause a lot of pressure. And not everyone wants to give up time with family and friends, and maybe you have other priorities. That's why you need these low-threshold offerings. Commitment, especially in associations with young people, may not be directly linked to taking on real positions, some of which could pass for part-time or full-time. I think Fridays for Future does that very well, because you are completely flexible with your involvement. You can just go to a demonstration and get informed a little bit first, and it's up to you whether you want to get more involved or not. Because as a young person you can't take on a big role right away, you have to develop first and you still have other tasks in your life, e.g. studies or education. And maybe you also want to have some free time.

In the past, young people had more freedom between periods of study, so they had more time for political engagement. Now the semester breaks are often planned. Especially with the Bachelor-/Master system, you have to work hard and don't have much time. For example, I would have loved to be active in the AStA, but I knew I couldn't because our semester and the semester break were so busy.

Volunteerism must not operate according to an "all or nothing" culture. But that's the case at the moment, and that's a total deterrent. I would like adults and politicians to allow young people to make mistakes. And that we don't always have to give 150% to be heard, or even more, to be taken seriously at all. I am only taken seriously when I give 150%. But I'm sorry, I also have another life, although I have decided to volunteer and do it as a hobby. I'm happy with it, but not everyone would be. Some want to have other hobbies, but you can't do that if you really want to be totally in it with your commitment. The responsibility and the tasks should be distributed on more shoulders. And we should also get more information. The association I'm talking about always wants to get, but does not deliver. And actually, they should support young people. In our case, you're only elected to the board for two years, so you're only there for two years. What are you supposed to do in those two years? You just find your way around the structures and then you're gone again. And the adults complain that the board always changes so often. The whole thing has to be made more flexible. I can't name a perfect solution either. But it's a process that I hope will not only be initiated by young people, but by society as a whole."

Interviewee 3:

"I believe that a lot has to do with one's own experience. Global challenges such as climate change or migration should not only be dealt with on a theoretical level, but should be linked to one's own experiences. Young people need to see things "in the original". And the way in which attention is drawn to global challenges is important. It must not always be reported negatively, e.g. with all the disasters and how bad everything is right now, because that tends to paralyze and lead to a passive attitude that there is nothing left to save anyway. There needs to be a positive approach and a focus on individual self-efficacy, that everyone can do something and that it makes a difference when each individual gets involved.

And it is important to show how sustainability works, for example, that there are pioneers. And here, too, the school has an important role to play, for example by ensuring that the cafeteria only serves organic food and not Coca-Cola vending machines. That there are recycling stations and that people are educated about how important it is to separate waste, for example. It is important that the environment fits in with this and that we are not always just told how important sustainability is, but in practice it is not taken into account at all.

NGOs and clubs are important players, especially for children and young people. After all, hobbies can take up a lot of children's and young people's time and therefore young people can also be very influenced by them. But I believe that schools have a special role to play because children spend a lot

of time there. And especially when it comes to migration or integration, it can bring everyone together. All children and young people go to school and experience the "climate" there. They notice whether they are welcomed or treated as outsiders. In their free time, everyone is interested in something else and the groups remain among themselves. And the parents may not have the possibilities or the knowledge to convey such topics as climate change and migration and may be busy with completely different topics. But everyone has to go to school and that's why you can reach everyone there. I believe that NGOs and associations and activist groups tend to appeal to older young people, i.e. from the age of 15/16. At that age, they are more detached from school and pursue their own interests."

Interviewee 4:

"Above all, I believe that education and information on the subject of sustainability, especially in schools, play a major role. And this should be accompanied by actions or projects. Not necessarily big demos, but small and feasible things, e.g. the creation of a school garden. Small steps, that's is. And political education also plays an important role. When I was in school, we talked a lot about history (the past), but little about current politics. It is important to discuss political topics together even in school. Not only the teacher should talk about it, but the students must be involved as well. Their opinions matter. When you ask younger people about their opinion, they often don't know what to say, they don't know how to form an opinion on a subject. And I believe that school is the right place to encourage young people to do that. In addition, one could also offer actions on sustainability in universities, where it is then, for example, about the challenge of climate change and the need for activism. That all people learn to engage and the gap between awareness and engagement can be closed."

Interviewee 5:

"It should already be addressed in schools by having class projects or similar activities. This way, many young people may recognize, that they are able to do and change something and that it can be fun to work together as a group. Low-threshold offerings are important. Engagement must not require immediate activism by everybody but should allow passive participation and accept a "just-being-there" attitude as well. The pyramid of engagement may even serve as an orientation. You could attract new volunteers by allowing passive engagement and, subsequently, increase the participants' responsibility and engagement. Avoiding too much responsibility in the beginning is key, since too much responsibility can easily result in overstress.

Furthermore, good ideas and possibilities to take action should be spread by using "best practice examples" as an orientation. This way, you don't have to start from scratch with your ideas but you can learn from other people's experiences. "Food sharing" is an example, which is already implemented in many communities. If you want to initiative something similar in your own city, the existing structures can be really helpful for orientation and really motivating at the same time.

Moreover, civic engagement may be enhanced by providing sufficient and current information on a topic and enabling discussions. In retrospect, we haven't talked about global issues in school a lot and rarely had discussions on how to tackle those issues. But having the knowledge and being able to lead a discussion is essential for young people to feel capable enough to take individual action."

Interviewee 6:

“It depends on the perspective. Having many young members, it is rather easy to address and find new young people to participate since the organization’s public image is mostly rather modern and appealing. Organizations with older members, however, have to actively address the youth with innovative and open activities. Networking events and digital offerings are popular, whereby flexibility is key. Activism is an important aspect for young people as well, so demonstrations may be an option to increase the participation of the young.

However, fostering the engagement of the youth through institutions is difficult. The “Mindchangers” project is a good example: the basic requirements for participating in the project are really high, leading to a preselection of actors or applicants for funding with previous experience in this field. The barriers for smaller voluntary initiatives are definitely too high. But the application for the “Mindchangers” project was really time-consuming. Our organization has applied for the funding and two people have worked on the application for four days. This temporal and financial expenditure may not be manageable for smaller organizations with less members and experience. In order to increase the youth engagement through institutions, you need simple options for funding. Otherwise, there won’t emerge new and young initiatives and much potential will already be excluded. But financial support of new and young formations and bureaucratic simplifications could initiate a recruitment cycle for many new volunteers. Thus, we need low-threshold funding options in order to mobilize the young.”

Interviewee 7:

“In my opinion, it is important to lay a foundation for information in schools. Young people should be able to get informed on many different topics without the need to do own research. Because there is always the risk of new arising problems, e.g. unreliable sources, conspiracy theories, etc. But in school, it is rather easy to get reliably informed and to be able to exchange opinions and to have discussions.

Thinking back to my experience in school, we’ve only talked about the world as a good place and about politicians with only good and fair decision-making. But after a while I realised that we are living in an unfair system which doesn’t work for everybody the same. Therefore, it is important to prepare young people for this realization. And in this context, “Education for Sustainable Development” is vital since it does not only talk about global issues but empowers young people to take action.

Further, it is important to sensitize for global issues. The media plays an important role in this context, but personal exchange of information and opinion is vital as well. To enhance civic engagement, especially engagement of the youth, we need visible projects which motivate for individual and collective action. Thus, wide-ranging information on local, national, and international activities and options to participate are vital.”

Interviewee 8:

“To enhance youth engagement, financial support is important. This is especially the case for students with no steady income or young people with a low socioeconomic status. Having no financial support can easily be the crucial factor to not participate, since the free time is required to earn money. Civic engagement should not be tied to privileges, but sadly, this is often the case.

Moreover, adults must appreciate young and engaged people. Scepticism and criticism are justifiable, but talking youth engagement down can be really frustrating and demotivating. For sure, young people may have some utopic ideas, but the world needs ambitious goals in order to tackle global challenges

like climate change. Thus, appreciation, support, and encouragement of youth engagement is vital. This applies for trust as well. In university, we've sometimes had the issue to find spaces for our meeting. Even though many rooms have been empty, we haven't been allowed to use them, which is why we had to meet at somebody's home or outside. Such barriers may be small, but they can add up and suppress long-lasting and further engagement."

Interviewee 9:

"Civic engagement is a matter of privileges. Volunteerism is time-consuming. Young people, who are lacking financial support from their family are required to earn their own money and as a consequence, have less time for voluntary work. In order to foster youth engagement, we have to question the fact whether it is necessary and right to keep volunteerism unpaid.

However, civic engagement is a matter of education as well. Talking about the climate crisis, I'm honestly don't know how it was possible to go through school without bringing up the issue anthropogenic climate change. Even though I've went to school for 13 years, I wasn't aware about the extent of climate change. Global issues of our age must be implemented in school curricula to enhance the youth's knowledge and awareness for current and future challenges the world is facing.

Furthermore, support of self-efficacy and individual action is essential. Educational institutions play a key role in sensitizing young people for individual and collective power. Compulsory group projects may have the power to transform obligations into voluntary commitment by pointing out short- and long-term impacts. This way, youth engagement could experience a multiplier effect with the result of young people do not perceiving voluntary commitment as a special willingness anymore but rather as a normal contribution to society.

But there are other important places for fostering youth engagement as well. For example, universities or work places. Those places are already characterized by close and collaborative work, which could be used for effective volunteerism. One's own private environment, e.g. family, friends, and acquaintances, plays another important role as well since already engaged people may function as an inspiration. Multiplication effects are important for high engagement rates, especially with consideration of the gap between awareness and engagement.

I'm not sure why civic engagement is quite low, even though many people are aware about global issues like climate change and migration. They might either be unaware about the potential of volunteerism or they do not perceive themselves able to take individual action. Both may just be a result of lack of experience."

Interviewee 10:

„Projects must be visible. When you know it, you can do it. Many young people do not actively catch up on what is offered. This is the case for me as well. I've never actively looked for opportunities, I've rather heard about most of the offerings by chance or through my social environment, through friends and acquaintances. This is how I started with my engagement. And much has been offered in my school and I've just participated. Without these options, probably, I wouldn't have started. So, visibility is an important aspect. And it is important to be sensitized. Civic engagement as a topic itself should be addressed in young people's environment. There are multiple options in schools but in extracurricular fields as well, for example in societies and associations. And cooperations can be effective as well.

Furthermore, being part of group, having your friends around you can also be effective in motivating young people to become engaged. Planning and implementing projects or events can be exhaustive and stressful, but it is fun as well and you get visible results fast. This is really supportive for your own self-efficacy. It can increase your own motivation to become engaged in other projects. But it can motivate other young people around you to become engaged as well. In my opinion, it should be pointed out that not only compulsory tasks, e.g. going to school, require a certain level of commitment, but that civic engagement is important as well and can be really advantageous for your personal development.”

Appendix 3.3.

Good Practice Examples

A collection of projects by and for young people in Germany and Baden-Württemberg on the topic of climate change and/or migration.

1) Youth Refugee Network (YRN)

General information	
Project ID	
Topic	<ul style="list-style-type: none"> • Migration
Region	<ul style="list-style-type: none"> • Baden-Württemberg
Promoters	<ul style="list-style-type: none"> • Landesjugendring Baden-Württemberg e.V.
Other actors/collaborators involved	<ul style="list-style-type: none"> • several, e.g. Stadtjugendring Stuttgart, Jugendwerk AWO Baden-Württemberg, etc.
Target group	<ul style="list-style-type: none"> • young refugees (18-35 years old) with interest in political and social engagement
Duration	<ul style="list-style-type: none"> • 2020-2022 as a follow-up initiative of the Youth Refugee Council (YRC) project (2015)
Funding	<ul style="list-style-type: none"> • Landesjugendring Baden-Württemberg e.V.
Level of implementation	<ul style="list-style-type: none"> • local/regional
Website	<ul style="list-style-type: none"> • https://www.ljrbw.de/yrn
Contact	<ul style="list-style-type: none"> • Landesjugendring Baden-Württemberg e.V., Siemensstraße 11, 70469 Stuttgart, Monja Jegler
Description of the project	
Summary of the project	<p>The Youth Refugee Network (YRN) projects was implemented as a follow-up initiative of the previous Youth Refugee Council (YRC) project. With the aim of increasing young people's civic involvement, both projects support young refugees in Baden-Württemberg to participate in youth-</p>

related contexts by implementing their own ideas for activities concerning the topics of flight and migration. By being integrated in all the main steps (idea finding, application, implementation, and completion), the participants assume responsibility for decision-making, coordination, and self-organization.

Activities

There are no strict rules for suitable activities, but it must fit to at least one of the following three criteria: (1) participation of young people (e.g. political participation), (2) promotion of engagement (e.g. cultural, social, intergenerational, integrative), (3) e-participation.

Results/Impact

Since the deadline for application for the Youth Refugee Network (YRN) has been on the 1st of July 2021, there are no clear results of the current project yet. However, as a result of the Youth Refugee Council (YRC), there have been a number of related initiatives in the last years in Baden-Württemberg. One example is the subproject *Campus*. Young refugees visited different youth organizations and extended their experience in the field of youth work. Afterwards, they started to implement their own project ideas. To give an example: A young man from Gambia built up a cooperation with the “Evangelisches Jugendwerk Baden” to offer workshops in schools about living in war zones and the challenge of flight.

Sustainability/Follow-up

The 2015 initiative Youth Refugee Council (YRF) works as a starting point for the Youth Refugee Network (YRN). However, the YRN functions as an extended second round with a prolonged project length.

Youth engagement

Number of young people involved in the project

A total number of involved young people has not been found.

Stage of youth involvement in the project activities

As described above, the Youth Refugee Network (YRN) was implemented as a follow-up initiative of the Youth Refugee Council (YRC). Both projects aim for active participation and self-organization by the participating young.

Level of youth engagement attained through the project

Since the participating youth is integrated in the project's main steps, the level of engagement is high. Those, who submit a project idea and apply for funding are likely level 6 “Innovator”.

SWOT analysis of the project

The most important strength of the project is related to the participants' level of engagement. The concept asks for self-organization and the participants bear the responsibility for their projects. They are required to bring up own project ideas and thus, the young people immediately function as innovators themselves.

However, such high requirements regarding the participants' level of engagement may pose an obstacle for those, who prefer to start at a lower level of engagement.

Incentives for youth engagement

2) Fridays for Future Baden-Württemberg

General information	
Project ID	
Topic	<ul style="list-style-type: none"> Climate Change
Region	<ul style="list-style-type: none"> Baden-Württemberg
Promoters	<ul style="list-style-type: none"> Collaboration with and support by several groups and organizations, e.g. the Welthaus Stuttgart, NaturFreunde Baden-Württemberg, DGB Jugend and to the FFF movement complementary groups like Sciencists for Future, Parents for Future, and Health for Future.
Other actors/collaborators involved	<ul style="list-style-type: none"> see above (Promoters)
Target group	<ul style="list-style-type: none"> The movement targets young people to strike and demonstrate against insufficient global, national, and regional climate action.
Duration	<ul style="list-style-type: none"> The ongoing global movement was initiated by Greta Thunberg in August 2018 in Sweden. Within in short time, the movement gained currency in Europe and the whole world. Fridays for Future Baden-Württemberg was initiated in 2019.
Funding	<ul style="list-style-type: none"> Europäisches Solidaritätskorps
Level of implementation	<ul style="list-style-type: none"> local/regional/national/international
Website	<ul style="list-style-type: none"> https://fridaysforfuture-bw.de/
Contact	<ul style="list-style-type: none"> baden-wuerttemberg@fridaysforfuture.de
Description of the project	
Summary of the project	<p>The movement Fridays for Future (FFF) was started in 2018 with pupils and young people coming together, usually on Fridays, to call attention to the urgent need for ambitious climate action all over the world. They aim for awareness raising among society by inspiring young people to take individual action on climate change. The movement gives a voice to the world's young generations, who will experience the consequences of climate change in their future life.</p>
Activities	<p>The movement's central point lies in strikes for climate action. However, since the beginning of the strikes in 2018, the movement has gained more organizational structure and constituted a conference of delegates. However, the initial action to strike for climate action has been</p>

supplemented by further activities. Nationwide climate camps now play an important role for the movement's participants to network, to get informed, and to start new activities. Since politics and climate action are directly linked, political education forms another central pillar with raising awareness for the importance to vote.

Results/Impact

Since the beginning of the FFF movement in Germany in 2019, the initiative has largely increased in size. By playing an important role on the stage of Germany's climate action, politicians are obliged to listen to the requests of the young. FFF has been successful in raising awareness among the youth for the urgency of climate mitigation and adaptation and has led to young engagement and activism. The movement's influence is huge. To give an example, Fridays for Future Germany, including FFF Baden-Württemberg, has initiated a successful complaint at the federal constitutional court in Karlsruhe in 2021 concerning the federal climate protection act. According to the federal constitutional court, Germany's climate protection act postpones necessary actions into the future with disproportional constraints on fundamental rights of young people and future generations. This example demonstrates the movement's power to make an impact in national and regional policies in Germany.

Sustainability/Follow-up

The FFF movement neither had a certain starting date nor has a planned end date. There are no signs yet that the initiative is declining and it is unlikely, that something similar will happen sometimes in the future soon.

Youth engagement

Number of young people involved in the project

The number of young people in Baden-Württemberg participating in the strikes and further activities strongly varies in time. However, to get an idea about the size of the movement, presently FFF Baden-Württemberg counts 93 local groups in municipalities of different sizes, which are actively engaged in the movement's public presentation and demands.

Stage of youth involvement in the project activities

The youth plays the central role for the FFF movement. FFF describes an initiative from the young for the young. It actively promotes activism among the youth and targets all young people, both those with higher levels of awareness as well as those with lower levels.

Level of youth engagement attained through the project One big strength of the initiative lies within the fact, that every level of engagement is appreciated. After the initial phase, during which the movement gained publicity due to the activism of some highly engaged young people (level 4 "Activist" or higher), the initiative became more and more well-known and thus, enabled the less engaged youth to participate as well. Now, FFF serves as an intentional and unintentional source of information for consumers, spectators, as well as followers (level 0, 1, 2) but fosters the development of higher levels of engagement as well (level 5 and 6).

SWOT analysis of the project

As described above, the FFF movement enables all levels of engagement and invites all young people to participate in the strikes and further activities, independent to being a registered member or not. This can be seen as a big strength since it prevents the establishment of barriers for new supporters and communicates an open-minded atmosphere with no binding requirements for participation. Another important strength results from the movement's global character and size. "Fridays for Future" is a well-known keyword around the globe with active groups in almost every country. Consequently, many governments have recognized the importance to take the movement seriously and consider the youth's demands.

However, one weakness/threat of/for the movement lies within the nature of the issue of climate change. Climate change is widely seen as one of the biggest challenges for humanity in the 21st century. Ambitious action is needed but the remaining time for achieving the 1.5-degree target is extremely short. In order to keep activism sustainable in the long-term, optimistic attitudes are considered as an important factor. As the pace of (global) political changes is often really slow, the young people's frustration about insufficiently fast changes may increase further in the future. This could lead to an increasing feeling of indifference among the engaged people with declining participation.

Incentives for youth engagement

In order to support sustainable youth engagement, it is important to continuously emphasize the fact, that every action for climate mitigation counts. The chance of achieving the 1.5-degree target may be small and may decrease further over time (dependent on the (global) achievements in the near-term). Nevertheless, mitigating climate change is still an important task to enable a safe future for the youth and future generations.

3) Klasse Klima – Her mit der coolen Zukunft!

General information	
Project ID	<ul style="list-style-type: none"> 03KF0104A/B
Topic	<ul style="list-style-type: none"> Climate Change
Region	<ul style="list-style-type: none"> Baden-Württemberg
Promoters	<ul style="list-style-type: none"> “Klasse Klima – Her mit der coolen Zukunft!” is a national follow-up project to the “Klasse Klima – heißkalt erwischt” project. Implementation through the CSO “BUNDJugend” and the initiative “netzwerk n”. With regional coordinators for Germany’s federal states, the project targets the youth in Baden-Württemberg as well.
Other actors/collaborators involved	<ul style="list-style-type: none"> The “Initiative Psychologie im Umweltschutz” (IPU) acts as another cooperative partner for the project. As a charitable organization with expertise and knowhow in the field of psychology and its meaning for environmental behavior and sustainability, the initiative supports the project with innovative ideas and enables new contacts through its large network.
Target group	<ul style="list-style-type: none"> The project has several target groups: (1) Young people at the age of 18 to 27 years shall serve as multipliers for the project after being educated on the topic of climate change, mitigation, and adaptation. (2) Teachers shall be informed about the project and request the regional multipliers for workshops, working groups, etc. in their schools. (3) Young pupils at the age of 10 to 17 years shall be sensitized on the topic of climate change and shall take individual action on climate change mitigation.
Duration	<ul style="list-style-type: none"> The project is funded over a period of three years from the beginning of 2019 until the beginning of 2022. The previous project was implemented over a period of three years as well, from 2015 to 2018.
Funding	<ul style="list-style-type: none"> Federal Ministry for the Environment, Nature Conservation and Nuclear Safety in the course of the National Climate Initiative (805.820 €)
Level of implementation	<ul style="list-style-type: none"> Regional/national
Website	<ul style="list-style-type: none"> https://www.klasse-klima.de/
Contact	<ul style="list-style-type: none"> klasse-klima@bundjugend.de
Description of the project	
Summary of the project	

The project aims at sensitizing pupils for the challenge of climate change. Young pupils shall acquire knowledge on climate change and the effectiveness of different mitigation measures. Young people at the age of 18 to 27 years are invited to take part in the project by serving as regional multipliers. With the support from the promoters (BUND Jugend, netzwerk n, IPU), the multipliers develop and improve educational modules for pupils at different ages. Thereby, presenting options for individual action on climate change plays a central role. In this context, the role of mobility, diet, consumption, and energy are discussed. Later on, those modules are implemented in school in the form of project days or working groups. Since "Klasse Klima" is a nationwide project, the regional coordinators and multipliers have close contact to each other, which is why there is already a really large repertoire of climate modules.

Activities

Central to the project are workshop around the topic on climate change, conducted by the young multipliers. However, the website serves as a source of information for the multipliers themselves, but for teachers and further actors as well. Modules with content-related and didactical advices are available for free and can easily be downloaded by everybody. Interested teachers can easily make a workshop request and gets in touch with the regional young multipliers.

Results/Impact

The young generation's awareness for the challenge of climate change is increased. Furthermore, pupils gain expertise in problem-solving and individual action. Next to the impact on their surroundings (e.g. family, friend), the young people get sensitized for their own impact (e.g. environmental/carbon footprint) on climate change. The project strongly impacts the pupils in their decision-making and offers solutions for a more sustainable lifestyle. Moreover, since the age differences between the multipliers and the recipients is quite small, "Klima Klasse" offers the chance for the older pupils to become engaged in the project later on as well.

Sustainability/Follow-up

The project's funding period comes to an end in January 2022. However, the project team is already working on an application for another third period, starting in summer/autumn 2022 at the earliest. They project team aims for enlarging and evolving the concept further. All the materials, concepts, and modules stay online and will still be available in the future.

Youth engagement

Number of young people involved in the project

Around 5500 pupils participated in the previous project. The follow-up project ending in January has currently reached another 5350 pupils, leading to a total number of more than 10.000 young people at the age of 10 to 17 years. With focus on the multipliers, around 200 young people (age 18-27) have been involved in the current project. Data for the previous project have not been found.

Stage of youth involvement in the project activities

"Klima Klasse" is another project as an instance of engagement from the young for the young. Young multipliers are closely involved in the project by taking part in training course in order to enlarge their knowledge around climate change and to improve their teaching expertise.

Level of youth engagement attained through the project

Multipliers attain level 5 or 6 of the engagement pyramid. They are actively engaged in developing content and materials, and provide their service for enabling workshops and other activities in schools. The pupils as the recipients are rather passively involved by taking part in offered activities. Regarding the level of engagement, the pupils attain level 0, 1, or 2. However, the project aims to raise awareness and to incentivizes for individual action. Further levels of

engagement are likely since the pupils may take action and become more engaged in other activities and projects in- and outside of school.

SWOT analysis of the project

The project strongly profits from a strong collaboration between several organizations. With two central collaborators (BUND Jugend and netzwerk n) and supported by the IPU, the project team cooperates with schools and university and enables a large exchange of expertise. Moreover, the project offers multiple options to participate. Young people, e.g. student teachers, get the chance to be voluntarily engaged while simultaneously gaining experience in teaching. Working teachers function as a connecting point for multipliers and pupils. By requesting the regional multipliers for workshops etc. on the topic of climate change, the pupils' awareness for climate change, for its consequences, and for options of individual action is raised.

Furthermore, being able to provide many materials for free allows the project to serve as an inspiration for others (e.g. student teachers, teachers) to integrate the topic of climate change mitigation into their class units.

Incentives for youth engagement

4) WirWollenMehr – Mehr Beteiligung und mehr Klimaschutz für unsere Zukunft

General information	
Project ID	<ul style="list-style-type: none"> 03KF0028A/B
Topic	<ul style="list-style-type: none"> Climate Change
Region	<ul style="list-style-type: none"> Coordination in Baden-Württemberg with nationwide communities for collaboration
Promoters	<ul style="list-style-type: none"> University of Stuttgart
Other actors/collaborators involved	<ul style="list-style-type: none"> The university of Stuttgart functioned as the coordinator with the task to get in touch with smaller communities in Germany, which are interested in taking part in the project.
Target group	<ul style="list-style-type: none"> The projects addressed smaller communities in Germany and helped them to foster young inhabitants at the age of 12 to 20 years in developing and implementing their own ideas for climate change mitigation.
Duration	<ul style="list-style-type: none"> 01.02.2016 -31.07.2019
Funding	<ul style="list-style-type: none"> Federal Ministry for the Environment, Nature Conservation and Nuclear Safety in the course of the National Climate Initiative (464.068 €) Participating communities received an annual contribution of 2 € per inhabitant at the age younger than 20 years.
Level of implementation	<ul style="list-style-type: none"> Regional/local
Website	<ul style="list-style-type: none"> http://wmm-jugend.de/
Contact	<ul style="list-style-type: none"> Sarah-Kristina Wist, ZIRIUS Universität Stuttgart (sarah-kristina.wist@zirius.uni-stuttgart.de)
Description of the project	
Summary of the project	<p>Young people barely have influence on (inter-)national climate protection policies but have to live with the consequences of climate change. The project aimed at closing this gap in the Germany by motivating and supporting smaller municipalities in enabling the youth to become engaged in local climate mitigation actions.</p>
Activities	<p>The initiated projects to mitigate climate change are totally different. One community implemented a small part-time job at the local government explicitly for a young person, which officially represents the youth's perspective on environmental protection and climate change mitigation in</p>

the community. Next to information days and trips to scientific institutes and museums with exhibitions on climate change, some groups of young people organized sustainability events with DIY-activities and dress exchange markets. In another community, local actors collaborated with the youth and initiated hands-on activities based on the mitigation concept of reforestation. The community planted 2000 new trees.

Another excellent project idea concerned the issue of energy waste in private households. After taking part in a workshop organized by a local energy agency, the educated young people offered their knowledge by providing a consultancy service on sustainable use of energy.

Results/Impact

Over the period of 3 ½ years, ten communities participated. With the help of local actors, around 30 climate change mitigation measures have been developed and implemented. In total, the project saved around 1.100 tons of CO₂.

Sustainability/Follow-up

At the end of the project, the coordinators from the University of Stuttgart published a report as a handout for future projects. The handout contains advices for future youth initiatives in smaller communities, based on the experiences made in the "WirWollenMehr" project. The document is freely available on the project website.

Youth engagement

Number of young people involved in the project

A certain number of involved young people is not available. However, 10 communities participated in the project.

Stage of youth involvement in the project activities

The youth took the project's center stage. With little help through different actors in the communities, the young people initiated the climate change mitigation measures all by themselves. Active engagement was essential for the project since in almost all participating communities, the youth engagement was low.

Level of youth engagement attained through the project

The participating youth was actively engaged in the project, so that almost all the participants attained at least level 4 of the engagement pyramid.

SWOT analysis of the project

The young people attained decision power and have been able to implement their own ideas for mitigating climate change. Thus, by allowing and fostering active participation, the participants' motivation to take the responsibility to proactively make changes was high.

However, the requirement of active engagement from the beginning can be seen as weakness of the project. The barrier for participation was quite high since the project only started with the collaboration of the local government and a certain number of young people being willing to participate. Since the project's core lied within youth empowerment and the implementation of their own ideas, passive participation has barely been possible. Furthermore, the project's long-term impact is unclear. There is no information available about follow-up initiatives resulting from the project.

Incentives for youth engagement

5) JUMA Baden-Württemberg (Jung, muslimisch, aktiv in Baden-Württemberg)

General information	
Project ID	
Topic	<ul style="list-style-type: none"> • Migration
Region	<ul style="list-style-type: none"> • JUMA Baden-Württemberg is part of the national JUMA project. By operating nationwide, the JUMA project initiated local groups, whereby JUMA Baden-Württemberg is part of the enlargement.
Promoters	<ul style="list-style-type: none"> • Since 2019, JUMA is an officially registered youth organization in Baden-Württemberg. • With support of the Landesjugendring, the organization establishes new sites in Baden-Württemberg to reach more young people.
Other actors/collaborators involved	<ul style="list-style-type: none"> • The organization closely collaborates with mosques and Islamic organizations.
Target group	<ul style="list-style-type: none"> • The project addresses young Moslems at the age of 15-30 years. The project aims at support young people with Muslim backgrounds to participate in public discourses by initiating round of talks with politicians, scientists, and journalists.
Duration	<ul style="list-style-type: none"> • The JUMA initiative started in 2010 as a project of the RAA Berlin (Regionale Arbeitsstelle für Bildung, Integration und Demokratie e.V.). In the meantime, JUMA is an officially registered organization with local groups, founded in 2019.
Funding	<ul style="list-style-type: none"> • The project was first implemented in Baden-Württemberg in 2014 with funding by the Robert Bosch foundation. In 2018, the Ministry for Social Affairs and Integration Baden-Württemberg prolonged the funding period. Since 2019, JUMA is an officially registered youth organization and member of the Stadtjugendring Baden-Württemberg.
Level of implementation	<ul style="list-style-type: none"> • Regional/local/national
Website	<ul style="list-style-type: none"> • https://www.juma-ev.de/juma/juma-bawue/
Contact	<ul style="list-style-type: none"> • bawue@juma-ev.de
Description of the project	
Summary of the project	<p>The project JUMA gives young people in Germany and Baden-Württemberg with Muslim backgrounds the chance to stronger participate in public discourses about Islamic life in Germany. With the aim to increase young people's engagement and their public perception, the project</p>

enables different training courses for the young participants, e.g. workshops with focus on rhetoric or lobbying work. The participants' relation to the Islam is not relevant and different opinions and positions on the role of religions in our nowadays life is appreciated. Furthermore, the participants are supported in implementing their own projects or campaigns with other initiatives and organizations.

Activities

Young people participating in JUMA Baden-Württemberg have already implemented a variety of activities. One superordinate goal focuses on raising awareness in society about the living situation of young people with Muslim backgrounds in Baden-Württemberg. They initiate actions against antimuslim racism and try to influence policy decisions with focus on migration. Moreover, social actions play an important role as well. To give an example, in autumn 2019, the local group of Heilbronn initiated a get-together to sew blankets for homeless people as a preparation for the coming winter. Welcome projects for migrations play an important role as well. In this context, the local group in Stuttgart organized a bowling event with the aim to initiate encounters between refugees and other fellow citizens.

Results/Impact

According to the JUMA Baden-Württemberg's news website, the regional group has initiated 138 activities since the organization's formation in 2019.

Sustainability/Follow-up

The officially registered JUMA organization is a result of the eponymous project. Being largely established all over Germany and in Baden-Württemberg by now, the project will likely have a long-term and sustainable impact on young people with Muslim backgrounds as well as on civil society.

Youth engagement

Number of young people involved in the project

There are no numbers available regarding the number of participants in Baden-Württemberg since the beginning of the project or the organization's formation. However, the news website lists a large number of actions (138), which have been initiated since the founding in 2019.

Stage of youth involvement in the project activities

The youth is closely involved in the project. They are free in their decisions on the topics, initiatives, and activities they want to pursue. The project is implemented by the young for the young with peer support to take action.

Level of youth engagement attained through the project

Since young people are implementing activities for other young people, almost all levels of youth engagement are attained. While the recipients rather show passive engagement by participating in organized events, the organizers are actively involved and are responsible for advertising and inviting young people with Muslim backgrounds to attend some events and, further one, to participate and give their own opinion.

Number of young people involved in the project

There are no numbers available regarding the number of participants in Baden-Württemberg since the beginning of the project or the organization's formation. However, the news website lists a large number of actions (138), which have been initiated since the founding in 2019.

Incentives for youth engagement

6) Der Planet ruft SOS (Planet is calling SOS)

General information	
Project ID	
Topic	<ul style="list-style-type: none"> All 17 SDGs
Region	<ul style="list-style-type: none"> The project “Planet is calling SOS” was implemented in the region of Baden-Württemberg. However, some actions have taken place outside the region with an international art competition as one of the project’s main activities.
Promoters	<ul style="list-style-type: none"> Organization through INTEGRA Filder e.V. Supervision through the State Institute for the Environment, Measurements and Nature Conservation Baden-Württemberg (LUBW).
Other actors/collaborators involved	<ul style="list-style-type: none"> Depending on certain activities other collaborators have been involved, e.g. the DonQuichotte e.V. or the art school Filderstadt.
Target group	<ul style="list-style-type: none"> The project addressed young people in Baden-Württemberg with creative ideas for sustainable development.
Duration	<ul style="list-style-type: none"> The project was funded over a period of one year in 2018 and 2019.
Funding	<ul style="list-style-type: none"> Federal Ministry of the Environment, Climate Protection and the Energy Sector Baden-Württemberg (part of the funding program “Exemplary projects for Education for Sustainable Development”) GlücksSpirale Baden-Württemberg
Level of implementation	<ul style="list-style-type: none"> Regional/international
Website	<ul style="list-style-type: none"> https://integra-bildung.de/der-planet-ruft-sos/
Contact	<ul style="list-style-type: none"> sos@integra-bildung.de / info@integra-bildung.de
Description of the project	
Summary of the project	<p>The project “Planet is calling SOS” aimed at young people and their creative ideas to find solutions for sustainable development. Responsible and thoughtful actions are needed and young people require support to attain related competences. Thereby, art as an alternative and international language can play an important role.</p>
Activities	

The project started with an international art contest inviting young people from around the world to submit their own art, which points out a global challenge, e.g. climate change, soil contamination, micro plastics, species extinction, etc. After the contest, the art has been presented in several vernissage in Baden-Württemberg but internationally as well. With this assortment of pictures, the project offered the usage for educational institutes to integrate Education for Sustainable Development into education without having certain language barriers. Cartoons themselves have high potential for education since they point out the key aspects of complex issues while addressing emotions. The project's final report contains some didactic material for teachers and other educational actors on how to use the gallery for sessions on biodiversity, energy, globalization, climate change, mobility, ecological footprints, and waste in the oceans.

Moreover, the INTEGRA Filder e.V. organized further events in the context of sustainable development, e.g. a recycling workshops for young people.

Results/Impact

Throughout the project year, the gallery was presented in several cities in Baden-Württemberg (Karlsruhe, Heidelberg, Filderstadt), but overseas as well. The art contest's result as well as the didactical materials have been published in the project's final report.

Sustainability/Follow-up

Information regarding the follow-up initiatives and further details have not been found.

Youth engagement

Number of young people involved in the project

Information regarding the number of involved people have not been found. However, the final report presents the art of the contest winners and demonstrates the project's internationality. Young people from China, Turkey, Brazil, Ukraine, Portugal, Belgium, Indonesia, Russia, Iran, and Thailand are named as winners.

Stage of youth involvement in the project activities

The youth played a central role in the project since they have formed the art contest's target group. However, later on, the youth involvement stayed comparatively low since further initiatives for Education for Sustainable Development have been dependent on educational actors, e.g. teachers.

Level of youth engagement attained through the project

The art contests fostered higher levels of engagement. Competing young people may have attained level 4 (activist) or even level 5 (multiplier). The visiting young people have attained level 3 at the maximum.

SWOT analysis of the project

The project took an innovative way to address the topic of Education for Sustainable Development. By combing it with art, possible barriers are avoided, which normally result from different languages and from young people's different interests. Art may offer a completely new way to discuss global challenges and the need for sustainable changes.

However, the contest's pictures have not been found online. Thus, individual educational follow-up sessions in schools are not possible impeding further usage of the art. This must be mentioned as a weakness, since the project's future impact is blocked.

Incentives for youth engagement

7) Planet N

General information	
Project ID	
Topic	<ul style="list-style-type: none"> All 17 SDGs (Education for Sustainable Development)
Region	<ul style="list-style-type: none"> The initiative "Planet N" established an eponymous website, which is available in the German language. Consequently, the initiative operates in Germany and Baden-Württemberg as well.
Promoters	<ul style="list-style-type: none"> The project is implemented by of group of young volunteers (age 16 to 26). They are responsible for the website and its content.
Other actors/collaborators involved	<ul style="list-style-type: none"> part of the EWIK cooperation (collaborative network with organizations and institutions which operate in developmental education) Schools for Future Germanwatch.
Target group	<ul style="list-style-type: none"> The project both targets young people as well as educational actors. Teachers have a multiplying role with possibly large impacts on young people, which is why educational modules are developed through the project team. However, with innovative challenges, the project aims to address young people with playfully communicated tasks as well. Furthermore, the volunteering team is still quite small with seven participants mentioned on the website, so they are targeting other young people at the age of 16 to 26 for support as well.
Duration	<ul style="list-style-type: none"> Since it is an independent project being implemented by young volunteers, the initiative does not have a certain deadline.
Funding	<ul style="list-style-type: none"> Federal Ministry of Education and Research sdw (Stiftung der deutschen Wirtschaft).
Level of implementation	<ul style="list-style-type: none"> Regional/national
Website	<ul style="list-style-type: none"> https://www.planet-n.de/
Contact	<ul style="list-style-type: none"> sustain-ability@gmx.de
Description of the project	
Summary of the project	<p>The initiative and website "Planet N" deals with the topic of Education for Sustainable Development. Preparing young people for current and future challenges the world is facing, Education for Sustainable Development plays in key role in it. However, according to their website, the topic of sustainability is not widely implemented in educational structures yet. Thus, the project aims at supporting the transfer of Education for Sustainable Development into educational systems by providing materials and innovative modules for teachers as educational actors as well as for pupils directly.</p>

Activities

The project differentiates between three steps to increase young people's awareness for the need of sustainable development. Understanding current issues the world is facing is identified as the first step. With different *modules*, the initiative facilitates the implementation of sustainability in different classes and age groups for educational actors. The modules can serve as a source of inspiration as well since it may be quite challenging for teachers to identify links between traditional subjects and sustainability. With *stories* as the second step, the pupils' emotions shall be addressed and their ability to feel empathy is increased. The project team identifies this step as an essential part for initiating individual and collective action, based on the sensitized awareness through the first step. With innovative *challenges* for project weeks, working groups and homework tasks, the challenges inspire to make own changes and present options to take action.

Results/Impact

Education for Sustainable Development has been identified as an important lever for preparing young generations for necessary and urgent changes in social, ecological, and economic systems. With the integration of sustainability into traditional education plans, the short- and long-term impact is assumed to be really high.

Sustainability/Follow-up

The project does not have a deadline. The volunteers are working on further modules, stories, and challenges to enlarge the website's content. With enough support through volunteers, the initiative will continue to exist and grow in the future.

Youth engagement**Number of young people involved in the project**

Seven volunteers are mentioned on the initiative's website as the core team members. Numbers on other involved young people, especially on pupils as the project's target group, haven't been found.

Stage of youth involvement in the project activities

The project is another example of youth engagement for the youth. The volunteers are closely involved in the website's development and demonstrate active engagement. The youth as the educational content's target group is passively engaged by getting informed on sustainability challenges and options for individual action.

Level of youth engagement attained through the project

The volunteers attain level 5 (multiplier) or level 6 (innovator). The target group of young people as recipients of the content attain lower levels due to their passive engagement (probably level 0 (consumer) or level 1 (spectator/aware)). However, with getting sensitized for the need of sustainable actions, it is likely that the project inspires for further actions, e.g. joining a project and showing active engagement for global issues.

SWOT analysis of the project

Being an independent project without a certain project deadline, the "Planet-N" initiative allows young people to individually take action by participating. The initiative is completely open to new ideas and concepts for "Education for Sustainable Development" and does not have a superordinate project coordinator with the responsibility to lead the initiative in a certain direction.

Incentives for youth engagement

8) Integra_et_Klima – Klimaschutz als Strategie zur Förderung der Integration von Migrant_innen

General information	
Project ID	<ul style="list-style-type: none"> 03KF0012A/B/C
Topic	<ul style="list-style-type: none"> Climate change Migration
Region	<ul style="list-style-type: none"> Germany
Promoters	<ul style="list-style-type: none"> University of applied sciences Dortmund
Other actors/collaborators involved	<ul style="list-style-type: none"> Ifeu GmbH Heidelberg (Institute for energy and environmental research) Multikulturelles Forum e.V. Yeşil Çember – ökologisch interkulturell gGmbH Migranten für Agenda 21 e.V.
Target group	<ul style="list-style-type: none"> The project aimed for (young) people with migration backgrounds in Germany. The German language often is identified as a big barrier for successful integration into society and a large fraction of people with migration backgrounds participates in German language courses. The project “Integra_et_Klima” developed learning materials on the topic of climate change for such language courses. This way, the social group of people with migration backgrounds is able to identify climate friendly behavior and can actively contribute to the achievement of Germany’s climate goals.
Duration	<ul style="list-style-type: none"> 3 years (01.01.2015-31.12.2017)
Funding	<ul style="list-style-type: none"> National Climate Initiative (591.397 €)
Level of implementation	<ul style="list-style-type: none"> National
Website	<ul style="list-style-type: none"> https://www.fh-dortmund.de/projekte/integra_et_klima.php
Contact	<ul style="list-style-type: none"> marcel.hunecke@fh-dortmund.de
Description of the project	
Summary of the project	<p>With increasing migration, more and more people are taking part in German language courses as a step for closer integration. This part of education have not been addressed in Education for Sustainable Development with focus on climate change yet. Germany is only able to achieve its climate mitigation targets by encouraging all social groups to take action. Thus, the project</p>

partners tried to evaluate the potential of teaching climate friendly behavior in integrational language courses and developed learning materials for the target group.

Activities

The project partners tried to connect the topic of climate change with learning a new language. Next to basic knowledge on climate change, the developed courses intend to demonstrate action alternatives in order to live a more climate-friendly life. The developed materials have been evaluated in several rounds by testing it in 30 language courses in Germany. Feedback from the participants as well as from the teachers has been collected and has been integrated in the courses' improvement process.

In addition to the learning materials, additional collaborators organized further climate change campaigns related to the project. At a climate day in Berlin, the participants put a bilingual dictionary on the environment together which is explicitly geared towards young pupils in primary schools. In Hannover, the project team organized a language competition on the topic of climate change, where participants were asked to submit an essay on the topic of climate change.

Results/Impact

The project partners determined the impact of the modules on the recipients' knowledge about and behaviour towards climate change by comparing several parameters between the test group and the comparative group: the test group demonstrated a higher level of knowledge about climate change, a more cooperative attitude for individual responsibility and action, as well as already adapted and more sustainable behaviour.

The potential of reduced greenhouse gas emissions is hard to quantify. The total reductions depend on the number of participants as well as on the successful implementation of the modules. However, since the number of participants in German language courses is still increasing, the climate change mitigation effect is assumed to be high.

Sustainability/Follow-up

The project ended in 2017. However, the learning modules as well as the dictionary on the environment are freely available online and teachers are encouraged to use the materials in their classes.

Youth engagement

Number of young people involved in the project

The educational modules have been tested and evaluated in 30 language courses. However, the modules have been distributed throughout Germany afterwards and language teachers still have the option to use the material for free. A final number of young people being involved is not available, but the number is assumed to be quite high.

Stage of youth involvement in the project activities

A large fraction of people with migration backgrounds participating in German language courses are younger than 30 years old. Even though the project is not actively classified as a youth project, young people play a central role.

Level of youth engagement attained through the project

During the language classes, the youth functions as passive recipients, so the level of engagement is quite low (perhaps level 0 or 1). However, in context of the project, collaborating institutions organized workshops and events together with young people, so in this context, the level of engagement is higher with even level 6 being possible.

SWOT analysis of the project

The project demonstrates how migration and climate change can successfully be combined in context of Education for Sustainable Development. The development of the modules has been supported by scientific evaluation and enables an estimation of the project's effect. Since the modules are still available online, a long-term impact on knowledge, attitude and behavior related to climate change among young people in Germany with migration backgrounds is achieved.

Incentives for youth engagement

9) Vielfalt in Partizipation

General information	
Project ID	
Topic	<ul style="list-style-type: none">• Migration
Region	<ul style="list-style-type: none">• Baden-Württemberg
Promoters	<ul style="list-style-type: none">• Landesarbeitsgemeinschaft Jugendsozialarbeit Baden-Württemberg
Other actors/collaborators involved	<ul style="list-style-type: none">• Landesjugendring Baden-Württemberg
Target group	<ul style="list-style-type: none">• People younger than 27 years old
Duration	<ul style="list-style-type: none">• First round (2015-2017)• Second round (2020-2021)
Funding	<ul style="list-style-type: none">• Federal Ministry of Social Affairs, Health, and Integration Baden-Württemberg with funding from the “Zukunftsplan Jugend Baden-Württemberg”
Level of implementation	<ul style="list-style-type: none">• Regional
Website	<ul style="list-style-type: none">• https://www.lag-jugendsozialarbeit-bw.de/index.php/vip-vielfalt-in-partizipation
Contact	<ul style="list-style-type: none">• Judith Gross (gross@ljbw.de)
Description of the project	
Summary of the project	<p>The support program “Vielfalt in Partizipation” aims for two goals. Firstly, the project strives to overcome inequality in chances for social involvement depending on people’s origin. Secondly, the project intends to improve and develop different forms of civic engagement among young people (<27 years). Both political engagement as well as volunteerism have been identified as important levers for achieving these goals. By taking responsibility in communities and being part of political decision-making, the youth as an underrepresented group can be mobilized and addressed.</p>
Activities	<p>Within the support program “Vielfalt in Partizipation”, organizations, communities, and local partners have been able to apply for funding for their project idea. During the first round in 2015-2017, 34 projects have been implemented. Currently, 32 are registered for the second round. With completely different approaches to increase participation and integration of people with migration</p>

backgrounds, some projects developed youth platforms as a means for closer communication between young people and policy makers, while others initiated intercultural exchange with art and journalism projects. To give some examples, the Inforum e.V. Freiburg aims to increase intercultural journalism since many studies demonstrate, that people with migration backgrounds are less integrated in journalism work compared to the total part of the population. The city of Markdorf addresses participation of young people with migration backgrounds through the implementation of a youth panel with a youth conference and different working groups.

Results/Impact

Throughout the initiative's first and second round, more than 60 projects have applied for funding and have been accepted. With the initiative, many young people in Baden-Württemberg have been incentivized to become engaged in local communities and relevant decision-making for young people. As the initiative is implemented in context of the "Zukunftsplan Jugend", the target of enabling future opportunities for young (and disadvantaged) people in Baden-Württemberg has been addressed.

Sustainability/Follow-up

Projects with the need for one-time investment are likely to continue to exist in the future. For those with continuous funding being necessary, follow-up initiatives have to be evaluated on a case-by-case basis.

A third round of funding is already announced on their website.

Youth engagement

Number of young people involved in the project

A total number of involved young people has not been found. However, with more than 60 projects since the initiative's first round, many young people with migrations backgrounds living in Baden-Württemberg have been addressed.

Stage of youth involvement in the project activities

The stage of youth involvement clearly depends on the project itself. E.g. in Markdorf, young people are enabled to participate in policy decision making and thus, are much closer involved compared to projects, where events and get-togethers are organized by project coordinators.

Level of youth engagement attained through the project

As mentioned in the text above, a certain level of young engagement does not exist. Depending on the type of project, young people are passively (level 0-3) or actively engaged (level 4-6).

SWOT analysis of the project

The "Vielfalt in Partizipation" initiative is not a project itself. However, the initiative allows different actors in Baden-Württemberg to implement a variety of project addressing youth and migration. The initiative's flexibility can be seen as a big strength since local actors are able to decide about the context, content, stage/level of youth engagement and further parameters.

Incentives for youth engagement

General information	
Project ID	<ul style="list-style-type: none"> 03KF0034A/B
Topic	<ul style="list-style-type: none"> Climate change
Region	<ul style="list-style-type: none"> Germany
Promoters	<ul style="list-style-type: none"> Solare Zukunft e.V.
Other actors/collaborators involved	<ul style="list-style-type: none"> UfU (Unabhängiges Institut für Umweltfragen) Filmuniversität Babelsberg
Target group	<ul style="list-style-type: none"> The project aimed for sensitizing young people for climate change mitigation and sustainable mobility. Young people at the age of 14 to 25 years have been invited to participate in the project-related contest for script ideas.
Duration	<ul style="list-style-type: none"> 3 years (01.05.2016-30.04.2019)
Funding	<ul style="list-style-type: none"> National Climate Initiative (634.468 €)
Level of implementation	<ul style="list-style-type: none"> National
Website	<ul style="list-style-type: none"> http://fahrradkino.org/
Contact	<ul style="list-style-type: none"> info@fahrradkino.org
Description of the project	
Summary of the project	<p>Pedal-powered cinemas offer great changes to talk about energy, climate change, and sustainable mobility. With a contest for script ideas, short films, a nationwide pedal-powered cinema tour, and a closer collaboration between actors in pedal-powered cinemas in Germany, the project aimed at sensitizing young people for the topic of climate change mitigation.</p>
Activities	<p>The short film contest was a big part of the project. Eleven short films on climate change and climate action have been developed by young people. The participants addressed issues concerning general consumption, human diet and animal products, sustainable energy production and others. All the short films have been presented in context of a pedal-powered cinema tour in 2018. Moreover, the cinema tour was accompanied by a documentation series with inspirational young people from all over Germany. They have been interviewed on their individual actions on sustainability and climate change, e.g. zero waste living, food sharing, recycling and upcycling, and others. The documentation series is available on YouTube.</p>
Results/Impact	

The project has sensitized thousands of young people for sustainable energy production and consumption. With many informative, creative, and entertaining short films, young people have been able to present their perspectives on global challenges like climate change. Moreover, due to its intensive use, the whole pedal-powered cinema system has been optimized and events have taken place in schools and other important environments for the youth. The pedal-powered cinema tour in 2018 was one highlight of the project with 16 stations all over Germany.

Sustainability/Follow-up

A project website has been implemented and is still active. Organizations, schools, communities, cities, and others are able to book the pedal-powered cinema with all the equipment necessary for a successful and sustainable movie night. Moreover, teachers find educational materials with tips and ideas on how to sensitize young people for sustainable mobility and climate action with the help of the pedal-powered cinema.

Youth engagement

Number of young people involved in the project

Eleven young people from all over Germany participated in the short film contest by submitting their script ideas on the topic of sustainability and climate change. However, the number of involved young people has been much higher since the pedal-powered cinema toured through Germany in 2018 with 16 stations in total. Every event, some have taken place for several days, has been visited by thousands of young people.

Stage of youth involvement in the project activities

The stage of youth involvement has been dependent on the participant's role. The majority of the participants has been passively involved by attending the events and taking part in the pedal-powered cinema – either generating electricity for the devices or by being a visitor. However, since the pedal-powered cinema targets teachers as well and even provides learning materials on the topic of sustainability, climate change, and mobility, some young people may be further involved by getting an inspiration for further alternative options to increase some actions' sustainability.

Level of youth engagement attained through the project

As described above, the "KlimaAktionsKino" enables passive engagement. The majority of participants may have attained level 0, 1, 2, 3.

SWOT analysis of the project

The idea of pedal-powered cinemas combines physical activity, sustainability, and fun. With focus on the type of films being shown, Education for Sustainable Development plays another important role as well. With this innovative and youth-friendly format, the barriers to reach young people are low, which is definitely a strength. Moreover, to have the option to book the equipment even after the project is finished is another big strength with focus on follow-up initiatives and continuous use of the alternative cinema type.



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APPENDIX 4.1.

Questionnaire. Main evidences

INTRODUCTION

The questionnaire was administered on line from the end of June to the end of July 2021. The invitation to young people between 15 and 35 years old was spread with the aim of Regional partners, in particular COP (Consorzio Ong Piemontesi) and Piemonte Region. In total, 180 young people filled in the questionnaire.

The questionnaire was made up of five sections:

Section 1- Socio-demographic characteristics

Section 2- Knowing and participation to sustain the SDGs

Section 3 -Climate change

Section 4 - Migration

Section 5 – Mindchangers (towards the future)

Participants had the possibility to choose whether fill in both Climate change and Migration sections or only one of these. The other sections were common for all the participants.

METHOD

Data were analyzed by the statistical package SPSS for Windows v.27. After preliminary matrix cleaning, descriptive analyses were performed. More precisely for single choice or multiple choices questionnaire, frequencies and percentages for each answer were calculated, for questions with Likert type response rate, medium values and standard deviations were calculated. For the open questions “What are the first 3 words that come to your mind with Sustainable Development Goals/Climate change/Migration?”, the answers written with small differences or the synonymous were considered the same their frequencies were then evaluated. Similarly, for the other opened questions, by an analysis of the content, the similar answers were grouped and their frequencies were calculated

RESULTS

Section 1 -Participants' characteristics

The main part of participants (N= 160) filled in both the section 3 and 4, while 11 respondents filled in only the Climate change section and 9 only the Migration section.

They were mostly female (77.1%), 36% were male, 1.7% other and 2.2% preferred not to answer.

The main part was born between 1990 and 1994 (33.2%), while 29.4% were born between 1995 and 1999, 22.2% between 1985 and 1989, 14.9% between 2000 and 2005 (please see Table 1).

Year	N	%
1985	7	3.9
1986	7	3.9

1987	9	5.0
1988	11	6.1
1989	6	3.3
1990	11	6.1
1991	4	2.2
1992	17	9.4
1993	17	9.4
1994	11	6.1
1995	16	8.9
1996	13	7.2
1997	11	6.1
1998	5	2.8
1999	8	4.4
2000	8	4.4
2001	2	1.1
2002	6	3.3
2003	6	3.3
2004	4	2.2
2005	1	.6
Totale	180	100.0

Table 1. Year of birth

Respondents live mainly in Urban (large city) area (58.9%), while 21.7% live in semi-urban (small city, close to countryside) area and 19.4% in rural area (small village, countryside), mostly of them (73.9%) spent most of their life in this environment.

Great part of the sample born in Italy (94.4%), 3 respondents were from Romania, 2 from Albany, the others 5 respectively from Algeria, Ecuador, Iran, Moldavia, Portugal.

A large part of the respondents (73.3%) declared that there no recent migration stories in their family, 24.4% affirm that there are a migration story, 2.2% did not know it.

Among respondents a great number were university students (N=53), several were unemployed (N=29), some were employed full-time permanently (N=28) or temporary (N=28). Please see the Table 2 for the other respondents' current status. Moreover, in free answers option, 6 respondents declared that were engaged in community service.

Current status	N	%*
High-school pupil	12	6.7

University student	53	29.4
Employed permanently full-time	28	15.6
Employed permanently part-time	11	6.1
Employed temporary full-time	28	15.6
Employed temporary part-time	14	7.8
Self-employed	8	4.4
Unemployed	29	16.1

*The sum of % is not 100% because multiple choices were possible.

Table 2. Current status

Considering their level of education, the highest received were for the most part Bachelor's degree (36.1%). Please see Table 3.

Level of education	N	%
Other	5	2.8
12 th grade or less	12	6.7
High school graduate, diploma or the equivalent	39	21.7
Doctorate degree	4	2.2
Professional degree	42	23.3
Bachelor's degree	65	36.1
Master's degree	9	5.0
Trade/technical/vocational training	4	2.2
Total	180	100.0

Table 3. Respondents' level of education

The highest degree/level of education received in their family was mainly high school graduate, diploma or the equivalent (35%) or Bachelor's degree (33.3%). Please see table 4.

Level of education	N	%
Other	1	.6
12 th grade or less	9	5.0
High school graduate, diploma or the equivalent	63	35.0
Doctorate degree	6	3.3
Professional degree	29	16.1
Bachelor's degree	60	33.3
Master's degree	9	5.0
Trade/technical/vocational training	3	1.7

Total	180	100.0
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Table 4. Family members' level of education

Participants described themselves as shown in Table 5. On a range from 1 = the lowest and 5 = the highest, they defined themselves mostly Open-minded (M 4.46) and responsible (M 4.38). The characteristic that they less attributed to themselves is Active on social media (M 2.86).

Participants' Characteristic <i>1 the lowest - 5 the highest</i>	M	SD
Open-minded	4.46	.654
Well-informed on local and international issues	3.43	.859
Actively engaged in community life	3.18	1.058
Creative	3.62	.993
Empathic	4.21	.798
Critical thinker	4.12	.823
Responsible	4.38	.703
Sociable	3.78	.931
Promoter of change	3.64	.937
Good communicator with young people from my own culture	3.90	.819
Good communicator with young people from other cultures	3.78	.960
Flexible	3.78	.875
Leadership skilled	3.16	1.042
Extraverted	3.17	1.151
Open to new challenges	4.01	.798
Conscientious	4.25	.761
Able to solve complex problems	3.60	.850
Active on social media	2.86	1.190
Open to international solidarity	4.16	.853
Interested in global issues	4.17	.906
Optimistic	3.39	1.100
Open to accept multiple perspectives	4.27	.759
Consistent with my values	4.29	.728
Digitally skilled	3.78	.965

Table 5. Personal characteristics

Section 2- Knowing and participation to sustain the SDGs

Respondents seemed overall aware of the SDGs. The main part of respondents (57.2%) declared to know what they are; only 13.3% did not heard about them (Table 6).

Knowledge of SDGs	N	%
Yes, and I know what they are	24	13.3
Yes, but I do not really know what they are	103	57.2
No	53	29.4
Total	180	100

Table 6. Knowledge of SDGs

Among the (three) words that mostly came to their mind with “Sustainable Development Goals” can be cited:

Environment (N= 35)

Sustainability (N = 23)

Equity/Equality (N=14).

Participants were asked to indicate the three most pressing SDGs at international, national and local levels. As shown in Table 7 the perceived most urgent at international level was Climate action (16.3%), at national level Decent work and economic growth (14.4%) and at local level Sustainable cities and communities (16.3%).

The three most pressing SDGs	International level		National level		Local level	
	N	%	N	%	N	%
No poverty	72	13.7%	14	2.6%	12	2.2%
Zero hunger	74	14.0%	22	4.1%	19	3.5%
Good health and well-being	38	7.2%	36	6.7%	33	6.1%
Quality education	38	7.2%	67	12.4%	40	7.4%
Gender equality	28	5.3%	77	14.3%	30	5.6%
Clean water and sanitation	48	9.1%	17	3.1%	16	3.0%
Affordable and clean energy	7	1.3%	27	5.0%	44	8.1%
Decent work and economic growth	16	3.0%	78	14.4%	54	10.0%
Industry, innovation and infrastructure	2	0.4%	22	4.1%	41	7.6%
Reduce inequalities	30	5.7%	45	8.3%	29	5.4%

Sustainable cities and communities	5	0.9%	16	3.0%	88	16.3%
Responsible consumption and production	13	2.5%	36	6.7%	41	7.6%
Climate action	86	16.3%	38	7.0%	42	7.8%
Life below water	23	4.4%	13	2.4%	6	1.1%
Life on land	40	7.6%	9	1.7%	17	3.1%
Peace, justice and strong institutions	7	1.3%	13	2.4%	15	2.8%
Partnerships for the goals	72	13.7%	10	1.9%	13	2.4%

Table 7. The perceived three most pressing SDGs

Conversely, and in spite of some free comments from respondents that this is an inappropriate question, the least urgent SDG at international level were Industry, innovation and infrastructure (16.1%), at national (11.7%) and local (11.9%) level Partnerships for the goals (Table 8).

The three least pressing SDGs	International level		National level		Local level	
	N	%	N	%	N	%
No poverty	29	5.4%	33	6.1%	35	6.5%
Zero hunger	14	2.6%	45	8.3%	50	9.3%
Good health and well-being	22	4.1%	26	4.8%	20	3.7%
Quality education	21	3.9%	18	3.3%	16	3.0%
Gender equality	27	5.0%	27	5.0%	23	4.3%
Clean water and sanitation	10	1.9%	47	8.7%	40	7.4%
Affordable and clean energy	42	7.8%	40	7.4%	26	4.8%
Decent work and economic growth	24	4.4%	19	3.5%	20	3.7%
Industry, innovation and infrastructure	87	16.1%	55	10.2%	48	8.9%
Reduce inequalities	25	4.6%	13	2.4%	21	3.9%
Sustainable cities and communities	59	10.9%	30	5.6%	28	5.2%
Responsible consumption and production	35	6.5%	27	5.0%	18	3.3%
Climate action	7	1.3%	12	2.2%	10	1.9%
Life below water	14	2.6%	21	3.9%	55	10.2%

Life on land	15	2.8%	18	3.3%	24	4.4%
Peace, justice and strong institutions	24	4.4%	46	8.5%	42	7.8%
Partnerships for the goals	85	15.7%	63	11.7%	64	11.9%

Table 8. The perceived three least pressing SDGs

In any case, on a scale from 1 - Totally disagree to 4 -Totally agree, participants expressed high level of agreement on a with the affirmation that tackling global inequalities and poverty worldwide should be one of the main priorities, mainly, of the EU, but also of the national authorities and of the regional authorities (Table 9).

Tackling global inequalities and poverty worldwide should be one of the main priorities

1 - Totally disagree to 4 -Totally agree

	M	SD
of the EU	3.51	.88
of the national authorities	3.31	.91
of the regional authorities	2.79	1.09

Table 9. Agreement on a with the affirmation that tackling global inequalities and poverty worldwide should be one of the main priorities

Among activities aiming at changing global inequalities, respondents, then, declared to be personally involved, mainly, in consider ethical aspects in your consumption activities (groceries, clothing, etc; 31.8%). 7.6% declared not to be involved. Please see table 10.

Activities aiming at changing global inequalities	N	%
You are politically involved in changing global inequalities, e.g. by being a member of a political party or an NGO or taking part in demonstrations	29	8.2%
You do voluntary work, individually or for an organisation (NGOs, charities, etc.)	75	21.1%
You give money to an organisation (NGOs, charities, etc.)	43	12.1%
You give money directly to projects ("crowdfunding")	21	5.9%
You consider ethical aspects in your consumption activities (groceries, clothing, etc.)	113	31.8%
You support or contribute to digital campaigns	40	11.3%
You are not involved in changing global inequalities	27	7.6%
Don't Know	7	2.0%

Table 10. Involvement in activities aiming at changing global inequalities

Someone added to have been involved in international cooperation, in events and in trying to involve their family and their friends.

Moreover, respondents affirmed to be highly willing to change their personal behaviour to reduce the impact of global issues (M 3.27 SD .055; range 1 not at all - 4 very much).

Section 3 -Climate change

The section relate to climate change was filled in by 171 respondents.

As shown in Table 11, respondents considered the issue of climate change really important and they were rather concerned about it. They considered themselves quite informed on this topic and they keep up with the news about climate change frequently.

	M	SD	Answer range
How important do you consider the issue of climate change?	3.84	.416	1 not at all important - 4 very important
How much do you feel concerned about climate change?	3.58	.593	1 not at all - 4 very much
How much do you feel informed on climate change?	2.79	.606	1 not at all - 4 very much
Do you keep up with the news about climate change?	2.95	.662	1 never – 4 always

Table 11. Importance, concern and information for climate change

The words that most come to their mind with regard to climate change were:

- heat/global warming (N=18)
- glaciers/glacier melting (N = 15)
- disasters/catastrophes/calamities (N= 12)

Respondents declared not to use none of the proposed sources of information to keep informed about climate change issues.

Most part of participants declared to have been involved a few times in actions addressing climate change, a large amount never, about a fifth, often: please see table 12.

Involvement in actions addressing climate change	Scenario (questionnaire)	N	%
Yes, often (at several occasions in the last 3 years)	A	38	22.2
Yes, a few times (once or twice in the last 3 years)	B	80	46.8

No, never	C	53	31.0
Total		171	100.0

Table 12. Involvement in actions addressing climate change

Section 3 – Scenario A and Scenario B

Respondents who often (Scenario A, N = 38) or a few times (Scenario B, N = 80) had been involved a few times in actions addressing climate change, participated in several activities addressing climate change in the last 3 years, mainly in petitions and direct actions (see table 13).

Activities addressing climate change	Scenario A		Scenario B	
	N	%	N	%
Volunteer service	7	5.5%	7	4.5%
Punctual voluntary actions	7	5.5%	9	5.7%
School project	3	2.3%	4	2.5%
Outside school project (youth / sport clubs or socio-cultural associations)	6	4.7%	15	9.6%
Personal project (on your own or with members of your family / friends)	6	4.7%	5	3.2%
Regular voluntary work	10	7.8%	7	4.5%
Donations	5	3.9%	8	5.1%
Demonstrations, sit-in, or protest action	14	10.9%	10	6.4%
Petitions (sign & share)	18	14.1%	25	15.9%
Conferences, workshops	11	8.6%	18	11.5%
Debates, discussion groups	8	6.3%	6	3.8%
Training program (1 week - 1 month)	6	4.7%	5	3.2%
Graduate studies (1 year - 3 years)	6	4.7%	-	-
Direct action (example: change your own habits, recycle, consume less etc.)	16	12.5%	31	19.7%
Join a NGO	3	2.3%	4	2.5%
Join a political organization	2	1.6%	3	1.9%
Total	128	100.0%	157	100.0%

Table 13. Involvement in activities addressing climate change for scenario A and B

For both the group of the scenario A and of the scenario B, the participation in activities related to climate change has been mainly stimulated by their personal values / beliefs (see table 14).

Stimulus to participate	Scenario A		Scenario B	
<i>1-not at all to 4-very much</i>	M	SD	M	SD
Your family	2.13	.777	1.99	.834
Your friends	2.50	.830	2.56	.777
Your colleagues	2.39	.823	2.26	.868
Your teachers	2.32	.904	2.09	.917
Sport coaches	1.34	.627	1.29	.532
Social workers / youth workers	1.66	.847	1.49	.795
Social media influencers	1.92	.941	2.01	.879
Political figures	1.58	.722	1.53	.595
A specific organization or NGO	2.89	.924	2.51	.779
The local authorities	1.58	.758	1.80	.664
Information on matters related to climate change (news, books, social media etc.)	3.66	.627	3.30	.624
Your personal values / beliefs	3.74	.601	3.47	.616
Your professional projects	3.08	1.024	2.55	.870
Your own past activities	2.84	.945	2.51	.900

Table 14. Stimulus to participate for scenario A and for scenario B

From the participation in activities related to climate change participants both of scenario A and of scenario B declared to have gained mainly Critical thinking and Open-mindedness & tolerance. Quite high, however was the medium value for the answer “No benefit”. Please see table 15.

Gained benefit	Scenario A		Scenario B	
<i>1-Not at all 4-Very much</i>	M	SD	M	SD
Self-control / self-expression	3.08	.784	2.96	.665
Self-esteem / self-confidence	2.61	.790	2.29	.750
Professionally rewarding experience	2.66	.994	2.45	.870
Sense of responsibilities / organization & planning skills	3.29	.732	2.97	.711
Team work / team building skills	3.03	.788	2.68	.776
Communication skills	2.74	.644	2.71	.766
Open-mindedness & tolerance	3.29	.768	3.24	.661
Critical thinking	3.34	.627	3.16	.583

Strategic thinking	2.89	.894	2.69	.756
Creativity	2.87	.777	2.60	.756
Recognition from your peers	2.45	.978	2.17	.742
Formal recognition (e.g. certificate, diploma, credits)	1.87	.906	1.58	.689
Enlarging your personal network	2.97	.677	2.36	.698
Other (please specify): ...	1.11	.388	1.29	.620
No benefits	3.00	-	1.00	.000

Table 15. Benefit gained from the participation in action related to climate change

The highest level of engagement on climate change, declared by respondents were keeping up with news regularly and keeping up-to-date with projects and events for the group of scenario A and being committed to project and participate often in activities for the group of Scenario B. Please see table 16.

	Scenario A		Scenario B	
	N	%	N	%
I keep up with news regularly	5	13.2	2	2.5
I keep up with news and participate in events occasionally	1	2.6	1	1.3
I keep up-to-date with projects and events	5	13.2	6	7.5
I support projects and take on small actions (e.g. sign a petition, go to meetings, spread information)	2	5.3	2	2.5
I am committed to project and participate often in activities	2	5.3	18	22.5
I am committed to project, participate and systematically promote the issues among my peers and community	1	2.6	5	6.3
I initiate project and actively contribute to its follow up (recruitment, promotion, create activities etc.)	4	10.5	10	12.5
Total	38	100.0	80	100.0

Table 16. Highest level of engagement on climate change

Section 3 – Scenario C

For respondents who declared to have never been involved in actions addressing climate change (N=53), the reasons that mainly discouraged their participation, among the listed, was the perception not to have enough support (organisational or financial) from the authorities or

institutions. Even higher was the medium value for other reasons, even if most of respondents did not specify what they were. Please see table 17.

Reasons discouraging participation <i>1 totally disagree – 4 totally agree</i>	M	SD
I lack support from my friends, family or colleagues	2.45	1.381
I don't feel competent enough	2.62	.945
I don't have enough time	2.68	1.034
I am not interested in the issue	1.68	.996
I don't know any NGO or organization	2.53	1.203
I don't know any competent local authority on the matter	2.83	1.069
I don't know about any project I could participate in	2.77	1.103
There is not enough support (organisational or financial) from the authorities or institutions	3.11	1.103
No one asked me to participate	2.81	1.057
There are not enough activities organised in my locality	2.87	1.225
There are not enough activities organised in my school/university	3.06	1.486
These problems are so far in the future, so there is no need to act	1.28	.769
What happens at the industrial level makes my changing insignificant	2.40	1.276
These issues are important to me but it's too hard to change my habits	2.15	.988
Making this change would be criticized by those around me	1.51	.846
I previously have made important effort in this, so there is no need for me to make further changes.	1.55	1.119
Other	4.50	.707

Tabel 17. Reasons that mainly discouraged participation

Section 3 – All respondents (N=171)

The 171 respondents, however, declared to be highly attracted by idea of participating in actions addressing climate change in the future (M 3.41 SD.61; range *1 not at all - 4 a lot*).

Among the listed, they affirmed to be likely to participate mainly in direct action, as change your own habits, recycle, consume less etc.) (M 3.64; please see Table 18).

Activities addressing climate change		
<i>1 Unlikely - 4 Very likely</i>	M	SD
Volunteer service (6 months - 1 year)	2.77	.868
Punctual voluntary actions	3.12	.713
School project	2.65	.898
Outside school project (youth/sport clubs or socio-cultural associations)	2.29	1.049
Personal project (on your own or with members of your family / friends)	2.33	.894
Regular voluntary work	2.55	.928
Donations	2.61	.863
Demonstrations, sit-in, or protest action	2.59	1.004
Petitions (sign & share)	3.02	.914
Conferences, workshops	3.01	.778
Debates, discussion groups	2.73	.875
Training program (1 week - 1 month)	2.42	.945
Graduate studies (1 year - 3 years)	2.19	1.031
Direct action (example: change your own habits, recycle, consume less etc.)	3.64	.621
Join an NGO	2.40	.898
Join a political organization	1.63	.736
Other	1.85	1.068

Table 18. Activities addressing climate change that respondents were likely to participate to

They declared to be quite aware of measures / projects addressing climate change, mostly at international level (M 2.45 SD .87), but also at national (M 2.31 SD .77) and at local level (M 2.31 SD .88) [range 1 not aware - 4 well-aware].

They did some example of activities they knew, as activities of Legambiente, the manifestation of Fridays for Future, differentiated waste collection, incentives for sustainable mobility and for reducing emissions of harmful substances, the activities of small associations in the area (buying groups, recycling of objects and materials, etc.).

They were quite likely to get engaged in a project addressing climate change, inversely mostly at local level (M 3.09 SD .64), but also at national (M 2.79 SD .66), and international level (M 2.67 SD .83) [range 1 Unlikely - 4 Very likely].

Participants then affirmed to be likely to take part mainly in a project addressing climate change initiated by a local civil society organisation (M 2.88; please see Table 19).

Kinds of projects addressing climate change		
<i>1 Unlikely - 4 Very likely</i>	M	SD

A project initiated by a school, educational institute	2.24	1.009
A project initiated by a local civil society organisation	2.88	.702
A project initiated by a national civil society organisation	2.80	.733
A project initiated by an international civil society organisation	2.77	.835
A project initiated by your local authorities/government	2.77	.697
A project initiated by your national authorities/government	2.63	.758
A project initiated by international/European authorities	2.71	.817

Table 19. Kinds of projects addressing climate change that respondents were likely to take part to

The respondents did not feel enough heard in the decision-making concerning climate change (M 2.04 SD .67; range 1 not at all - 4 very well), but they think young people's engagement on climate change is really important to address the issue (M 3.67 SD .63; range 1 not important - 4 very important).

Most of them who answered (35.1%), then, though that the youth have the power to contribute to the local policies addressing climate change, only 5.8% though that they have not.

Moreover, they thought that the institution that mostly could have an impact on motivating the young people to get engaged on climate change issues were the educational institutions (schools, universities). Please see Table 20.

Institutions	M	SD
<i>1 not at all - 4 very much</i>		
Educational institutions (schools, universities)	3.74	.504
Local authorities	3.22	.748
National authorities	3.16	.777
European or international institutions	3.25	.720
Non-governmental organisations	3.23	.706
Community groups	3.37	.751
Research centres and institutes	3.13	.767
Other (please specify): ...	2.87	.894
Educational institutions (schools, universities)	2.86	1.464

Table 20. Institutions that can have an impact on motivating the young people to get engaged on climate change

The respondents described quite high the level of their own engagement on climate change in the last 3 years (M 6.13 SD 2.14), slightly higher than the level of engagement of young people around, that was evaluated M 5.98 (SD 1.99), on a scale from 0 (not engaged at all) to 10 (very engaged).

Section 4 – Migration

The section relate to migration was filled in by 169 respondents.

As shown in Table 21, respondents considered the issue of migration really important and they were very concerned about it. They considered themselves quite informed on this topic and they keep up with the news about migration quite frequently.

	Answer range	M	SD
How important do you consider the issue of migration?	1 not at all important - 4 very important	3.58	.632
How much do you feel concerned migration?	1 not at all - 4 very much	3.21	.717
How much do you feel informed on migration?	1 not at all - 4 very much	2.57	.642
Do you keep up with the news about migration?	1 never – 4 always	2.79	.644

Table 21. Importance, concern and information for migration

The words that most come to their mind with regard to migration were:

Poverty (N = 15)

Welcoming (N = 9)

Rights (N=7).

Respondents declared to use primarily specialized websites, blogs and apps (M 2.87) to keep themselves informed about migration issues. Please see table 22.

Channels for information <i>1 never - 4 always</i>	M	SD
Family, friends or colleagues	2.43	.799
School/Teachers	1.98	.929
Specialized websites, blogs and apps	2.87	.828
Newspapers or magazines (paper)	2.05	.818
Digital newspapers and magazines	2.85	.852
Official local/national websites	2.61	.853
Social networks (Facebook, Instagram, Twitter, YouTube a.o.)	2.82	.833
Radio and television	2.34	.837

Events, campaigns brochures or leaflets	1.99	.831
Others (please specify): ...	1.63	1.188

Table 22. Channels used for information on migration issue

A great part of participants declared to have been involved a few times in actions addressing migration, a large amount never, about a fourth, often: please see table 23.

Involvement in actions addressing migration	Scenario (questionnaire)	N	%
Yes, often (at several occasions in the last 3 years)	A	41	24.3
Yes, a few times (once or twice in the last 3 years)	B	58	34.3
No, never	C	70	41.4
Total		169	100.0

Table 23. Involvement in actions addressing migration

Section 4 – Scenario A and Scenario B

Respondents who often (Scenario A, N = 41) or a few times (Scenario B, N = 58) had been involved a few times in actions addressing migration, participated in several activities addressing migration in the last 3 years: the group of scenario a, mainly in Punctual voluntary actions and Conferences, workshops; the group of Scenario B, mainly in Punctual voluntary actions, School project and Petitions (sign & share). Please see table 24).

Activities addressing migration	Scenario A		Scenario B	
	N	%	N	%
Volunteer service	15	9.1%	8	7.8%
Punctual voluntary actions	17	10.4%	12	11.8%
School project	10	6.1%	12	11.8%
Outside school project (youth / sport clubs or socio-cultural associations)	10	6.1%	4	3.9%
Personal project (on your own or with members of your family / friends)	10	6.1%	7	6.9%
Regular voluntary work	10	6.1%	3	2.9%
Donations	10	6.1%	4	3.9%
Demonstrations, sit-in, or protest action	15	9.1%	9	8.8%
Petitions (sign & share)	14	8.5%	12	11.8%
Conferences, workshops	17	10.4%	8	7.8%
Debates, discussion groups	13	7.9%	4	3.9%

Training program (1 week - 1 month)	4	2.4%	3	2.9%
Graduate studies (1 year - 3 years)	8	4.9%	3	2.9%
Direct action (example: change your own habits, recycle, consume less etc.)	13	7.9%	11	10.8%
Join a NGO	7	4.3%	2	2.0%
Join a political organization	-	-	-	-
Total	164	100.0%	102	100.0%

Table 24. Involvement in activities addressing migration for scenario A and B

For both the group of the scenario A and of the scenario B, the participation in activities related to migration has been mainly stimulated by their personal values / beliefs (see table 25).

Stimulus to participate	Scenario A		Scenario B	
	M	SD	M	SD
<i>Answers from 1-not at all to 4-very much</i>				
Your family	2.12	.900	2.33	.925
Your friends	2.29	.844	2.69	.681
Your colleagues	2.61	.862	2.28	.812
Your teachers	2.07	.818	2.10	.872
Sport coaches	1.20	.511	1.29	.496
Social workers / youth workers	1.49	.746	1.72	.874
Social media influencers	1.54	.778	1.53	.655
Political figures	1.73	.742	1.55	.626
A specific organization or NGO	2.98	.880	2.62	.875
The local authorities	1.78	.852	1.72	.670
Information on matters related to climate change (news, books, social media etc.)	3.22	.690	2.90	.788
Your personal values / beliefs	3.66	.617	3.50	.570
Your professional projects	3.27	.867	2.48	1.064
Your own past activities	3.10	.860	2.81	.847

Table 25. Stimulus to participate for scenario A and for scenario B

From the participation in activities related to migration participants both of scenario A and of scenario B declared to have gained mainly Open-mindedness & tolerance and Critical thinking. Please see table 26.

Gained benefit	Scenario A	Scenario B	Scenario A	Scenario B
----------------	------------	------------	------------	------------

1-Not at all 4-Very much	M	SD	M	SD
Self-control / self-expression	3.15	.691	3.05	.633
Self-esteem / self-confidence	2.68	.756	2.53	.731
Professionally rewarding experience	3.24	.699	2.64	.892
Sense of responsibilities / organization & planning skills	3.20	.641	2.97	.700
Team work / team building skills	3.07	.755	3.16	.696
Communication skills	3.02	.689	3.03	.700
Open-mindedness & tolerance	3.51	.711	3.50	.682
Critical thinking	3.32	.687	3.31	.598
Strategic thinking	2.78	.791	2.60	.771
Creativity	2.66	.883	2.83	.819
Recognition from your peers	2.46	.897	2.10	.810
Formal recognition (e.g. certificate, diploma, credits)	2.32	1.011	1.74	.715
Enlarging your personal network	3.07	.721	2.69	.799
Other (please specify): ...	1.02	.156	1.22	.460
No benefits	1.00	-	1.00	.000

Table 26. Benefit gained from the participation in actions related to migration

The highest level of engagement on migration, declared by respondents were being committed to project and participate often in activities for the group of scenario A and keeping up with news and participate in events occasionally for the group of Scenario B. Please see table 27.

	Scenario A		Scenario B	
	N	%	N	%
I keep up with news regularly	1	2.4	6	10.3
I keep up with news and participate in events occasionally	4	9.8	11	19.0
I keep up-to-date with projects and events	-	-	4	6.9
I support projects and take on small actions (e.g. sign a petition, go to meetings, spread information)	4	9.8	6	10.3
I am committed to project and participate often in activities	6	14.6	2	3.4
I am committed to project, participate and systematically promote the issues among my peers and community	5	12.2	1	1.7

I initiate project and actively contribute to its follow up (recruitment, promotion, create activities etc.)	4	9.8	1	1.7
Total				

Table 27. Highest level of engagement on migration

Section 4 – Scenario C

For respondents who declared to have never been involved in actions addressing migration (N=70), the reasons that mainly discouraged their participation, among the listed, was the perception not to have enough support (organisational or financial) from the authorities or institutions. Please see table 28.

Reasons discouraging participation		
<i>1 totally disagree – 4 totally agree</i>	M	SD
I lack support from my friends, family or colleagues	2.21	1.226
I don't feel competent enough	3.07	1.012
I don't have enough time	2.80	.942
I am not interested in the issue	1.80	1.016
I don't know any NGO or organization	2.43	1.149
I don't know any competent local authority on the matter	2.81	1.107
I don't know about any project I could participate in	2.93	.937
There is not enough support (organisational or financial) from the authorities or institutions	3.47	1.201
No one asked me to participate	3.09	1.032
There are not enough activities organised in my locality	3.31	1.291
There are not enough activities organised in my school/university	3.36	1.330
These problems are so far in the future, so there is no need to act	1.20	.628
What happens at the industrial level makes my changing insignificant	2.26	1.282
These issues are important to me but it's too hard to change my habits	2.00	.993
Making this change would be criticized by those around me	1.64	1.064
I previously have made important effort in this, so there is no need for me to make further changes.	1.39	.921
Other	3.33	2.082

Tabel 28. Reasons that mainly discouraged participation in actions relative to migration

Section 4 – All respondents (N=169)

The 169 respondents, however, declared to be almost attracted by idea of participating in actions addressing migration in the future (M 3.22 SD.75; range 1 *not at all* - 4 *a lot*).

Among the listed, they affirmed to be likely to participate mainly in punctual voluntary actions (M 3.04; please see Table 29).

Activities addressing migration 1 Unlikely - 4 Very likely	M	SD
Volunteer service (6 months - 1 year)	2.72	.951
Punctual voluntary actions	3.04	.786
School project	2.63	1.056
Outside school project (youth/sport clubs or socio-cultural associations)	2.30	1.090
Personal project (on your own or with members of your family / friends)	2.37	.980
Regular voluntary work	2.33	.956
Donations	2.63	.877
Demonstrations, sit-in, or protest action	2.46	.963
Petitions (sign & share)	2.83	.930
Conferences, workshops	2.87	.870
Debates, discussion groups	2.77	.913
Training program (1 week - 1 month)	2.36	1.031
Graduate studies (1 year - 3 years)	2.15	1.063
Direct action (example: change your own habits, recycle, consume less etc.)	2.89	.907
Join an NGO	2.34	.963
Join a political organization	1.67	.720
Other	2.33	1.506

Table 29. Activities addressing migration that respondents were likely to participate to

They declared to be quite aware of measures/projects addressing migration, mostly at local level (M 2.35 SD 1.03), but also at national (M 2.31 SD .85) and at international level (M 2.27 SD .88) [range 1 not aware - 4 well-aware].

Some examples of organizations and activities they knew were: UNCRH, Amnesty International, FAMI Italian project, local associations who take care of migrants (Progetto Tenda, Sermig, ..), school of Italian for Stranger people.

Participants then affirmed to be likely to take part mainly in a project addressing migration initiated by a local civil society organisation (M 2.84; please see Table 30).

Kinds of projects addressing migration

<i>1 Unlikely - 4 Very likely</i>	M	SD
A project initiated by a school, educational institute	2.34	.919
A project initiated by a local civil society organisation	2.84	.743
A project initiated by a national civil society organisation	2.64	.789
A project initiated by an international civil society organisation	2.57	.829
A project initiated by your local authorities/government	2.63	.776
A project initiated by your national authorities/government	2.49	.788
A project initiated by international/European authorities	2.54	.816

Table 30. Kinds of projects addressing migration that respondents were likely to take part to

They were quite likely to get engaged in a project addressing migration, mostly at local level (M 2.96 SD .82), but also at national (M 2.58 SD .81), and international level (M 2.47 SD .85) [range 1 Unlikely - 4 Very likely].

The respondents did not feel enough heard in the decision-making concerning migration (M 1.88 SD .70; range 1 not at all - 4 very well), but they think young people's engagement on migration is important to address the issue (M 3.28 SD .76; range 1 not important - 4 very important).

Most of them who answered (28.4%), moreover thought that the youth have the power to contribute to the local policies addressing migration, only 7.7% though that they have not.

Moreover, they thought that the institution that mostly could have an impact on motivating the young people to get engaged on migration issues were the educational institutions (schools, universities). Please see Table 31.

Institutions	M	SD
<i>1 not at all - 4 very much</i>		
Educational institutions (schools, universities)	3.60	.600
Local authorities	3.15	.696
National authorities	3.10	.753
European or international institutions	3.27	.670
Non-governmental organisations	3.24	.709
Community groups	3.34	.740
Research centres and institutes	2.94	.807

Other (please specify): ...	2.86	.866
Educational institutions (schools, universities)	2.86	1.464

Table 31. Institutions that can have an impact on motivating the young people to get engaged on migration

The respondents described not particularly high the level of their own engagement on migration in the last 3 years (M 4.72 SD 2.93), slightly lower than the level of engagement of young people around, that was evaluated M 4.79 (SD 2.41), on a scale from 0 (not engaged at all) to 10 (very engaged).

Section 5 – Mindchangers

Considering the characteristics that should apply to a Mindchanger, respondents indicated primarily open-minded (M 4.62) and interested in global issues (M 4.59) even if, on a response scale from 1 = the lowest to 5 = the highest, no characteristic of the of the proposed list, had M < 3.75 (see Table 32).

Characteristics for Mindchangers <i>1 the lowest - 5 the highest</i>	M	SD
Open-minded	4.62	.644
Well-informed on local and international issues	4.44	.840
Actively engaged in community life	4.24	.880
Creative	4.01	.900
Empathic	4.43	.763
Critical thinker	4.43	.756
Responsible	4.47	.704
Sociable	4.14	.789
Promoter of change	4.44	.827
Good communicator with young people from his/her own culture	4.51	.697
Good communicator with young people from other cultures	4.47	.751
Flexible	4.16	.844
Leadership skilled	4.01	.933
Extraverted	3.75	1.046
Open to new challenges	4.43	.755
Conscientious	4.31	.772
Able to solve complex problems	3.98	.903
Active on social media	3.86	1.092
Open to international solidarity	4.48	.773
Interested in global issues	4.59	.715

Optimistic	4.02	.954
Open to accept multiple perspectives	4.53	.720
Consistent with his/her values	4.53	.696
Digital skilled	3.98	.849

Table 32. Characteristics for Mindchangers

To conclude, respondents affirmed that it is quite likely that they will become a Mindchanger (M 2.67, SD .75; from 1 Unlikely to 4 Very likely).

Appendix 4.2.

Interviews

	Interviewed young people	Project which young people participated to	Date
1	Female, 30 years old	P.E.E.R Praticare Eguaglianze-Ese	9 July - online
2	Male, 23 years old	Climate Re-action	13 July - online
3	Female, 25 years old	JEUNEAP-Jeunes: Nourrir l'esprit, animer la planète (Erasmus +)	14 July - online
4	Female, 32 years old	START YOUTH UP	16 July -online
5	Female, 33 years old	Storie Interrotte	22 July – in presence
6	Female, 25 years old	When the sun goes down	23 July - online
7	Female, 20 years old	Start the Change	26 July - online
8	Female, 25 years old	When the sun goes down	26 July - online
9	Female, 23 years old	SCUOLA DI ITALIANO PER STRANIERI	27 July- online
10	Female, 22 years old	"Piemonte contro le discriminazioni"	28 July - online
11	Female, 35 years old	Grains d'Idees pour une terre partagée (Programma Gioventù in Azione)	30 July -online

Appunti da Intervista 1

9 luglio 2021

- **Progetto di “aggancio”**

P.E.E.R Praticare Eguaglianze-Ese (https://www.instagram.com/progetto_p.e.e.r/); Associazione Micò Cuneo

- **Percorso personale di partecipazione: tappe, declinazione**

-Afferma di aver sviluppato interesse per gli SDGs prima che si definissero tali

-Si è laureata in Psicologia e ha fatto scuola di specializzazione come psicoterapeuta (approccio Gestalt)

-Prima dell'università, dopo il diploma, ha fatto un'esperienza come volontaria in un'associazione che lavora in Brasile, che l'ha influenzata nella scelta del percorso universitario. In particolare, sebbene non abbia avuto scambi con questa persona, fu molto colpita da una terapeuta francese che in Brasile lavorava con bambini di strada e che ha ispirato la scelta del suo percorso professionale.

-Al termine dell'università ha fatto tirocinio all'associazione Mamre di Torino che utilizza l'etnoterapia. Dopo l'Esame di Stato ha svolto un master in Etnopsichiatria a Parigi.

-Ha poi trovato un primo lavoro nel progetto Saluzzo Migrante, che si occupa di assistenza legale, ascolto e raccordo coi servizi sociali.

-Si è infine spostata a Cuneo, dove ha intercettato l'associazione Micò, fondata da un gruppo di volontari che avevano accolto i migranti bosniaci e che si sono poi riuniti in associazione per offrire varie forme di sostegno, accoglienza, inserimento ai migranti che hanno ricevuto asilo. Si occupa anche di sensibilizzazione sul tema attraversò (per favorire un'accoglienza autentica da parte del contesto sociale) cene ed eventi sociali.

- **“Origine” della partecipazione, spinta iniziale / Eventuali figure influenti**

-La “spinta iniziale” è venuta sicuramente dall'esperienza in Brasile, scelta mentre stava cercando la sua strada professionale.

-La scelta di questa esperienza però è nata dal confronto con un ex professore, ora amico, che aveva fatto un'esperienza analoga. In famiglia inoltre c'era sensibilità ai temi sociali.

- **Eventuali esperienze/passaggi cruciali**

Esperienza chiave è stata quella in Brasile. Durante l'università c'è stato poi un calo di motivazione, anche perché il percorso non era così vicino al tema. Un nuovo incontro, di una testimone durante un corso universitario, l'ha aiutata a modulare verso l'etnoterapia i suoi interessi professionali.

- **Attuale attività/ forma di partecipazione**

Attualmente lavora con Micò, che ha oltre all'anima di accoglienza “diretta” (alloggi) ai migranti e alla parte di dialogo politico, una componente di coinvolgimento ai giovani (in cui è inserito il progetto PEER).

-Accanto all'attività di terapeuta, che svolge part-time, la partecipazione sui temi della migrazione e l'impegno al coinvolgimento dei giovani sono il suo lavoro

- **Attuale livello di partecipazione (piramide)**

Livello 5 (Moltiplicatore), in quanto fa parte del suo lavoro, ma forse anche 6 (Innovatore) da momento che cerca nuove strategie per coinvolgere i giovani nella sua città.

- **Prospettive/progetti futuri**

Per il futuro l'auspicio è quello di continuare a lavorare con la diversità, con vari livelli di diversità, e di supportare la comunità nell'apertura e nell'accoglienza della diversità

- **Cosa sostiene secondo lei/lui la partecipazione dei giovani**

Occorre distinguere due gruppi:

a. *I giovani già molto impegnati*, su vari fronti, possono essere anche coinvolti molto, senza difficoltà, perché hanno già una buona motivazione => Il rischio può essere che siano "saturi" e debbano lasciare alcuni impegni/attività.

b. *I giovani non attivi*, non sensibili in modo particolare al tema ma che possono essere stimolati da proposte nuove (es. "guerriglia communication", flash mob) => il rischio è che, esaurita la novità o attratti da altre proposte, si possano perdere

=> In entrambi i casi, per mantenere la motivazione, è centrale far sentire di poter avere un ruolo utile, sentirsi riconosciuti per il contributo che si sta dando

Rispetto alla pandemia: la pandemia ha bloccato molto, ma ha capito che, in una situazione come questa, non ha senso accanirsi a continuare a fare online cose che si dovrebbero fare in presenza. Meglio "lasciare andare un po' le cose". Nell'ambito di PEER, si è rivelato però vincente proporre un percorso di formazione (contro le discriminazioni) interamente online, che ha visto più partecipazione di altre attività simili, in passato, in versione più tradizionale.

- **Dati socio-demo**

-Età: 30 anni

-Genere: Femminile

-Città (in cui vive): Vernante (Cuneo)

-Nazionalità: Italiana

-Situazione professionale (o di formazione): Psicoterapeuta e socia dell'associazione Micò-Cn

Intervista 2

Martedì 13 luglio 2021

- **Progetto di “aggancio”**

"Climate Re-Action: nuove energie per cambiare" -Comune Pino Torinese

- **Percorso personale di partecipazione: tappe, declinazione**

Difficile individuare con esattezza l'inizio: “da sempre” ha fatto volontariato.

-Ha iniziato a frequentare l'oratorio da bambino: da “animato” è diventato animatore

-Ha poi partecipato a diversi campi di volontariato nazionali e internazionali a sostegno delle migrazioni
=> spinto dal desiderio sia di “dare il suo piccolo contributo” sia di fare esperienze nuove, conoscere persone e realtà diverse

-Si è inserito nella Consulta Giovanile di Pino T., finanziata dal Comune

=> spinto da interesse per la politica; dalla possibilità di fare qualcosa “concretamente” (grazie ai finanziamenti), “a casa sua”; dall'idea di coinvolgere i giovani al di là di orientamenti politici, religiosi, di un contenuto specifico

-Ha scelto il percorso universitario prima in ingegneria energetica poi in Ingegneria energetica e climate change (nonostante il diploma al Liceo Classico)

=> spinto da interesse per la sostenibilità e dalla consapevolezza che per agire concretamente ed efficacemente sul fronte dei cambiamenti climatici occorre una preparazione specifica (quindi ha scelto ingegneria, nonostante la fatica dopo il Liceo Classico)

- **“Origine” della partecipazione, spinta iniziale/ Eventuali figure influenti**

-Difficile individuare la spinta iniziale precisa, al di là di interesse da sempre per la sostenibilità, la politica e il sociale

-Non individua una figura chiave nel suo percorso a eccezione, forse, di un docente del Politecnico (conoscente di suo padre, a sua volta docente al Politecnico) che gli ha presentato la possibilità del percorso che poi ha scelto.

- **Eventuali esperienze/passaggi cruciali**

Al di là di varie esperienze fin da piccolo, la partecipazione a diversi campi di volontariato nazionali e internazionali a sostegno delle migrazioni

- **Motivazione**

⇒ Non sa esattamente: “lo faccio e basta”

⇒ vuole sentirsi utile, “fare qualcosa di concreto per questo mondo”

- **Attuale attività/ forma di partecipazione**

Attualmente la sua attività/partecipazione ha due matrici:

- a. è componente della Consulta Giovanile di Pino torinese che si impegna per il coinvolgimento dei giovani pinesi sui temi sia della sostenibilità sia della cultura (mostre, concerti, ecc), anche attraverso la partecipazione a bandi con altri comuni della zona (come quello che ha finanziato Re-Action).
- b. è laureando in Ingegneria energetica e climate change e ha intenzione, subito dopo la laurea, di inserirsi in progetti di cooperazione/internazionali per lavorare nell'ambito della sostenibilità dei territori a sostegno all'agricoltura.

- **Attuale livello di partecipazione (piramide)**

Livello 6 (Innovatore) come componente attivo della Consulta giovanile, impegnato nella progettazione di azioni ed eventi sui temi del cambiamento climatico e della sostenibilità

- **Prospettive/progetti futuri**

a. Ha intenzione dopo la laurea di applicare le competenze acquisite per azioni, progetti per la sostenibilità. Non sa ancora bene come i suoi interessi potranno declinarsi in un percorso professionale definito, ma cercherà di inserirsi in progetti di cooperazione/internazionali per lavorare nell'ambito della sostenibilità dei territori, sostegno all'agricoltura e cercare di definire un progetto professionale.

b. Cercherà di continuare a far parte della Consulta giovanile per agire anche "a casa sua"

- **Cosa sostiene secondo lei/lui la partecipazione dei giovani**

Se si riesce a sollecitare la curiosità iniziale, che si può comunque spegnere, esaurita la novità, è fondamentale che i giovani percepiscano un esito, un impatto reale, anche se piccolo. Se non si vedono risultati, la motivazione viene meno

- **Dati socio-demo**

-Età: 23

-Genere: Maschile

-Città (in cui vive): Pino Torinese (To)

-Nazionalità: Italiana

-Situazione professionale (o di formazione): Laureando Ingegneria energetica e climate change;
Componente della consulta giovanile di Pino torinese

Intervista 3

14 luglio 2021

- **Progetto di “aggancio”**

Progetto europeo JEUNEAP-Jeunes: Nourrir l'esprit, animer la planète (Erasmus +) (https://www.open-cooperazione.it/Public/Organizzazioni/Rapporto-annuale/000730714154900-Consorzio-Ong-P-rapporto_annu.pdf)

- **Percorso personale di partecipazione: tappe, declinazione**

-Le prime forme di partecipazione (intesa come attivismo, interesse attivo per la politica) sono riconducibili al far parte al Liceo del Collettivo Studenti ripreso poi durante gli anni dell'università come Rappresentante degli studenti

=> interesse per i temi sociali e politici, cui l'hanno “esposta” i genitori fin da piccola

-Ha scelto il percorso di Laurea triennale in Cooperazione internazionale

=> spinta da: la possibilità di fare scambi internazionali (preisti dal percorso) e dall'interdisciplinarietà; il desiderio di trovare una possibile chiave di lettura per “ciò che succede nel mondo”; una visione un po' idealizzata della cooperazione internazionale

-Un'esperienza importante, perché una delle prime, è stata la partecipazione al progetto *JEUNEAP-Jeunes: Nourrir l'esprit, animer la planète*: lo scambio con gli animatori francesi è stato interessante, ma il progetto non le ha lasciato molto perché aveva la sensazione che non si capisse dove si doveva andare e a parare. Dal momento che non aveva esperienza le ha lasciato comunque spunti di riflessione ma non molta soddisfazione

=> era stata coinvolta in modo un po' casuale, ma aveva partecipato con interesse dato che era all'inizio dell'università e poteva essere un'esperienza formativa, un'occasione per un'esperienza sul campo

-Importanti poi sono stati alcuni campi estivi organizzati dall'associazione Libera, nei territori confiscati alle mafie, in particolare quello nella città di Cerignola, che le ha fatto percepire quanto alcune zone di periferia nelle città o alcune realtà di provincia, possano essere desolate, poco accoglienti per chi vi abita

-Dopo la laurea magistrale ha svolto un Master in Studi Urbani a Bordeaux

=> spinta dal desiderio di agire per contrastare le disuguaglianze, ma più a livello locale; ha maturato infatti uno spirito critico verso la cooperazione internazionale che porta avanti progetti che rischiano di essere tentativi di “civilizzazione del Terzo mondo”

- **Eventuali esperienze/passaggi cruciali**

-Un'esperienza cruciale è stata quella dei campi estivi nei territori confiscati dalla mafia, che hanno sollecitato l'attenzione sul disagio, le disuguaglianze “a casa nostra”, nelle periferie delle città

-Un passaggio importante è stato l'acquisizione di sguardo critico, durante il percorso di studi, verso la cooperazione internazionale e l'approccio “civilizzatore” che adotta

- **“Origine” della partecipazione, spinta iniziale / Eventuali figure influenti**

-L'origine del suo interesse per i temi sociali si può ricondurre all'influenza dei suoi genitori che hanno sempre avuto interesse e condiviso in famiglia riflessioni sui temi sociali e politici

-Figure significative sono state alcuni docenti durante il percorso universitario e gli animatori di Libera

- **Attuale attività/ forma di partecipazione**

-Ha scelto di prendere un anno di pausa dallo studio, e fa Servizio civile in una Casa di Quartiere di Torino, in cui si può occupare di “lavoro sulla realtà urbana”

-Intanto sta preparando un progetto sulla sostenibilità delle aree rurali/montane (verso cui si sta spostando il suo interesse) per partecipare a un bando di dottorato

- **Motivazione**

- Interesse fin da giovanissima per temi sociali, politici (a livello nazionale e internazionale) legati alla sostenibilità

-Desiderio di fare qualcosa, per contrastare le disuguaglianze, anche a livello locale

- **Attuale livello di partecipazione (piramide)**

Si può forse collocare a livello 4 (attivista), attualmente, con la prospettiva/desiderio di collocarsi a livello 5 (Moltiplicatore)

- **Prospettive/progetti futuri**

Intenzione di partecipare al bando per un dottorato con un progetto legato alla sostenibilità nelle aree rurali/montane per contrastare le disuguaglianze, anche a livello locale

- **Cosa sostiene secondo lei/lui la partecipazione dei giovani**

Secondo lei tre sono i punti cardine per attivare e mantenere la partecipazione dei giovani:

a. individuare temi che già sollevano l'attenzione, che risvegliano l'interesse oggi, per i giovani, su cui se ne possono agganciare altri

b.essere chiari nella presentazione degli obiettivi dell'azione, del progetto che si propone: se gli obiettivi non sono chiari ed esplicitati con chiarezza si crea disorientamento e demotivazione

c.responsabilizzare i giovani direttamente, far percepire l'utilità del loro impegno.

- **Dati socio-demo**

Età: 25 anni

-Genere: Femminile

-Città (in cui vive): Torino

-Nazionalità: Italiana

-Situazione professionale (o di formazione): laurea in Cooperazione internazionale; attualmente Servizio civile in una Casa di Quartiere della città

Intervista 4

16 luglio 2021

- **Progetto di “aggancio”**

START YOUTH UP ([\(20+\) Startyouthup](#) | [Facebook](#))

- **Percorso personale di partecipazione: tappe, declinazione**

-La sua è una storia di partecipazione di “cittadinanza attiva”.

-Fin da bambina voleva fare un’esperienza di civile, che, quando ha potuto (prima di essere laureata) ha deciso di svolgere nella sua città natale (Settimo Torinese) per un progetto della Biblioteca Archimede. => Durante il servizio civile ha ricevuto formazione su molti temi, tra cui soft skill, progettazione europea, SDGs (da ONG). La formazione che ha ricevuto si intreccia in parte con la sua formazione universitaria (laurea triennale in Mediazione linguistica e magistrale in Antropologia culturale). Con il servizio civile segue due progetti:

a- START YOUTH UP: all’inizio era “young leader”, poi è diventata collaboratrice, continuando a seguire il progetto dopo il termine del servizio civile

b-progetto con Casa dei Popoli

-Aveva fatto un percorso orientato alla cooperazione internazionale, poi però ha deciso di rimanere e impegnarsi sul suo territorio, verso il quale ha scoperto di avere un legame profondo e per il quale vuole impegnarsi attivamente.

- **Eventuali esperienze/passaggi cruciali**

-L’esperienza di servizio civile, centrato sulla cittadinanza attiva e l’educazione non formale è stata “orientante”, l’ha aiutata a “scoprire” il terzo settore e comprendere che è ciò di cui vuole occuparsi

- **“Origine” della partecipazione, spinta iniziale / Eventuali figure influenti**

Ha sempre voluto, fin da bambina, fare un’esperienza di servizio civile

- **Attuale attività/ forma di partecipazione**

-lavora per l’associazione con cui ha svolto il servizio civile (Biblioteca Archimede, Settimo Torinese): svolge prevalentemente attività di formazione ed educazione non formale (ad esempio preparando dei peer educator) in ambito scolastico, sia attraverso laboratori di didattica alternativa, sia in occasioni di eventi specifici

- **Motivazione**

-È spinta dal desiderio di essere attiva per il cambiamento del suo territorio

-Dopo averne preso le distanze (“se n’è andata”) sente di aver riscoperto un legame forte con il suo territorio (Settimo torinese) e di volersi impegnare per migliorarlo

- **Attuale livello di partecipazione (piramide)**

Livello 4 (Attivista) impegnandosi nei progetti di cittadinanza attiva per il territorio;

in parte Livello 5 (Moltiplicatore), per il contributo allo sviluppo e all'implementazione di nuovi progetti

- **Prospettive/progetti futuri**

Vorrebbe continuare a collaborare con questo ente e in generale a occuparsi del suo territorio attraverso attività/progetti di cittadinanza attiva ed educazione non formale

- **Cosa sostiene secondo lei/lui la partecipazione dei giovani**

Per attivare la partecipazione aiuta:

a. la dimensione non formale, meno strutturata e il non essere incolati a un'associazione, con regole fisse=> queste forme di partecipazione consentono di partecipare senza essere percepiti come troppo vincolanti o stringenti

b. proporre stimoli diversificati che possono attrarre interessi diversi, ma anche occasioni per sviluppare consapevolezza sui temi in questione

Perché i giovani rimangano partecipi occorre:

a. che i giovani si possano sentire "protagonisti senza essere narcisi", possano avere l'occasione di spendersi per il proprio territorio => Serve che i giovani sentano di "essere parte di qualcosa"

b. occorre che i giovani si sentano ascoltati, che sentano che la loro opinione ha un valore, è considerata

c. occorre inoltre riconoscere, magari anche con piccoli incentivi di partecipazione, il tempo e l'impegno spesi per il progetto: sono forme di valorizzazione e aiuto economico per giovani che magari non possono permettersi di impegnarsi in progetti impegnativi senza retribuzione => un minimo di ricaduta personale può aiutare a mantenere elevata la motivazione a impegnarsi su un progetto

Bisognerebbe evitare:

a. progetti troppo lunghi nel tempo, perché sul lungo periodo può spegnersi la voglia di impegnarsi

- **Dati socio-demo**

-Età: 32 anni

-Genere: Femminile

-Città (in cui vive): Settimo Torinese (TO)

-Nazionalità: Italiana

-Situazione professionale (o di formazione): lavora in associazione con cui ha svolto servizio civile a Settimo Torinese

Intervista 5

22 luglio 2021

- **Progetto di “aggancio”**

Storie interrotte (www.storieinterrotte.it)

- **Percorso personale di partecipazione: tappe, declinazione**

-La sua storia di partecipazione inizia da ragazzina, dall’inizio delle superiori, frequentate per i primi anni in Basilicata e poi a Torino. Porta con sé questo desiderio di occuparsi dei diritti, nato in famiglia, dalle superiori (dove fa la rappresentante di istituto) all’università

-Dal momento che voleva una formazione politica e voleva occuparsi di diritti, sceglie Scienze Politiche con indirizzo di cooperazione internazionale

- A 21 anni (2009) nonostante trovasse molto utile la formazione universitaria, si sente “stretta” a essere solo studentessa, perciò decide di fare uno stage di cooperazione internazionale con un’ONG in Burkina Faso, anche per cercare di capire cosa volesse fare professionalmente

-Solo dopo quest’esperienza termina il percorso di laurea triennale

-Intanto tra il 2009 e il 2010 viene aperta una radio di attivismo culturale e inizia una trasmissione sui diritti umani, le migrazioni, il turismo cui decide di contribuire

- Circa 10 anni ha iniziato a lavorare con una cooperativa per un progetto di doposcuola e a collaborare con Engim per alcuni progetti, tra cui un’attività di educazione alla cittadinanza globale, attraverso una mostra sul mercato equo e solidale

- Dal 2012-13, ha lavorato a tempo pieno con Engim, con il doppio incarico di seguire i progetti di educazione informale nelle scuole in tutto il Piemonte e di coordinare i progetti di cooperazione internazionale (in Brasile)

- **Eventuali esperienze/passaggi cruciali / “Origine” della partecipazione, spinta iniziale / Eventuali figure influenti**

-Il suo impegno ha origine in vicende familiari “gravi” avvenute in Basilicata che hanno fatto nascere in lei e nelle due sorelle una “rabbia positiva, per non lasciarsi andare giù”

⇒ Questo fa nascere un interesse politico e la voglia di “cambiare il suo Sud”

-Aver vissuto la prima parte della sua adolescenza in Meridione e poi essersi spostata a Torino, ha avuto molta influenza su di lei. Sono due realtà molto diverse: al Sud si ha molta libertà di uscire, di passare tempo in piazza e di ricevere formazione da pari

-All’inizio del liceo, inoltre, ha vissuto manifestazioni studentesche contro la riforma Moratti, l’occupazione del suo liceo: i ragazzi di 5° che si impegnavano per la scuola pubblica sono stati dei modelli molto importanti=> tutto questo l’ha influenzata profondamente e l’ha spinta a impegnarsi, una volta trasferita a Torino come rappresentante degli studenti

- **Attuale attività/ forma di partecipazione**

-Oggi lavora part time in Engim e il resto del tempo in un centro di protagonismo giovanile importante a Torino (Spazio Comala), che si occupa di progettazione culturale e ha creato un campus diffuso in cui transitano circa 500 studenti al giorno (tra le diverse sedi)

- **Motivazione**

-Nata da vicende familiari che l'hanno spinta ad aver voglia di reagire e cambiare il "suo Sud" per cercare "giustizia, libertà, parità"

-Desiderio di impegnarsi per i diritti umani per cui nella cooperazione internazionale e nel Terzo settore

=> tuttavia lavorare nel Terzo settore non è facile, da un lato ha vissuti positivi, dall'altra un po' critici: a volte occorre "fare i conti con se stessi", ad esempio quando si devono chiedere finanziamenti. Spesso ci si muove sull'onda dell'attivismo ma poi ci si scontra con delle contraddizioni, soprattutto quando si ha a che fare con le migrazioni e la cooperazione internazionale

=> bisogna essere "disposti ad aggiornare sempre le proprie motivazioni ed essere aperti a cambiarle"

=> molto utile in questo senso è raccogliere le storie vere delle persone, che consentono di andare oltre i pregiudizi, anche quelli benevoli

- **Attuale livello di partecipazione (piramide)**

Livello 6 (Innovatrice): progettazione, impegno con la radio, contributo attivo alla crescita di Spazio Comala

- **Prospettive/progetti futuri**

Anche se non è ancora un progetto definito, ha voglia di tornare al Sud, in Puglia, e di tornare a impegnarsi per il Sud, mentre molti giovani della sua generazione se ne sono andati. Vorrebbe tornare e darsi di nuovo da fare in quella realtà, molto diversa da Torino, cui in ogni caso resta molto legata

- **Cosa sostiene secondo lei/lui la partecipazione dei giovani**

Non è facile dirlo con sicurezza, ma secondo lei:

- a. Affrontare i temi sempre fornendo diverse prospettive contemporaneamente (ad esempio usando le mappe di Peters), raccontando le storie delle persone, cambiando le narrazioni, così da aprire lo sguardo su prospettive e posizioni diverse, tutte con uguali diritti
- b. Coinvolgere davvero i giovani nella progettazione, nella definizione degli obiettivi e dei destinatari, raccogliere le loro vere esigenze, non facendole calare sempre dall'alto, a cose fatte
- c. Smettere di etichettare "i giovani di oggi" come poco motivati a impegnarsi=> cercare piuttosto di capire cosa può far venire loro voglia di attivarsi cercando anche di comprendere di quali risorse dispongono
 - ⇒ Attenzione da avere ancora di più ora che la pandemia ha enfatizzato questa tendenza a considerarli poco propositivi.

- **Dati socio-demo**

-Età: 33 anni

-Genere: Femminile

-Città (in cui vive): Torino

-Nazionalità: Italiana

-Situazione professionale (o di formazione): lavora in ENGIM Piemonte (ente di formazione e di orientamento professionale) e in una radio di attivismo culturale

- **Progetto di “aggancio”**

When the sun goes down ([Afraid of Destiny – Associazione Cultura e Sviluppo Alessandria](#))

- **Percorso personale di partecipazione: tappe, declinazione**

-La sua storia è legata all'associazione Cultura e Sviluppo di Alessandria, che ha iniziato a frequentare negli ultimi anni del liceo. In particolare, si è inserita, come altri amici, nel Progetto Giovani, un progetto portato avanti da anni dall'associazione, che consiste nella proposta a giovani dai 18 anni di conferenze tematiche su temi di attualità alternate ad attività in gruppo di confronto sugli stessi temi guidati da peer educator. I peer educator sono a loro volta formati (soprattutto sul metodo) da tutor. Lei ha iniziato a frequentare le attività, è diventata poi peer educator e successivamente tutor.

-Come componente attiva dell'associazione è stata coinvolta per il progetto “When the sun goes down” nell'ambito del bando “Frame Voice report”. Il progetto è stato occasione per una riflessione e una presa di consapevolezza sul tema della tratta di donne per la prostituzione e delle migrazioni e una riflessione sui pregiudizi che ci si porta dentro, anche inconsapevolmente.

- **Eventuali esperienze/passaggi cruciali**

Un passaggio centrale è stato l'avvicinarsi all'associazione, da cui è seguito tutto il percorso di attività al suo interno, passando dall'essere partecipante all'essere tutor per i peer educator.

- **“Origine” della partecipazione, spinta iniziale / Eventuali figure influenti**

La spinta iniziale è stata la curiosità per i temi proposti nelle conferenze del Progetto giovani e la voglia di svolgere attività con amici e coetanei

- **Attuale attività/ forma di partecipazione**

Attualmente continua a frequentare l'associazione e le attività proposte, continuando a essere tutor per i gruppi di peer educator. Una delle ragioni per cui ha scelto di frequentare il percorso di laurea in Chimica ad Alessandria è stata la possibilità di continuare a far parte dell'associazione.

- **Motivazione**

Non riesce a individuarla con esattezza. Più che altro sono l'interesse e la curiosità per i temi proposti, la voglia di approfondirli e di frequentare coetanei, amici.

- **Attuale livello di partecipazione (piramide)**

-Rispetto al tema delle migrazioni si può considerare a livello 3 (Supporter): venendo in contatto con il tema nell'ambito del progetto vi ha riflettuto e ha acquisito colpevolezza (soprattutto rispetto ai pregiudizi sul tema): "è stato rivelatore"

-Rispetto al sostenere la partecipazione/la sensibilizzazione dei giovani su temi di attualità si può considerare a Livello 5 (Moltiplicatore): con l'attività di tutor dei peer educator forma giovani a sostenere a loro volta la riflessione su temi di attualità

- **Prospettive/progetti futuri**

Le piacerebbe continuare a far parte dell'associazione Cultura e sviluppo, compatibilmente con i suoi impegni professionali futuri (è vicino alla laurea in Chimica)

- **Cosa sostiene secondo lei/lui la partecipazione dei giovani**

La sua esperienza si riferisce all'associazione Cultura e Sviluppo, in cui i giovani vengono attratti con la presentazione nelle scuole superiori e per passaparola, ma si "auto-selezionano"]

A suo avviso sono importanti:

-la scelta di temi "caldi", che i giovani sentano urgenti anche per loro

-format come conferenze (informative) più workshop, che favoriscono il confronto aperto, senza giudizio, tra pari, in uno spazio protetto

-format come conferenze più riflessione/dibattito su casi reali che danno concretezza e fanno percepire l'utilità di occuparsene

- considerando la realtà che la pandemia ha introdotto, soluzioni progettuali che possano essere trasferite online senza eccessiva penalizzazione.

- **Dati socio-demo**

-Età: 25 anni

-Genere: Femminile

-Città (in cui vive): Alessandria

-Nazionalità: Italiana

-Situazione professionale (o di formazione): lavora in associazione con cui ha svolto servizio civile a Settimo Torinese

- **Progetto di “aggancio”**

Start the Change (<https://www.startthechange.eu/>)

- **Percorso personale di partecipazione: tappe, declinazione**

- Sta completando il suo percorso da scout, guidata, prima di diventare “capo”. È entrata negli scout a 8 anni e ha fatto tutto il percorso, che vorrebbe continuare, dopo l'anno che le manca, da “capo”
- Ha partecipato al progetto Start the Change, nel gruppo di giovani MigrAzioni (attività piemontese/italiana del più ampio progetto europeo), come “servizio”, su proposta/richiesta dei suoi capi scout => Pensa di essere stata incaricata di questo servizio perché è interessata al tema delle migrazioni/degli scambi con altre culture ed è una persona propositiva, che ama mettersi in gioco
- Il progetto è stato l'occasione di collaborare con altri giovani, sia scout di altri gruppi sia animatori di altre associazioni che propongono attività educative/di animazione ai giovani sul territorio di Moncalieri. Dopo una prima parte formazione teorica, in gruppo hanno preparato attività di teatro (previsto per mandato dal progetto) e laboratoriali da proporre a migranti (18-40 anni circa) ospitati dal CAS (Centro accoglienza straordinaria) di Moncalieri, i quali hanno partecipato, alcuni più volentieri, altri con più titubanza (più giovani); il progetto ha coinvolto poi giovani delle scuole => l'obiettivo era “avviare il cambiamento”
- Il gruppo MigrAzioni si è sfaldato prima della fine prevista del progetto (doveva durare 3 anni) ed è rimasta solo lei, che ha poi partecipato al camp internazionale di chiusura del progetto europeo Start the change, in Spagna vicino a Granada. Il camp è stato occasione di confronto con giovani di altri paesi (che hanno cercato di mantenersi in contatto), di approfondimento sul tema delle migrazioni e di riflessioni sulle dinamiche di gruppo e di educazione non formale (sebbene non sia tema nuovo per lei, per l'esperienza scout)

- **Eventuali esperienze o passaggi cruciali / “Origine” della partecipazione, spinta iniziale / Eventuali figure influenti**

-L'origine della sua partecipazione è senz'altro riconducibile all'influenza dei suoi genitori che le hanno insegnato con l'esempio l'importanza dell'accoglienza dell'altro, del diverso

-Quando era bambina ospitavano tutti gli anni una bambina bielorussa (progetto Cernobyl)=> questa “sorella a distanza” le ha fatto comprendere:

a. che ci sono tante persone che non hanno le stesse opportunità (questa bimba non conosceva la doccia, che chiamava, “stanza della pioggia”), ma che vorrebbero averle

b.che “non bisogna porsi barriere nell'incontro con l'altro, il diverso”: all'inizio la bambina non parlava Italiano nè lei e sua sorella parlavano russo ma trovavano un modo per comunicare, capirsi, giocare insieme senza difficoltà

-Questa apertura/accoglienza verso altre culture si è manifestata nella storia della sua famiglia anche in altri modi/occasioni: ad esempio, hanno ospitato una ragazza americana che faceva la baby-sitter in Italia e due ragazze argentine che sono state in Italia per un evento sportivo

-Figure influenti e importanti sono poi anche alcuni dei suoi capi scout che le hanno trasmesso molto, anche nella voglia di impegnarsi e mettersi in gioco

-Ha fatto anche un'esperienza in Canada durante il liceo, che l'ha portata a focalizzare la sua attenzione anche sui temi ambientali, in particolare sull'importanza di differenziare ridurre i rifiuti e preferire un'alimentazione a basso impatto ambientale

=> Si è interessata al movimento di Friday for Future ma non riusciva a partecipare attivamente al coordinamento; ha partecipato alle manifestazioni e ha modificato le sue abitudini personali in questo senso, ma più a livello privato; ha però cercato di sensibilizzare al tema gli amici e i compagni di scuola (ha insistito perché in classe differenziassero i rifiuti e gli amici comprassero borracce, anziché bottigliette usa e getta)

- **Attuale attività/ forma di partecipazione**

Molteplice:

- partecipa attivamente agli scout, all'ultimo anno del percorso prima di diventare capo
- come servizio scout, ma anche per interesse personale, fa volontariato in "Carità senza frontiere" che si occupa della distribuzione di cibo a persone con difficoltà economiche e, in particolare, portare a domicilio degli anziani soli cibo e generi di prima necessità => Le ha consentito di scoprire la "povertà anche a casa nostra", le dà la sensazione di essere utile, di fare qualcosa di concreto per qualcuno ed è "molto appagante" lo scambio con anziani che la aspettano per parlare con qualcuno
- da quest'anno è entrata anche nella Croce Rossa=> sa che ci sono anche corpi che si occupano di migrazioni e magari potrebbe provare a entrarvi

- **Motivazione**

- La voglia di impegnarsi, fare qualcosa di concreto per gli altri, di portare a termine gli impegni presi, anche quando sono un po' faticosi, perché fanno crescere

- L'interesse al confronto e lo scambio con altre culture, con apertura autentica nel tentativo di offrire opportunità a chi ne ha meno

- **Attuale livello di partecipazione (piramide)**

Livello 5: Moltiplicatore, soprattutto sul fronte dell'educazione non formale (scout) e delle migrazioni, in parte sui temi ambientali

- **Prospettive/progetti futuri**

- Le idee non sono ancora del tutto definite. Sta facendo un percorso di lauree in Giurisprudenza, sul quale però ha dei dubbi. Dovrà valutare se proseguire

- In futuro, nei suoi progetti professionali, vorrebbe fare qualcosa per gli altri, occuparsi ancora del tema delle migrazioni, lavorare coi migranti ma anche a contrasto della povertà sul nostro territorio

- Vorrebbe anche continuare con il percorso scout e diventare capo

- **Cosa sostiene secondo lei/lui la partecipazione dei giovani**

- a. In primo luogo, campagne di sensibilizzazione ai temi perché è necessario anzitutto che passi l'informazione per far prendere consapevolezza

- b. Proseguire insistendo su alcuni nodi centrali (es. nel differenziare i rifiuti e usare le borracce), cercando di essere coerenti, dare l'esempio

- c. Che in famiglia venga offerta un'educazione di sensibilità ai temi in questione (perché è in famiglia che ci si forma, anzitutto) =>ovviamente se la famiglia è sensibile

- d. Offrire stimoli di riflessione su temi centrali a scuola, stimolare gli insegnanti a offrire spunti di riflessione su questi temi, al di là delle nozioni previste=> questo potrebbe sopperire alle mancanze nell'educazione familiare (gli insegnati sono referenti importanti)
- e. Avere gruppi di pari, di amici, che partecipano con cui si possono fare attività di partecipazione (non che propongano alternative "facili" ed escludano)
- f. Avere in primo luogo voglia di impegnarsi, non lasciarsi spaventare dall'impegno
- g. Trovare figure di riferimento positive
- h. "forse un altro modo per mantenere le persone coinvolte nei progetti può essere affidare loro incarichi di responsabilità in modo da fare vedere che la loro presenza e partecipazione attiva è utile e fa la differenza per il gruppo"¹
- i. Come ha insegnato la pandemia, cercare delle soluzioni che, in caso di necessità, seppure ad esempio a distanza, funzionino, non consentano a persone con motivazione già tiepida di perdere ogni interesse

Cosa non sostiene la partecipazione:

A partire da esperienza del gruppo di giovani MigrAzioni che si è sfaldato e da esperienza con gli scout:

- a. la non voglia o il timore di impegnarsi davvero, mettersi in gioco, anche per un certo tempo; altri impegni meno onerosi, a volte attraggono di più=> componente personale, voglia di mettersi in gioco e portare a termine l'impegno preso
- b. "voglia di spendere altrove il proprio tempo", altri impegni (lo ha visto succedere anche con gli scout)
- c. non avere un gruppo con basi comuni, con legami un minimo consolidati (nel caso del gruppo MigrAzioni, erano tutti provenienti da realtà e gruppi diversi, cui erano forse più legati che a questo gruppo composto ad hoc per il progetto)
- d. non avere un gruppo di pari che si impegna insieme: se gli amici fanno altro, meno impegnativo, diventa più difficile andare contro corrente e continuare nel proprio impegno
- e. non trovare figure di riferimento affini o modelli davvero positivi

- **Dati socio-demo**

-Età: 20 anni

-Genere: Femminile

-Città (in cui vive): Moncalieri (TO)

-Nazionalità: Italiana

-Situazione professionale (o di formazione): studentessa di Giurisprudenza

¹ Considerazione aggiunta via mail dopo la fine dell'intervista

- **Progetto di “aggancio”**

When the sun goes down ([Afraid of Destiny – Associazione Cultura e Sviluppo Alessandria](#))

- **Percorso personale di partecipazione: tappe, declinazione**

-La sua è prevalentemente una storia di partecipazione alla promozione culturale dei giovani, attraverso il Progetto Giovani dell'Associazione Cultura e sviluppo di Alessandria

-Si è avvicinata all'associazione a seguito della promozione del Progetto Giovani nelle scuole della città, che raccoglie molti consensi tra i giovani degli ultimi anni delle superiori, sia perché offre l'occasione di acquisire crediti formativi, sia perché l'associazione è molto conosciuta in città e attira molti giovani (anche con passaparola) interessati ad approfondire alcune tematiche

- Ha iniziato a partecipare come peer educator e poi nel tempo è entrata nel gruppo dei tutor per la formazione dei peer educator

-Ha avuto l'occasione di prendere parte al progetto *When the sun goes down* come tutor, a seguito della proposta del loro coordinatore => L'ha attratta l'idea di affrontare un tema complesso come quello delle donne vittime di tratta e delle migrazioni, del quale spesso non si sa molto, e di affrontarlo anche per sensibilizzare i giovani. In particolare, è stato importante affrontarlo con la giusta profondità (cercando di comprendere davvero la complessità della questione, ma anche con la dovuta delicatezza (ma senza pietismo), che si è cercato di trasmettere ai peer educator che hanno poi portato avanti le attività con altri giovani

- **Eventuali esperienze/passaggi cruciali/“Origine” della partecipazione, spinta iniziale / Eventuali figure influenti**

-Sicuramente entrare a far parte dell'associazione è stato centrale per il suo percorso e nell'associazione ha incontrato anche figure di riferimento come l'attuale coordinatore del gruppo dei tutor

-Adesso sta svolgendo un'esperienza in Spagna, per il Museo della Scienza di Malaga => il progetto è maggiormente legato al suo percorso formativo/professionale (è laureata in Chimica), ma nel corso di questa esperienza ha conosciuto molti giovani da diverse nazioni europee e questo è stato occasione di scambio di esperienze, di riflessione e di propositi di impegno anche su altri temi importanti

- **Attuale attività/ forma di partecipazione**

-Attualmente sta svolgendo questa esperienza in Spagna che si può considerare un po' allo snodo tra la sua formazione in Chimica e il suo interesse per l'educazione non formale

- **Motivazione**

-Ha sempre sentito il desiderio di impegnarsi, di essere attiva=> è sempre stata rappresentante di classe, durante gli anni della scuola; ha sempre avuto la voglia di impegnarsi in qualcosa, che fosse altro oltre alla scuola o allo sport

-Pensa sia importante lavorare coi giovani, sensibilizzarli a temi centrali come quello delle migrazioni e in generale ai temi sociali perché ciò significa educare i futuri adulti=> occorre “creare delle buone basi”

- **Attuale livello di partecipazione (piramide)**

Rispetto al sostenere la partecipazione/la sensibilizzazione dei giovani su temi di attualità si può considerare a Livello 5 (Moltiplicatore): con l'attività di tutor dei peer educator forma giovani a sostenere a loro volta la riflessione su temi di attualità

- **Prospettive/progetti futuri**

Vorrebbe anche portare avanti il suo coinvolgimento nell'associazione Cultura e sviluppo e in particolare su progetti, magari di educazione non formale o comunque nel sociale

- **Cosa sostiene secondo lei/lui la partecipazione dei giovani**

Primo coinvolgimento:

a. il primo “aggancio” può servirsi anche di un beneficio tangibile (come i crediti formativi) ma poi funziona solo se c'è una propensione da parte dei giovani stessi per il tema e/o il coinvolgimento

b. la proposta deve provenire un ente/un'associazione solida sollecita fiducia e attira

c. deve esserci un valore, riconoscibile, dei contenuti proposti: deve essere qualcosa che venga identificato come importante dai giovani cui viene proposto

d. se la proposta viene portata avanti da altri giovani, poco più grandi, funziona meglio perché non si avverte il “gradino generazionale” che crea distanza

Mantenimento dell'impegno

Occorre che:

a. ci sia allineamento tra la proposta e la sensibilità/gli interessi/i valori dei giovani stessi: se non ci si sente allineati, ci si allontana

b. si vedano risultati, anche piccoli, ma reali, che diano senso all'impegno

c. ci sia un gruppo di altri giovani in cui ci si senta liberi di parlare, scambiare opinioni e riflessioni senza sentirsi giudicati

d. ci sia almeno una figura di riferimento capace, che sostenga la motivazione, offra i giusti stimoli, guidi la partecipazione.

- **Dati socio-demo**

-Età: 25 anni

-Genere: Femminile

-Città (in cui vive): Alessandria

-Nazionalità: Italiana

-Situazione professionale (o di formazione): partecipa a un progetto in Spagna (Malaga) di sviluppo del Museo della scienza per la città

- **Progetto di “aggancio”**

Scuola di Italiano per Stranieri

- **Percorso personale di partecipazione: tappe, declinazione**

-La sua storia di partecipazione attiva è iniziata da ragazzina, frequentando l'oratorio, in cui è poi diventata animatrice, lavorando sia con i più piccoli (scuola primaria) sia con i ragazzi delle superiori

-Da alcuni anni ha iniziato a interessarsi alle attività proposte dall'Associazione Idee.Comunità di Busca, che si occupa di supportare l'inserimento nella comunità di migranti e stranieri attraverso iniziative come la scuola di Italiano o eventi come “A tavola con il mondo” (cena occasione di scambio di tradizioni culinarie di diversi paesi) => sia per interesse verso la questione sia perché conosceva persone che se ne occupavano, ha partecipato ad alcune edizioni di A tavola con il mondo

-Aveva anche partecipato al “Corso di cucina dal mondo” che era stata un'occasione di scambio e confronto culturale con persone provenienti da altri paesi

-Lo scorso anno ha deciso di provare anche l'insegnamento dell'Italiano nella scuola di Italiano per stranieri: sono per lo più volontari, alcuni insegnanti in pensione, altri giovani: nell'anno segnato dalle limitazioni per la pandemia i volontari più giovani, come lei, sono stati più disponibili a mettersi in gioco con la didattica a distanza: le lezioni, a eccezione dell'apertura e della chiusura, infatti si sono svolte tutte a distanza => l'esperienza di quest'anno è stata molto positiva, anche come occasione di scambio e confronto con studenti di culture diverse: cercherà di continuare

- **Eventuali esperienze/passaggi cruciali/ “Origine” della partecipazione, spinta iniziale / Eventuali figure influenti**

-Sicuramente la sua propensione alla partecipazione nasce frequentando l'oratorio, prima da animata poi da animatrice; in questo contesto ha anche incontrato un parroco brillante, che sapeva coinvolgere, sapeva proporre stimoli nuovi e sollecitare la riflessione anche in profondità sulle questioni

-Inoltre, accanto al suo interesse personale, ha contribuito a farla avvicinare all'associazione il fatto di conoscere alcune persone che la frequentavano e collaborano con le attività

- **Attuale attività/ forma di partecipazione**

-Sta svolgendo il Servizio civile seguendo un progetto che offre supporto e servizi ad anziani, disabili e bambini

-Continua a collaborare con l'Associazione Idee.Comunità, sia per continuare a collaborare con la scuola di italiano per stranieri per il prossimo anno sia per l'organizzazione di un evento (concerto multiculturale, previsto per settembre, che sostituisce l'evento a tavola con il mondo sospeso per la pandemia)

- **Motivazione**

-La motivazione che la anima è il desiderio di aiutare persone che, provenendo da altri contesti culturali, si possono sentire disorientati: lei prova a immedesimarsi nella loro esperienza e, pensando a ciò che vivono amici che trascorrono un periodo di studio o lavoro all'estero, vorrebbe offrire un supporto in questo senso

-In ogni caso, lei non è "lì per caso", nutre un autentico interesse per il tema dell'accoglienza e del confronto con culture differenti

- **Attuale livello di partecipazione (piramide)**

Livello 4 (Attivista)

- **Prospettive/progetti futuri**

-Avendo una formazione come educatrice, sta valutando i diversi ambiti in cui potrebbe lavorare, ma si sente al momento molto attratta dal lavoro con i migranti, a partire dall'esperienza con la scuola di Italiano

-Un'altra possibilità che sta valutando è quella di lavorare in una comunità per stranieri, anziché continuare a occuparsi di insegnamento

- **Cosa sostiene secondo lei/lui la partecipazione dei giovani**

Primo coinvolgimento:

-a suo avviso è la parte più difficile, perché dipende molto dal fatto che ci sia già una propensione, un interesse per il tema. Altrimenti è molto difficile far "scattare la voglia" di partecipare

-in ogni caso, è importante allargare quanto più possibile il ventaglio dei destinatari delle proposte, che moltiplica le possibilità di intercettare giovani interessati

Mantenere la partecipazione:

Secondo lei più facile purché si facciano alcune attenzioni:

- a. che l'ambiente sia positivo, accogliente attrattivo: "se si sta bene nel gruppo, nell'ambiente, si rimane"
- b. che si rinnovino periodicamente stimoli e proposte, altrimenti è facile che le persone cerchino altrove nuovi stimoli o che prevalgano altri impegni concorrenti
- c. che ci sia una figura di riferimento positiva, carismatica capace, anche di proporre nuovi stimoli e alimentare la motivazione, tenendo unito il gruppo
- d. che si tenga conto, se possibile, della naturale evoluzione degli interessi di ciascuno (offrendo un rinnovamento, ma anche accettando che ci sia un ricambio nei gruppi).

- **Dati socio-demo**

-Età: 23 anni

-Genere: Femminile

-Città (in cui vive): Busca (CN)

-Nazionalità: Italiana

-Situazione professionale (o di formazione): Appena laureata, sta svolgendo il Servizio civile seguendo un progetto che offre supporto e servizi ad anziani, disabili e bambini

- **Progetto di “aggancio”**

Piemonte contro le discriminazioni (EnAip Piemonte)

- **Percorso personale di partecipazione: tappe, declinazione**

-Parlando di partecipazione al progetto (o a progetti) centrati sul tema delle migrazioni e delle discriminazioni, l'occasione le è stata offerta mentre era studentessa all'Enaip di Grugliasco. Aveva scelto questo centro perché sapeva che era caratterizzato da una attenzione a queste tematiche.

-il progetto è stato un'esperienza molto positiva: la sua era una classe molto mista, aveva provenienze culturali numerose e molto diverse. Valorizzando ciascuno le peculiarità della propria cultura (es. sapere suonare i tamburi tradizionali africani) o le proprie abilità personali (es. saper disegnare bene) hanno preparato e realizzato un flash mob, alla stazione di Porta Nuova, di sensibilizzazione sui temi delle migrazioni e delle discriminazioni

-Ora sta svolgendo il servizio civile (iniziato da 3 mesi) nello stesso ente in cui è stata studentessa Enaip di Grugliasco)

-Se questa è stata la partecipazione a progetti/azioni formali, tuttavia, lei può dire di essere da sempre impegnata nel quotidiano a contrastare le discriminazioni, in due modi:

a. nelle sue interazioni quotidiane “con l'altro” verso cui cerca di avere un comportamento davvero aperto, non condizionato dall'aspetto esteriore, dal nome o da altre caratteristiche che indicano una provenienza culturale diversa

b. attraverso l'espressione, ogni volta che si presenta l'occasione, cerca di esprimere questa sua posizione, cercando di farla condividere ad altri (il suo fidanzato, gli amici..)

- **Eventuali esperienze/passaggi cruciali/“Origine” della partecipazione, spinta iniziale / Eventuali figure influenti**

La sua attenzione molto alta al tema nasce dal fatto che lei, pur essendo nata in Italia e avendo madre italiana è marocchina per parte di padre e sia il suo nome, sia, in parte il suo aspetto, le attirano sguardi o commenti discriminatori, magari di discriminazione benevolente, ma pur sempre tali e questo le provoca disagio e desiderio di rivalsa, desiderio di cambiare le cose

- **Motivazione**

-Vorrebbe contrastare questa cultura che senza alcuna ragione da meno ascolto a una voce solo perché “proviene da un corpo diverso”

-Vorrebbe che le nuove generazioni facessero davvero proprio questo pensiero, vorrebbe passare questo messaggio ai suoi figli, prima di tutto con l'esempio

=> È fiduciosa però, perché le sembra che i giovani oggi si pongano meno barriere: “limiti ce ne sono meno”

- **Attuale attività/ forma di partecipazione**

Attualmente sta svolgendo il servizio civile, che ha scelto di svolgere all'EnAip di Grugliasco proprio perché sa che questo ente è attento ai temi delle migrazioni e delle discriminazioni che le sono cari

- **Attuale livello di partecipazione (piramide)**

Livello 4 (Attivista)

- **Prospettive/progetti futuri**

Le sue prospettive professionali sono nel settore turistico, in linea con la sua formazione. Però le piacerebbe continuare a occuparsi di progetti su questi temi, magari attraverso il volontariato. Del resto, ha scelto di fare il servizio civile proprio in questa direzione.

- **Cosa sostiene secondo lei/lui la partecipazione dei giovani**

a. Perché i giovani si sentano spinti a partecipare è necessario che conoscano bene la questione, o perché ne sono toccati personalmente come lei e i suoi ex compagni di scuola oppure perché hanno avuto modo di conoscere delle persone che ne sono toccate: parlarne solo in astratto non serve, occorre conoscere le persone vere => Questo serve anche a contrastare gli stereotipi (chi sconosce lei rimane sorpreso, ad esempio che non sia conformi agli stereotipi sui Marocchini)

b. Bisogna cercare di contrastare i messaggi stereotipati e spesso falsi veicolati dai media e dai social network. Bisognerebbe aiutare i giovani a "pensare con la propria testa", a riconoscere i messaggi impliciti nel modo in cui certe notizie o informazioni vengono diffuse=> in questo modo si può aiutarli a prendere una posizione consapevole

c. È utile usare i social network per veicolare i messaggi e promuovere le iniziative: i giovani sono molto ricettivi a questi canali e lo sono ancora di più oggi, dopo la pandemia che ha ridotto molte altre forme di espressione di scambio

- **Dati socio-demo**

-Età: 22 anni

-Genere: Femminile

-Città (in cui vive): Grugliasco (TO)

-Nazionalità: Italiana (padre Marocchino-madre Italiana)

-Situazione professionale (o di formazione): servizio civile

Intervista 11

30 luglio 2021 (registrazione non riuscita)

- **Progetto di “aggancio”**

Grains d'Idées pour une terre partagée (Programma Gioventù in Azione)

[Progetto volto a sostenere la partecipazione dei giovani sul cambiamento climatico: ricco e che ha ottenuto buoni risultati, articolato in diverse attività, tra cui workshop, laboratori per sostenere il riciclo e l'autoproduzione, creazione di un orto nel cortile di una biblioteca. Ha avuto buon impatto ma come tutti i progetti finanziati, una volta chiuso, non è semplice fare un follow up per valutarne la sostenibilità nel tempo]

- **Percorso personale di partecipazione: tappe, declinazione**

-Dopo una laurea in Geografia per lo Sviluppo e le Risorse Paesistiche, intorno ai 24-25 anni ha attraversato una crisi personale per cui doveva trovare la sua strada professionale e personale per cui ha cercato alcune esperienze che potessero aiutarla a capire:

a-tirocinio per la laurea in un progetto di cooperazione internazionale in Burkina Faso che l'ha messa in contatto con il Consorzio delle ONG Piemontesi

b-attraverso la conoscenza e la collaborazione con il Consorzio delle ONG Piemontesi ha partecipato al progetto *Grains d'Idées pour une terre partagée*, che è stato una ricca esperienza di scambio sia con il gruppo francese (Chambery) sia con quello africano (Lougga): si è trattata di un'attività come volontaria con rimborso spese

c-ha svolto poi il servizio civile

-in quegli anni ha fatto parte anche di un gruppo di “attivismo spinto” in tema di sostenibilità. Tra gli altri temi ha partecipato alle campagne di sensibilizzazione per l'acqua pubblica (marcia di sensibilizzazione Torino-Sicilia, raccolta firme per il referendum)

-Ha poi fatto alcuni lavori temporanei (un contratto temporaneo con il Politecnico per il supporto alla scuola di dottorato per studenti stranieri; segretaria in un teatro) e ha avuto un periodo di disoccupazione

-Si è poi inserita, circa 5 anni fa, nell'impresa sociale Amapola, di cui ora è socia. Si occupa di progetti legati alla legalità e al territorio e di progettazione; svolge diverse attività di sensibilizzazione nelle scuole

-Ha tentato anche concorso come amministrativa per il Polo della ricerca di Unito e avrebbe anche avuto il posto, ma ha poi deciso di rinunciare perché, nonostante il desiderio di stabilità economica (nel frattempo si è sposata e ha avuto due bambini - 2 e 5 anni) ha preferito un lavoro più vario e più “etico”, vicino alla sua sensibilità [e anche a quella di suo marito, che ha conosciuto nel circuito di volontariato che frequentava]

- **Eventuali esperienze/passaggi cruciali/“Origine” della partecipazione, spinta iniziale / Eventuali figure influenti**

-Un'esperienza centrale è stata il tirocinio in Burkina Faso, che le ha consentito di confrontarsi con parametri e valori diversi dalla “sola performance” cui era stata abituata=> ha capito, dopo aver provato

concretamente, che non voleva fare la cooperante, ma anche che voleva comunque occuparsi di temi etici, impegnarsi nel Terzo settore

-Importante è stata poi la crisi depressiva che ha attraversato subito dopo l'università, mentre cercava di affacciarsi al mondo del lavoro e trovare "il suo posto nel mondo". Come molti suoi coetanei è stata fortemente destabilizzata dalla grande crisi economica iniziata nel 2008, accompagnata da difficili equilibri mondiali, a partire dalla Presidenza degli Stati Uniti. Ha avuto una crisi molto forte da cui è poi riuscita a uscire, attivandosi per cercare un percorso affine a ciò che sentiva giusto

- **Attuale attività/ forma di partecipazione**

Attualmente, attraverso la sua attività nell'impresa sociale Amapola, si occupa di sicurezza e legalità sul territorio e conduce anche progetti nelle scuole (alternanza scuola-lavoro; laboratori come quello per contribuire alla rigenerazione di alcuni spazi urbani di periferia a Ivrea)

- **Motivazione**

-L'avvio della partecipazione si può ricondurre al desiderio di "trovare il suo posto nel mondo" anche un po' distanziandosi dai modelli che aveva sempre avuto davanti, più orientati alla performance

-Vuole fare qualcosa di etico, in linea con il suo stile un po' essenziale, ma centrato sulla sostenibilità che condivide con il marito e cerca di comunicare ai figli.

- **Attuale livello di partecipazione (piramide)**

Per il tipo di attività (progettazione e realizzazione di progetti): Livello 6 (Innovatore)

- **Prospettive/progetti futuri**

Continuare la sua attività con Amapola e, in generale nel Terzo settore, finché questo le consente di provvedere alle esigenze familiari

- **Cosa sostiene secondo lei/lui la partecipazione dei giovani**

Pensando soprattutto al target 15-19:

-realizzarli in contesti strutturati (scuole o associazioni, gruppi giovanili) che consente di avere gruppi di ragazzi che si conoscono già e hanno loro dinamiche di funzionamento consolidate

-cercare di rendere evidente la centralità del loro contributo, offrire forme di riconoscimento e visibilità (es. una targhetta sulla panchina, un evento in cui possono mostrare il loro contributo), perché, diversamente dagli universitari che possono riconoscere più facilmente il valore intrinseco dell'esperienza, hanno bisogno di conferma e riconoscimento

-cercare di raccogliere istanze già esistenti, già all'attenzione dei giovani (es. cambiamenti climatici -*Fridays for Future*) anche perché possano essere più facilmente parte attiva del processo

Per mantenere la partecipazione:

-Difficile dirlo con sicurezza, anche perché a volte è molto legato a quello che "scatta" nell'incontro con le persone, quando si passa dal progetto scritto alla realizzazione

-Sarebbe però importante cercare, al momento della progettazione e della realizzazione di non usare solo il criterio dell'output da realizzare e cercare di far passare un approccio, la capacità di attivare una riflessione critica, delle domande su alcuni temi chiave che poi possono trasformarsi in azioni concrete nel quotidiano

-Cercare di far passare l'idea che anche un contributo piccolo non è inutile, ma può contribuire ai cambiamenti più grandi

- **Dati socio-demo**

-Età: 35 anni

-Genere: Femminile

-Città (in cui vive): Torino

-Nazionalità: Italiana

-Situazione professionale (o di formazione): lavora nell'impresa sociale (come socia) Amapola che si occupa di sicurezza e vivibilità urbana

APPENDIX 4.3.

Good practice examples

With the collaboration of regional partners of the “Mindchangers” project, a total of 18 good practices focused on the topics of Climate Change and Migration performed in Piemonte, during the last 5 years, were identified.

In order to analyze the identified good practices, data and information were sought by looking at project notes sent by the promoter, by consulting the official websites of the projects and briefly interviewing some project leaders or some participants.

Characteristics of the analyzed good practices are synthesized in Table 1. 11 of them were focused on migration topic, 6 on climate change, one on both the topics. As several projects were realized in school contexts, the most part of them were targeted to 15-19 years old young people; five of them involved young people of different target ages. The duration of the projects varied from one month to several years, but the most part lasted from 12 to 18 months and were funded by European fundings. Several projects had an international level of implementation, involving some country partners, but a certain amount of practices had regional or local implementation. The number of involved young people were various from few dozens to several hundred. The level of engagement was higher for a reduced number of young people who had an active role in the projects: in several projects a few young people were preliminary involved and then contribute to involve other young people (e. g. peer education practices, development of games or events to be proposed to other young citizens). The most part of the practices were top down and involved young people in their implementation but some of them involved young citizens at the stage of co-creation of the project activities or, in some cases, in the initial development of the practice itself.

18 Good practices		N*
Topic	Migration	12
	Climate change	7
Target group	15-19 years old	10
	20-25 years old	8
	26-35 years old	5
Duration	from 12 to 18 months	12
	less than 12 months	3
	2 years or more	3
Funding	European funding	9
	National funding	1
	Regional	2
	Local funding	2
	No funding/not known	5
Level of implementation	International	8
	Regional	5
	Local	7
Number of young people involved	Less than 100	6
	From 100 to 300	6
	More than 300	6
Stage of youth involvement in the project activities	Implementation	16
	Co-creation	10
Level of youth engagement attained through the project	Level 1	2
	Level 2	6
	Level 3	11
	Level 4	8

*Some of the analyzed good practices can be classified in more than one group (e.g. some practices involved young people both at the stage of implementation and of co-creation), so the sum of practices in the different categories can be higher than 18.

Table 1. Characteristics of the analyzed good practices

CountHER Narratives: reframing the narrative by giving voice to migrant women

General information	
Project ID	CountHER Narratives: reframing the narrative by giving voice to migrant women (https://serenoregis.org/?s=countHER+narrative)
Topic	Migration
Region	Piemonte
Promoters	Centro Studi Sereno Regis (Centro Studi Sereno Regis - ricerca educazione azione per la pace)
Other actors/collaborators involved	Consorzio Ong Piemontesi
Target group (age, size, etc.)	15-19
Duration (from...to...)	18 months; from February 2020 June 2021
Funding	UE and Regione Piemonte (by Consorzio Ong Piemontesi), in the wider project: FRAME, VOICE, REPORT! funded by UE
Level of implementation (e.g. local/regional/national/international/European)	International
Website	https://serenoregis.org/?s=countHER+narrative

Contact

Ilaria Zomer- Centro Studi Sereno Regis, Via Garibaldi 13 - 10122 Torino - <http://serenoregis.org> -tel 011532824

Description of the project**Summary of the project**

The project aimed to give voice to migrant women from an intersectional point of view and to raise awareness and activation of young people on these issues, starting from impactful solicitations such as the direct telling of migrant women's stories.

The project worked across Italy and Jordan. A short documentary, a publication and educational workshops in schools involving 200 adolescents were realized.

Activities (including methodology)

- Production of a documentary video - Fartun - about the life of women with migration background in Jordan. The video is made by a group of Jordanian journalists and the Arab Women Media Center (AWMC);
- publication of a collection of life stories of women migrants, refugees or asylum seekers in Turin.
- a cycle of 5 workshops through the instrument of peer education in secondary schools with students aged 15 to 18 years to raise awareness of the issues of the project. The course includes the screening of the documentary Fartun and is aimed at the realization of an original contribution by the young participants
- workshops for users from 18 to 25 years old: screening of the documentary Fartun and activities are proposed for reflection and in-depth analysis on the main themes of the project.

Approach: Top-down that is proposed to young people by the two partners of the project, but using the tool of peer education aimed at activating young people themselves in promoting reflection on the issue.

Results/Impact

Sensitization of young people who participated to the workshops. For some peer educators (7-18 years old) and some 20-30 years old participants deeper involvement in the topic.

Sustainability/Follow-up

For some peer educators (7-18 years old) and some 20-30 years old participants relationships with the Centro Studi Sereno Regis after the project and willingness to participate in other activities on the theme.

Youth engagement

<p>Number of young people involved about 150 (15-18) in the 4 involved schools and other 7-8 in the workshop for 20-30 years old people.</p>
<p>Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up)</p> <p>Implementation (workshops) and disposal for co-creation of further activities for some 20-30 years old participants</p>
<p>Level of youth engagement attained through the project (cf. pyramid of engagement)</p> <p>Level 2 for the most part of participants to workshops in the schools; level 4 for peer educators and some 20-30 years old participants.</p>
<p>SWOT analysis of the project (from the perspective of youth engagement)</p> <ul style="list-style-type: none"> • Strengths: technique of peer education that sustains involvement using the “same language” of the of project “recipients” • Weaknesses: documentary video Fartun characterized by approach not fully friendly (it was frim Jordanian perspective) for young Italian people • Opportunities: different dislocation of the schools on the city territory (Turin) that allowed to meet young people with different background and sensitivity to the theme of migration (some very close, others far away but curious) • Threats: Covid-19 pandemic, that prevented the realization of the final conference.
<p>Incentives for youth engagement</p> <p>[Please include in your answer your recommendations for:</p> <ul style="list-style-type: none"> - how to engage the disengaged - how to support sustainable youth engagement] <p>Three main points:</p> <ul style="list-style-type: none"> -to use language young-friendly - to give the perception to be listened to carefully and sustained -to involve them in groups to make them powerful, not alone against the entire world

***Please only include projects**

- addressing young people (18-35 years old);
- on the topics of climate change or migration;
- from the last 5 years.

"Climate Re-Action: nuove energie per cambiare"

General information	
Project ID	Climate Re-Action: nuove energie per cambiare (<i>Climate Re-Action: new energies to change</i>)
Topic	Climate change
Region	Piemonte
Promoters	Youth Advisory Council of Pino Torinese (small city near Turin)
Other actors/collaborators involved	Other municipalities in neighbouring countries
Target group (age, size, etc.)	15-35 (including some high school students and young citizens from Pino Torinese and neighbouring countries)
Duration (from...to...)	The action lasted one day (October 2020); some months of preparation
Funding	Call for proposals "Nuovi FerMenti", led by the Municipality of Chieri (small city near Pino Torinese)
Level of implementation (e.g. local/regional/national/international/European)	

Local (Pino Torinese and neighbouring countries)
Website consultagiovani.pino@gmail.com
Contact Elisa Pagliasso (President of the Youth Council): elisapagli@gmail.com / consultagiovani.pino@gmail.com Andrea Borgo (member of the Youth Council): borgo.andre97@gmail.com
Description of the project
Summary of the project Conference + Workshop of one day dedicated to young people to deepen the themes of climate change and to know the solutions for a clean energy in the Piedmont territory. The first part (morning) included the intervention of experts in climate change and renewable energy, while in the second (afternoon) there was a workshop divided into groups to develop new proposals to make the town of Pino Torinese more sustainable
Activities (including methodology) -Conference by experts in climate change and renewable energy to give information to young people of the city and of the neighbouring countries - workshop in small groups to develop new solutions to improve sustainability in the city and of the neighbouring countries <i>Approach:</i> Both bottom-up (proposed by young people of the Youth council to other young people) and top-down (member of the Youth council- as institution) to young citizens, including high school students
Results/Impact - Increasing participants' awareness of climate change and sustainability - Development of some ideas that the city council will try to realize in the city
Sustainability/Follow-up

Some ideas that the city council will try to realize in the city

Involvement of two of three participant on the topic and involvement of one young man in the Youth Council

Youth engagement

Number of young people involved

36 (no more because of the pandemic restrictions)

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up)

Co-creation and implementation (project proposed and developed by members of the Youth Council)

Level of youth engagement attained through the project (cf. pyramid of engagement) - Level 2 (Follower) or 3 (Supporter) for the most part of the participants to the conference/workshop

-Level 4 (activist) for two or three participants that decided to be furtherly involved

- level 6 (Multiplier) for the project developers of the action

SWOT analysis of the project (from the perspective of youth engagement)

- *Strengths*: effective combination of expert conference to introduce the topic followed by workshop that can have practical spin-offs for the city; proposals designed in the workshop can really be implemented to the satisfaction of the participants
- *Weaknesses*: conference contents not so useful for the development of concrete proposal for the city (too theoretical and “universal”)
- *Opportunities*: the Mayor interested and willing to implement the activities proposed in the workshop in the city
- *Threats*: difficulty of involvement young people, that is attracted by the big city of Turin and consider Pino Torinese as a dormitory-place; pandemic restrictions that reduced the number of people admitted to the workshop

Incentives for youth engagement

Please include in your answer your recommendations for:

- how to engage the disengaged:

Probably proposing something, new, that can active curiosity, wish to know new

people and to have new experiences

- how to support sustainable youth engagement:

To make young people feel useful, able to realize some concrete and effective.

***Please only include projects**

- addressing young people (18-35 years old);
- on the topics of climate change or migration;
- from the last 5 years.

Escape4Change - Progetto Metti in Circolo il cambiamento

General information
Project ID Escape4Change - Metti in Circolo il cambiamento [Put the change in circulation]
Topic Climate change
Region Piemonte
Promoters
Other actors/collaborators involved - Associazione Culturale Eufemia APS LVIA (https://lvia.it/)
Target group (age, size, etc.) 15-32
Duration (from...to...) from 2019 – to 2021
Funding -
Level of implementation (e.g. local/regional/national/international/European) Regional

Website

<https://escape4change.com>

https://drive.google.com/file/d/1dOxRWrIT5a5jbizdf6YiRq_eCkqfxyqD/view?usp=sharing

<https://www.eufemia.eu/serious-games/>

<https://lvia.it/portfolio-articoli/metti-in-circolo-il-cambiamento/>

<https://www.facebook.com/Escape4Change/>

Contact

Pasquale Lanni (Eufemia)

info@escape4change.co

<https://escape4change.com/contattaci/> m

Description of the project**Summary of the project**

Implementation of an educational Escape Room, a puzzle game that takes place in a room from which players (groups of 2-6) must manage to get out. During the game, a narrative storyline leads players into an industrial world awash in waste, and, in the second game room, into a tale, a dream, a world where the circular economy has created a return to nature. The game experience serves as a preamble for a lively discussion, in which participants are challenged to express their own concrete ideas about the problems of the linear economy and possible solutions such as the circular economy. The project has been running since late 2019 starting in Turin and will end in early summer 2021, involving also other Italian cities and municipalities.

Activities (including methodology)

Educational game on different topics, from circular economy to climate change propose to school classes and young adults

Methodology:

Escape room game to reflect on climate change

Results/Impact

Imported from Spain, this project was developed at first on the Italian territory, but given the high participation is expanding to other European countries

-Excellent impact on the territory

-creation of an Escape Room in Turin city

Sustainability/Follow-up

Top-down that is, it proposed to young people but carried out by entities, agencies, ...

Youth engagement

Number of young people involved

350

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up)

Implementation: Young people actively participated by applying their knowledge and skills

Level of youth engagement attained through the project (cf. pyramid of engagement)
Level 4 (Activist): The young people participate in this educational game by bringing their various knowledge and skills to bear, and at the end the youth are asked to make a reflection on the topic addressed during the game.

SWOT analysis of the project (from the perspective of youth engagement)

Strengths:

-very dynamic games

-it allowed participants to apply their knowledge and skills

- Flexible play experiences, i.e. adapting to different contexts as there are no standard materials.

- *Weaknesses:* the places where the games take place cannot be set up with care because moving and traveling from one place to another the material must be easy and convenient to be transported
- *Opportunities:* -
- *Threats:* -

Incentives for youth engagement

Please include in your answer your recommendations for:

- how to engage the disengaged
- how to support sustainable youth engagement

***Please only include projects**

- addressing young people (18-35 years old);
- on the topics of climate change or migration;
- from the last 5 years.

Start the Change

General information	
Project ID	Start the Change; specifically the activity “MigrAzioni”/ MigrA(C)tions
Topic	Migration
Region	Piemonte
Promoters	CISV (Comunità Impegno Servizio Volontariato/ Comunità Impegno Servizio Volontariato; Non-Profit Organization)
Other actors/collaborators involved	Scout association; other education associations on the Moncalieri (TO) territory; Regione Piemonte; Amnesty International
Target group (age, size, etc.)	19-25
Duration (from...to...)	2017-2020 (three school-years)
Funding	Co-funded by the European Union
Level of implementation (e.g. local/regional/national/international/European)	Local and international
Website	

<https://www.startthechange.eu/>

Contact

ROBERTO r.varone@cisvto.org , tel. 0118993823

Description of the project

Summary of the project

Three years (2017-2020) Global Citizenship Education project aimed at secondary school teachers and educators and young students between the ages of 15 and 24.

The aim was improving the educational offer through models of education for global citizenship and contribute to the achievement of the Sustainable Development Goals, with particular attention to the relationship between migration and global inequality.

Activities (including methodology)

-Composition of a group of 10-15 young participants with education experience (scouts, animators in associations working with young people on the territory) => MigrAzioni group

-Theoretical preparation on the topic of migration

-2 kind of activities involving young Italian people and migrant people who lived in the CAS
– Emergency reception centers of Moncalieri (TO): theatre activities; laboratories developed by the MigrAzioni group

Approach:

-Top-down (proposed to young people)

-Not formal education

Results/Impact

Sensitization and involving of some young people on the topic of migration; involvement and exchange with some migrant people

Sustainability/Follow-up

Participation of one or two young people of the MigrAzioni group to the final international camp near Granada- Spain (closing of the international Start the Change project)

Youth engagement

Number of young people involved

270 (in Piemonte)
<p>Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up)</p> <p>Implementation in the training on the topic of migrants;</p> <p>Co-creation of activities involving migrant people and young Italian people in Moncalieri;</p> <p>Follow-up in the international camp in Spain</p>
<p>Level of youth engagement attained through the project (cf. pyramid of engagement)</p> <p>Level 2 (follower) for young people who was involved in not-formal education activities;</p> <p>Level 4 (activist) for young people in the animator group MigrAzioni</p>
<p>SWOT analysis of the project (from the perspective of youth engagement)</p> <ul style="list-style-type: none"> • <i>Strengths</i>: mix of formal (training) and not-formal (laboratories; theatre) activities with bot Italian and migrant people; in the final international camp, possibility to exchange experiences with young people from several European countries • <i>Weaknesses</i>: MigrAzioni group made of people from many different groups, too difficult to keep together • <i>Opportunities</i>: for the MigrAzioni group presence in the territorial area of young people sensitive to social issues and experienced in informal education • <i>Threats</i>: concurrent activities and associations who involved young people; Covid pandemic
<p>Incentives for youth engagement</p> <p>Please include in your answer your recommendations for:</p> <ul style="list-style-type: none"> - how to engage the disengaged <ul style="list-style-type: none"> a. to offer positive example and positive and consistent reference figures b. insist on key messages c. propose values in the school by teachers (who are important reference figures) - how to support sustainable youth engagement <ul style="list-style-type: none"> a. not to force together people who are already involved in different associations or activities b. to keep in mind effective solution to carry on the activities from far away (as during pandemic)

***Please only include projects**

- addressing young people (18-35 years old);
- on the topics of climate change or migration;
- from the last 5 years.

The power of passport

General information	
Project ID	The power of passport
Topic	Migration
Region	Piemonte
Promoters	MAIS (Movimento per l'Autosviluppo, l'Interscambio e la Solidarietà è una Organizzazione non governativa; Movement for Self-Development, Interchange and Solidarity is a Non-Governmental Organisation) Ong (https://www.open-cooperazione.it/web/org-mais-movimento-per-lautosviluppo-linterscambio-e-la-solidarieta-scheda-n1Y5WB4KZMYXaz.aspx)
Other actors/collaborators involved	
Target group (age, size, etc.)	20-25
Duration (from...to...)	July 2018 - June 2019
Funding	FRAME, VOICE, REPORT! European fund for civil society organizations
Level of implementation (e.g. local/regional/national/international/European)	International
Website	

www.thepowerofpassport.org
Contact https://www.thepowerofpassport.org/contatti/
Description of the project
Summary of the project <p>Focused on Sustainable Development Goal 10 - "Reduce inequality within and between nations" and aimed to raise awareness about inequalities in access to the right to freedom of movement between states and the urgency of global policies to facilitate regular migration. The documentary has been screened and discussed at numerous national and international events, the game has been animated in secondary schools and with informal groups of young people, presented at Torino Comics 2019 and Play4Change 2020 and at numerous events.</p>
Activities (including methodology) <ul style="list-style-type: none"> -Creation of a documentary and a game with the aim of reducing inequality within and between nations -Proposal of the documentary at numerous national and international events -Proposal of the game in secondary schools and with informal groups of young people <p><i>Approach:</i></p> <p>Top-down</p>
Results/Impact <ul style="list-style-type: none"> -Documentary and game that can be proposed to different target -Raising awareness of young people and citizenship who saw the documentary or played the game
Sustainability/Follow-up <p>The dissemination of the documentary and the board game produced still continues</p>
Youth engagement

<p>Number of young people involved</p> <p>About 1000</p>
<p>Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up)</p> <p>Implementation</p>
<p>Level of youth engagement attained through the project (cf. pyramid of engagement)</p> <p>Level 2 (Follower/interested): looking at the documentary; Level 3 (supporter): participation to the game</p>
<p>SWOT analysis of the project (from the perspective of youth engagement)</p> <ul style="list-style-type: none"> • <i>Strengths</i>: using of instruments (documentary and game) involving and activating • <i>Weaknesses</i>: - • <i>Opportunities</i>: - • <i>Threats</i>:-
<p>Incentives for youth engagement</p> <p>Please include in your answer your recommendations for:</p> <ul style="list-style-type: none"> - how to engage the disengaged - how to support sustainable youth engagement

***Please only include projects**

- addressing young people (18-35 years old);
- on the topics of climate change or migration;
- from the last 5 years.

Storie Interrotte

General information	
Project ID	Storie Interrotte [Broken Stories]
Topic	Migration
Region	Piemonte
Promoters	ENGIM PIEMONTE
Other actors/collaborators involved	Ong Rainbow for Africa; Orso social cooperative
Target group (age, size, etc.)	15-19 (school students)
Duration (from...to...)	September 2018 – June 2019
Funding	FRAME, VOICE, REPORT! project funded by EU
Level of implementation (e.g. local/regional/national/international/European)	International
Website	www.storieinterrotte.it
Contact	

Mariangela Ciriello, Engim Piemonte, mariangela.ciriello@engim.it
Description of the project
<p>Summary of the project</p> <p>Strengthening and improving citizens' awareness of the causes of migratory phenomena and promoting the reception and inclusion of new European citizens, by some videos of migration stories to disseminate and reflect on together. The aim was promoting welcoming and inclusion of new European citizens</p>
<p>Activities (including methodology)</p> <ul style="list-style-type: none"> -Making four videos (in Mali and at Bardonecchia, the Italian frontier between Piemonte and France) in collaboration with a journalist -workshops in schools to raise awareness of the issue, with the support of videos -in one school, workshop for the graphic design of the project logos <p><i>Approach:</i></p> <p>Top-down=> proposal of activities and storytelling stimulus to young students to reflect on the topic of migration</p>
<p>Results/Impact</p> <p>Good involvement during the project for the young students; a boy who had a very critical initial position became curious and agreed to participate actively</p>
<p>Sustainability/Follow-up</p> <p>Difficult to say: however, a few students decided to work on this topic for their diploma dissertation</p>
Youth engagement
<p>Number of young people involved</p> <p>100</p>
<p>Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up)</p> <p>Implementation (workshop to reflect on the topic);</p> <p>Co-creation (graphically developing the logo of the project)</p>
Level of youth engagement attained through the project (cf. pyramid of engagement)

Level 3: Supporter (participants to the workshops); Level 4: Activist (school pupils developers of the logo)

SWOT analysis of the project (from the perspective of youth engagement)

- *Strengths*: use of storytelling and video very impactful for young participants; really involving the proposal of contribute to developing the logo of the project
- *Weaknesses*: small budget for a complex project
- *Opportunities*: graphic skills of some vocational school participants (for the creation of the logo)
- *Threats*: difficult monitoring of the impact after the end of the project

Incentives for youth engagement

Please include in your answer your recommendations for:

- how to engage the disengaged
 - a. offering always different perspective (storytelling) on the topic
 - b. involving, really, young people in the developing of the project (including choosing aims and target)
 - c. stop to consider young people unmotivated and unwilling to commit themselves
- how to support sustainable youth engagement
 - a. involving them in the development of new idea for the existing activities and project

***Please only include projects**

- **addressing young people (18-35 years old);**
- **on the topics of climate change or migration;**
- **from the last 5 years.**

Selfie Portrait. Immaginari migranti

General information	
Project ID	Selfie Portrait. Immaginari migrant [Selfie Portrait. Migrant imagery]
Topic	Migration
Region	Piemonte
Promoters	Videocommunity Association (https://it-it.facebook.com/videocommunity.torino/)
Other actors/collaborators involved	Energia association for Human Rights in Senegal
Target group (age, size, etc.)	15-19
Duration (from...to...)	October 2019 – June 2020
Funding	-(da verificare)
Level of implementation (e.g. local/regional/national/international/European)	Local and international
Website	https://www.youtube.com/watch?v=PhB-8OOGKxA&t=64s https://www.youtube.com/watch?v=yWDTLgsui_8&t=10s
Contact	

Sergio Fergnachino (associazione Videocommunity) mail: sergiofergnachino@gmail.com

Description of the project

Summary of the project

Reportage involving young people from Pikine (suburb of Dakar) in a selfie video workshop. The aim was to disseminate the reportage among high school youth to interact with their Senegalese counterparts.

The project, in the immediate form of the selfie, helped to break down prejudices, revealing that other styles and forms of narrating migration are possible.

Activities (including methodology)

- Reportage realized involving young people from Pikine (suburb of Dakar) in a selfie video
- Dissemination of the report among young people by workshops in some schools and during some events in Turin

Methodology:

- Method of self-representation (Selfie portraits) that are impactful for young people of different countries
- Workshop discussion in schools

Results/Impact

Satisfying impact of method of self-representation with the students, during workshops

Moreover, a magazine was produced by young people under 25

Sustainability/Follow-up

Difficult to say because of the stop to workshops and events due to pandemic, but the video is still viewable on facebook

Youth engagement

Number of young people involved

About 300

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up)

Co-creation: During the project, young people are given tools so that they can contribute to the collection of information, on migration flows, to be included in the project.

Level of youth engagement attained through the project (cf. pyramid of engagement)
Level 3 (Supporter): tools were given to young people in order to contribute to the project

SWOT analysis of the project (from the perspective of youth engagement)

Strengths:

- involvement of young journalists active on the subject.
- good participation of young activists in the associations
- impactful method of selfie portraits

• *Weaknesses:*

- there is a risk of always reaching the same groups
- at the end of the project it is difficult to maintain the relationship with the participants

• *Opportunities:*

- possibility to share the produced video by social networks

• *Threats:*

- pandemic that stopped workshops planned in schools and events in the neighborhoods
- events and get wider feedback

Incentives for youth engagement

Please include in your answer your recommendations for:

- how to engage the disengaged
- how to support sustainable youth engagement

***Please only include projects**

- addressing young people (18-35 years old);
- on the topics of climate change or migration;
- from the last 5 years.

Progetto When the sun goes down

General information	
Project ID	When the sun goes down
Topic	Migration
Region	Piemonte
Promoters	Associazione Cultura e Sviluppo, Alessandria (https://www.culturaesviluppo.it/)
Other actors/collaborators involved	-
Target group (age, size, etc.)	18-25
Duration (from...to...)	School year 2019-20
Funding	FRAME, VOICE, REPORT! project funded by EU
Level of implementation (e.g. local/regional/national/international/European)	Local
Website	http://www.culturaesviluppo.it/afraidofdestiny
Contact	Marco Madonia – Progetto Giovani – marco.madonia@culturaesviluppo.it

Description of the project
<p>Summary of the project</p> <p>The project aimed to raise awareness about the phenomenon of human trafficking, particularly concerning girls of Nigerian origin forced into prostitution in the areas of Alessandria and Asti. The project included the production of the documentary "Afraid of Destiny", based on the desire to give a direct voice to the girls who were former victims of trafficking and to the operators who, through 'street units', help the girls (more than 1 million people were reached by the dissemination campaign). A team of peer educators was created at local level - composed of high school and university students - who became ambassadors of the project's contents to their peers by designing and implementing a thematic role-playing game.</p>
<p>Activities (including methodology)</p> <ul style="list-style-type: none"> -Production of the documentary "Afraid of Destiny", to give direct voice to the girls who were former victims of trafficking -Preparation of the group of peer educators -Workshops with students guided by the peer educators to develop the thematic role-playing game -Playing the role-playing game. <p><i>Methodology:</i></p> <p>Informal education: peer education</p>
<p>Results/Impact</p> <p>Awareness-raising and reflection on an important topic that is often not known to young people; the result involved several dozen of young people who would probably not have approached this topic spontaneously.</p>
<p>Sustainability/Follow-up</p> <p>Difficult to say for the most part of participants.</p> <p>For the peer educators and for the tutors, the awareness remained and perhaps paved the way for other activities and possible other projects on the topic</p>
Youth engagement
<p>Number of young people involved</p>

15 peer educators: they followed the whole process and met directly with the former trafficked girls and the operators; About 150 girls and boys: they were involved by the team in the proposed role-playing sessions; About 10000 young people reached by the information campaign linked to the promotion of the documentary on social networks.

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up)

Implementation: workshops with peer educators and, then, playing of the developed game; Co-creation: developing of the role-playing game

Level of youth engagement attained through the project (cf. pyramid of engagement)

Level 2 (Follower/interested): young people who played the game; Level 3 (supporter): participants to the workshops; Level 4 (Activist): developers of the games; Level 5 (Multiplier): peer educators and tutors

SWOT analysis of the project (from the perspective of youth engagement)

- *Strengths:*
 - possibility to reflect upon this topic starting from direct voice of involved women
 - possibility to reflect upon this important but rarely discussed topic with peers and in a protected context
- *Weaknesses:* -
- *Opportunities:* project proposed by a well-known association
- *Threats:* pandemic – they had to transform the developed game to use it online

Incentives for youth engagement

Please include in your answer your recommendations for:

- how to engage the disengaged
 - a. proposing activities involving other young people
 - b. offering a protected context to discuss, avoiding judgmental gaze
 - c. proposing topic that young people recognize as urgent/important
 - d. proposing something concrete/real/tangible, not too far or abstract
- how to support sustainable youth engagement
 - a. seeing some concrete results
 - b. being in a group that functions well
 - c. having a reference figure who can motivate and keep the group together

***Please only include projects**

- addressing young people (18-35 years old);**
- on the topics of climate change or migration;**
- from the last 5 years.**

Scuola di Italiano per Stranieri

+

A tavola con il mondo

General information	
Project ID	<p>A) SCUOLA DI ITALIANO PER STRANIERI [ITALIAN LANGUAGE SCHOOL FOR FOREIGNERS]</p> <p>+</p> <p>B) A TAVOLA CON IL MONDO [AT TABLE WITH THE WORLD]</p> <p>[Described together because they are proposed by the same cooperative and because the second one is also the annual final party of the first one]</p>
Topic	Migration
Region	Piemonte
Promoters	Associazione Idee.Comunità (Busca Municipalities -CN); Busca Municipalities (CN)
Other actors/collaborators involved	Centro di istruzione per adulti di Cuneo [Adult Education Centre of Cuneo]
Target group (age, size, etc.)	18-35
Duration (from...to...)	<p>A) About 20 years</p> <p>B) Three or four years (stopped at the moment for pandemic)</p>
Funding	

Level of implementation (e.g. local/regional/national/international/European)
Local
Website
-
Contact
Beatrice Gozzarino: beatrice.gozzarino@gmail.com - 3469888265
Description of the project
<p>Summary of the project</p> <p>A) L2 teaching courses for about 20 years, working in synergy with the Centre for Adult Education in Cuneo. Students are divided into basic literacy, intermediate and medium-advanced levels. There are about 60 students enrolled each year, many of whom are between 18 and 35 years old. In addition to teaching Italian, the school becomes a mutual instrument of knowledge. Many of the school's volunteers are young university students or workers.</p> <p>B) Intercultural festival: It is a moment of sharing based on the exchange of dishes and recipes from different countries of the world. The shared lunch is followed by fun activities for children and games and dances for adults. Over the years, the party has reached around 400 people. The organising team is very diverse and over the years the number of young people helping to organise and participate in the event is increasing.</p>
<p>Activities (including methodology)</p> <p>A) -Involvement and training to teaching Italian to foreign people -coordination of the group of teachers (some older and some young -25-35); during pandemic, more young teachers, more disposal to teach online -teaching to groups of foreign people</p> <p>B) -Organization of a party with food from several foreign countries: involvement of young people in the preparation of the event -involvement of both young and not young citizens for the event => the event was (until 2019) also the party of the end of school-year for the Italian language school</p>
<p>Results/Impact</p> <p>-More integration of foreign people in the citizenship</p> <p>-Cultural exchange between organizers, teachers, participants to the event and the involved foreign people</p>

-Sensitization to the topic of migration and cultural differences for all participants.
Sustainability/Follow-up <p>A) The Italian language school will be continued (with some organizational solutions for the pandemic)</p> <p>B) The event is temporarily stopped (due to pandemic) and it will be probably replaced by another event (probably a multicultural musical festival)</p>
Youth engagement
Number of young people involved <p>About 10 in the organization of the projects; more than 100 in the event</p>
Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up) <p>Implementation of both the two projects</p>
Level of youth engagement attained through the project (cf. pyramid of engagement) <p>Level 4 (activist) for young teachers, and for organizers of the event; Level 1 (Spectator) for young participants to the event</p>
SWOT analysis of the project (from the perspective of youth engagement) <ul style="list-style-type: none"> • <i>Strengths</i>: sometimes it offers new proposal that active curiosity; offers the possibility of an intercultural exchange • <i>Weaknesses</i>: it is not only for young people • <i>Opportunities</i>: the Busca Municipalities offers a context open to several possibility to propose activities on the topic • <i>Threats</i>: pandemic who stopped the event and has made online teaching necessary
Incentives for youth engagement <p>Please include in your answer your recommendations for:</p> <ul style="list-style-type: none"> - how to engage the disengaged <ul style="list-style-type: none"> ⇒ to offer new and diversified proposals, to be not boring and to attract curiosity - how to support sustainable youth engagement - => to have good coordinator, able to keep together the group of committed young people

***Please only include projects**

- addressing young people (18-35 years old);
- on the topics of climate change or migration;
- from the last 5 years.

Acqua e territorio di fronte al cambiamento climatico. Attività di formazione per gli amministratori

General information
Project ID Acqua e territorio di fronte al cambiamento climatico. Attività di formazione per gli amministratori [Water and territory in the face of climate change. Training activities for administrators]
Topic Climate change
Region Piemonte
Promoters ANCI [National Association of Italian Municipalities] Piemonte
Other actors/collaborators involved Città metropolitana di Torino; Department of Political Culture and Society of the University of Turin
Target group (age, size, etc.) 26-35 (directors under 35 or newly appointed, and young representatives of civil society)
Duration (from...to...) from April 2020 to now
Funding -
Level of implementation (e.g. local/regional/national/international/European)

Regional
Website http://www.cittametropolitana.torino.it/cms/ambiente/risorse-idriche/progetti-ris-idriche/formazione-divulgazione/bando-under-35
Contact -
Description of the project
Summary of the project <p>The project included training modules on the administrative management of local authorities, on the one hand, and, on the other, on the issues of sustainable development, climate change and proper management of water resources. Due to the Covid-19 emergency, the training interventions took place mainly in webinar mode. The course is organized in collaboration with the Department of Political Culture and Society of the University of Turin and it is open to students and young administrators/new appointees.</p>
Activities (including methodology) -Development creation of training modules on the administrative management of local authorities and on sustainable development issues -a 3-day residential seminar with theoretical/practical training and a field trip, and a 40-hour course
Results/Impact Awareness-raising on climate change for young people who are or will be engaged in local government
Sustainability/Follow-up Possibility to replicate the training course for other groups of young people engaged in local government
Youth engagement
Number of young people involved

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up)

Implementation: participation to training activities

Level of youth engagement attained through the project (cf. pyramid of engagement)

Level 3 (Supporter)

SWOT analysis of the project (from the perspective of youth engagement)

- *Strengths*: involving training program specifically aimed at young people involved in local government
- *Weaknesses*: -
- *Opportunities*: -
- *Threats*: Pandemic restriction; the training interventions had to be taken place mainly in webinar mode

Incentives for youth engagement

Please include in your answer your recommendations for:

- how to engage the disengaged
- how to support sustainable youth engagement

***Please only include projects**

- addressing young people (18-35 years old);
- on the topics of climate change or migration;
- from the last 5 years.

Bangladesh and Piedmont: together towards SDGs

General information	
Project ID	Bangladesh and Piedmont: together towards SDGs
Topic	Climate change and Migration
Region	Piemonte
Promoters	Ashar Gan Onlus
Other actors/collaborators involved	Consorzio Ong Piemontesi (COP)
Target group (age, size, etc.)	15-19
Duration (from...to...)	July 2018 - June 2019
Funding	FRAME, VOICE, REPORT! fund for civil society organisations
Level of implementation (e.g. local/regional/national/international/European)	Local
Website	https://www.ashargan.org/447-2/ https://www.facebook.com/1593569877597262/videos/2216398738674301/ https://www.facebook.com/1593569877597262/videos/319093125384049/

<https://youtu.be/AX6dxTEnog0>

Contact

Elisa Gioè Cooperazione locale e internazionale Via Vigone, 82 - 10064 Pinerolo (TO)
www.ashargan.org

Description of the project

Summary of the project

The main objective of the project is to raise the awareness of a part of the Piedmontese citizenship on the situation in Bangladesh and on the main problems concerning this country. The Sustainable Development Goals (SDGs) addressed by actively involving the Piedmontese citizens are: Good Health (No. 3), Gender Equality (No. 5) and Clean Water and Sanitation (No. 6), as well as, the issues of Migration and Climate Change.

Ashar gan onlus involved 3 schools in the Pinerolo area, as follows: training workshops, interviews by students with passers-by on Bangladesh, SDGs, Agenda203, organising meetings open to the public on SDGs, concluding theatre performance

Activities (including methodology)

- a. Carrying out of interviews with some Bengali migrants in Piedmont by some journalists
- b. A reportage realized in Bangladesh
- c. Active involvement of students from three schools in the Pinerolo area, in an extra-curricular context:
 - training workshops
 - interviews by the students with their smartphones to passers-by on Agenda203, SDGs and Bangladesh
 - the students had the task of organizing and realizing in a free and creative way, meetings open to the public on the SDGs
 - Final theatrical performance, in which the students brought the SDGs to the stage with a varied performance (readings, songs, acting, dances, music).

Approach:

Top-down

Methodology:

Not formal education

<p>Results/Impact</p> <p>-A documentary film with interviews with Bengali migrants in Piedmont and the reportage made in Bangladesh</p> <p>.Final theatrical performance in Pinerolo</p> <p>-Awareness raising for the young people of the participating schools in Pinerolo and for the citizens involved in the project activities</p>
<p>Sustainability/Follow-up</p> <p>The documentary film could be furtherly used in workshops in schools or in events for the citizenship</p>
<p>Youth engagement</p>
<p>Number of young people involved</p> <p>126</p>
<p>Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up)</p> <p>Implementation: participation to workshops in the schools; Co-creation: realization of interviews and preparation of the theatrical performance</p>
<p>Level of youth engagement attained through the project (cf. pyramid of engagement)</p>
<p>SWOT analysis of the project (from the perspective of youth engagement)</p> <ul style="list-style-type: none"> • <i>Strengths</i>: direct involving of young people in the realization of the products of the project • <i>Weaknesses</i>: - • <i>Opportunities</i>: - • <i>Threats</i>:-
<p>Incentives for youth engagement</p> <p>Please include in your answer your recommendations for:</p> <ul style="list-style-type: none"> - how to engage the disengaged - how to support sustainable youth engagement

***Please only include projects**

- addressing young people (18-35 years old);
- on the topics of climate change or migration;
- from the last 5 years.

**COLTIVARE INCLUSIONE: interventi integrati per l'assistenza di rifugiati e migranti
braccianti agricoli nel Saluzzese**

General information	
Project ID	COLTIVARE INCLUSIONE: interventi integrati per l'assistenza di rifugiati e migranti braccianti agricoli nel Saluzzese [CULTIVATING INCLUSION: integrated interventions to assist refugees and migrant farm labourers in the Saluzzo are]
Topic	Migration
Region	Piemonte
Promoters	LVIA (Lay Volunteers International Association; https://lvia.it/lvia-chi-siamo/who-we-are/)
Other actors/collaborators involved	Caritas; Confcooperative Cuneo
Target group (age, size, etc.)	26-35
Duration (from...to...)	January 2020 - May 2021
Funding	-
Level of implementation (e.g. local/regional/national/international/European)	Local
Website	https://lvia.it/portfolio-articoli/coltivare-inclusione-interventi-integrati-per-lassistenza-di-

rifugiati-e-migranti-braccianti-agricoli-nel-saluzzese/

<https://lvia.it/2020/09/29/progetto-coltivare-inclusione-per-una-stagione-di-dignita/#:~:text=%E2%80%9CColtivare%20Inclusione%E2%80%9D%20%C3%A8%20un%20progetto,l%27arrivo%20di%20numerosi%20lavoratori>

[https://www.facebook.com/events/4262566580434036?context=%7B%22action_history%22%3A\[%7B%22surface%22%3A%22page%22%2C%22mechanism%22%3A%22page_admin_bar%22%2C%22extra_data%22%3A%22%7B%5C%22page_id%5C%22%3A196455657079061%7D%22%7D%2C%7B%22surface%22%3A%22events_admin_tool%22%2C%22mechanism%22%3A%22events_admin_tool%22%2C%22extra_data%22%3A%22\[%22%7D%2C%22has_source%22%3Atrue%7D](https://www.facebook.com/events/4262566580434036?context=%7B%22action_history%22%3A[%7B%22surface%22%3A%22page%22%2C%22mechanism%22%3A%22page_admin_bar%22%2C%22extra_data%22%3A%22%7B%5C%22page_id%5C%22%3A196455657079061%7D%22%7D%2C%7B%22surface%22%3A%22events_admin_tool%22%2C%22mechanism%22%3A%22events_admin_tool%22%2C%22extra_data%22%3A%22[%22%7D%2C%22has_source%22%3Atrue%7D)

Contact

LVIA

Via Mons. Peano, 8 b – 12100 Cuneo

e-mail lvia@lvia.it

Description of the project

Summary of the project

Contribution to providing a territorial response to the complex situation related to the phenomenon of seasonal agricultural work in Saluzzo, Verzuolo, Lagnasco and Costigliole Saluzzo, where over the years various initiatives have been launched by local actors (local institutions, associations, parishes, trade organizations). This intervention has promoted an active network of inclusion in the territory through mutual understanding between the host communities and the seasonal workers hosted in the sites of widespread reception, so as to offer them support for their most immediate needs, legal and health assistance and help in obtaining residence documents and in carrying out their activities.

Aim: To promote the welcome of refugees and migrant seasonal farm labourers in the Saluzzo area by improving their housing conditions, access to services and overcoming conditions of social isolation through the strengthening of skills and the promotion of active participation in social life in host communities

Activities (including methodology)

-Improvement of housing conditions and capacity building for migrants in diffuse reception through diffuse reception structures in the municipalities of Saluzzo, Verzuolo, Lagnasco and Costigliole Saluzzo

-Structuring of paths and partnerships to find housing and lasting accommodations for those who demonstrate that they are willing and able to stay in the territory, for work and/or school purposes and that they have a basic economic autonomy-sustainability

-Creation of an active network of inclusion on the territory through mutual understanding

<p>between host communities and seasonal workers hosted at reception sites</p> <p><i>Approach:</i></p> <p>Bottom-up</p>
<p>Results/Impact</p> <p>Activation of greater participation and involvement of groups</p>
<p>Sustainability/Follow-up</p> <p>The network of inclusion on the territory through mutual understanding between host communities and seasonal workers can be fostered and remain active</p>
<p>Youth engagement</p>
<p>Number of young people involved</p> <p>20</p>
<p>Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up)</p> <p>Implementation</p>
<p>Level of youth engagement attained through the project (cf. pyramid of engagement)</p> <p>Level 3 (Supporter)</p>
<p>SWOT analysis of the project (from the perspective of youth engagement)</p> <ul style="list-style-type: none"> • <i>Strengths:</i> involvement of young people already involved in active citizenship activities in the area • <i>Weaknesses:</i> - • <i>Opportunities:</i> LVIA and CARITAS have always been active in local communities and enjoy a high level of trust • <i>Threats:</i> -
<p>Incentives for youth engagement</p> <p>Please include in your answer your recommendations for:</p> <ul style="list-style-type: none"> - how to engage the disengaged - how to support sustainable youth engagement

***Please only include projects**

- addressing young people (18-35 years old);
- on the topics of climate change or migration;
- from the last 5 years.

Felpa Rossa

General information
Project ID Felpa Rossa [Red Sweatshirt]
Topic Migration
Region Piemonte
Promoters Enaip Piemonte – Borgosesia (NO)
Other actors/collaborators involved – Regional contact people: <ul style="list-style-type: none">- Eufemia- Borgosesia parish- School teachers
Target group (age, size, etc.) 15-19
Duration (from...to...) from October 2020 to February 2021
Funding -
Level of implementation (e.g. local/regional/national/international/European) National
Website

Instagram Enaip Borgosesia
Contact Rossana Rossi (Enaip Borgosesia)
Description of the project
Summary of the project <p>Stimulation to use creative writing techniques to write the fable of Little Red Riding Hood in which the wolves are the young bullies who terrorize a young migrant who has arrived in Italy with makeshift means (Red Sweatshirt). The means is the comic representation of the fable written and revised cooperatively by the students of two classes. Aim: to understand the suffering of those who abandon their place of origin parents and family and find themselves having to be inserted into a new class group and friends.</p>
Activities (including methodology) <p>Cartoon representation of the fable written and revised cooperatively by the students of two classes. The activities were carried out with the aim of understanding the suffering of those who leave their place of origin parents and family and find themselves having to be inserted into a new class group and friends.</p> <p>Approach:</p> <p>Bottom-up, from a proposal by the young participants.</p>
Results/Impact <p>There was a great participation from the children, who have been engaged until the end in the production of the fairy tale.</p>
Sustainability/Follow-up <p>What has been done is only the starting point to involve other young people by changing the method and the model used.</p>
Youth engagement
Number of young people involved <p>40</p>
Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up) <p>Implementation and co-creation: participation of all the young people involved was very</p>

high. The participants contributed to the formation of the fable.

Level of youth engagement attained through the project (cf. pyramid of engagement)
Level 4 (Activist): the young people themselves choose how and what to include in the story

SWOT analysis of the project (from the perspective of youth engagement)

- *Strengths*: exploiting the design skills of young people, the project let them choose how to develop the story
- *Weaknesses*: it seems that fairy tales are trivial in the eyes of adolescents, with the risk of creating a resistance
- *Opportunities*: -
- *Threats*: poor involvement of other teachers, who do not do storytelling in the classroom

Incentives for youth engagement

Please include in your answer your recommendations for:

- how to engage the disengaged
- how to support sustainable youth engagement

***Please only include projects**

- addressing young people (18-35 years old);
- on the topics of climate change or migration;
- from the last 5 years.

Piemonte contro le discriminazioni

General information	
Project ID	Piemonte contro le discriminazioni [Piedmont against discrimination]
Topic	Migration
Region	Piemonte
Promoters	Enaip Formazione (Ente Nazionale Acli Istruzione Professionale/Acli National institution professional training) Piemonte
Other actors/collaborators involved	IRES Piemonte, EnAIP Piemonte, Casa di Carità Arti e Mestieri e UISP Comitato di Torino
Target group (age, size, etc.)	18-30 (animators/coordinator of oratories); 15-19 (students)
Duration (from...to...)	November 2016 – March 2018
Funding	Italian Ministero dell'Interno by resources from the European Union's Asylum, Migration and Integration Fund (FAMI, 2014-2020)
Level of implementation (e.g. local/regional/national/international/European)	Regional
Website	http://www.piemontecontrolediscriminazioni.it/attivita/item/65-progetto-fami-piemonte-contro-le-discriminazioni

Contact

antidiscriminazioni@ires.piemonte.it

Description of the project**Summary of the project**

General objective: the promotion of equal treatment and the prevention of racial discrimination against third-country nationals. It is part of the more general framework of activities to promote rights and fight against discrimination carried out by the Region in collaboration with public and private entities also to give concrete implementation to Regional Law 5/2016 "Rules for the implementation of the prohibition of all forms of discrimination and equal treatment in matters of regional competence".

Activities (including methodology)

- a) construction and governance of the regional and territorial networks against discrimination;
- b) awareness-raising and information addressed to third-country nationals;
- c) training for public administration operators;
- d) awareness-raising and communication aimed at specific targets and citizenship.

Results/Impact

- information and awareness-raising course on the issue of discrimination aimed at youth workers and educators who manage activities in oratories.
- Awareness-raising flash mob on hate speech held in the atrium of Porta Nuova Station in Turin
- Competition of ideas between students on the theme of integration
- Production of a cross-media product (comic book/booklet)

Sustainability/Follow-up

Some products available for other young people

Youth engagement**Number of young people involved**

30 animators/coordinator of Piedmont oratories; 35 classes from training organisations (80 students)

Stage of youth involvement in the project activities (e.g. implementation, co-creation,

evaluation, monitoring, follow-up)

Implementation and co-creation of project products and events

Level of youth engagement attained through the project (cf. pyramid of engagement)

Level 4 (Activist) animators/coordinator of Piedmont oratories; Level 3 (Supporter) for students involved

SWOT analysis of the project (from the perspective of youth engagement)

- *Strengths*: involvement of young people in development of products and activities (sustaining personal engagement)
- *Weaknesses*: -
- *Opportunities*: -the wide experience in youth involvement of the Enaip institution;
- efficacy of social network in promoting events and activities (also during pandemic)
- *Threats*: -

Incentives for youth engagement

Please include in your answer your recommendations for:

- how to engage the disengaged
 - a.to bring people together (for the migration topic), not talk about issues in a theoretical and abstract way
 - b. to activate critical thinking toward media messages
 - c. to use social network that are really impacting for young people
- how to support sustainable youth engagement

***Please only include projects**

- addressing young people (18-35 years old);
- on the topics of climate change or migration;
- from the last 5 years.

Scambi giovanili

General information	
Project ID	Scambi giovanili [Youth exchanges]
Topic	Climate change
Region	Piemonte
Promoters	Eufemia APS Association (https://www.eufemia.eu/)
Other actors/collaborators involved	-
Target group (age, size, etc.)	20-25
Duration (from...to...)	Five editions: 2015-2019
Funding	<ul style="list-style-type: none">-Erasmus+-Agenzia Nazionale Giovani Italia-Agenzia Nazionale Portogallo-Associazione 100 Portas-Cassa Rurale Val Lagarina-Associazione In Medias Res
Level of implementation (e.g. local/regional/national/international/European)	

International
Website www.eufemia.eu/think-global-act-local/ www.eufemia.eu/think-global-act-local-last-day/ https://www.facebook.com/watch/?v=1676075962431101
Contact <p>Rita Pereira - mail: youth@eufemia.eu - Associazione culturale Eufemia A.P.S. Associazione di Promozione Sociale Via di Nanni 50, 10138 - Torino – Italia</p> <p>web: www.eufemia.eu</p> <p>FB: Associazione Eufemia</p>
Description of the project
Summary of the project <p>Organisation of Youth Exchanges on the topic of climate change and sustainability for young people: "Think Global, Act Local I" (2016), "Think Global, Act Local II" (2017), "Urban sustainability" (2018) and involvement of young people</p> <p>Aim: To increase young people's awareness of climate change through non-formal education activities and to create spaces for young people to discuss the meaning of sustainability.</p>
Activities (including methodology) <p>-International exchanges</p> <p>-Non-formal educational activities</p> <p><i>Approach:</i></p> <p>Bottom-up:</p> <p>-Young people share information through their exchanges.</p> <p>- The young people indicate the sub-themes to be dealt with during the project</p>
Results/Impact <p>-creating youth exchanges, trying to maintain a sustainable approach</p>

-developing of a toolkit to provide organizers simple and easy applicable recommendations on different specters of the Erasmus projects in order to make them more sustainable.

Sustainability/Follow-up

The pandemic has strongly influenced the development of the project and the youth due to the pandemic and exchanges have limited the exchanges to a minimum resulting in project extensions in hopes of expanding the number of exchanges among youth.

However, by using the toolkit, future Erasmus projects could increase their positive impact on the environment and decrease the negative one.

Youth engagement

Number of young people involved

150

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up)

Implementation: sharing information through exchanges; Co-creation : defining the toolkit for sustainable Erasmus exchanges and identification of subtopics to address during exchanges.

Level of youth engagement attained through the project (cf. pyramid of engagement)

Level 4 (activist): identification of subtopics to address during exchanges and development of key points for the toolkit

SWOT analysis of the project (from the perspective of youth engagement)

- *Strengths*: The non-formal dimension of the project has a strong impact on the lives of young people
- *Weaknesses*: the few resources available and the high cost of accommodation and meals limit the possibilities for exchange among young people
- *Opportunities*: -
- *Threats*: pandemic that stopped (or reduced) the exchanges

Incentives for youth engagement

Please include in your answer your recommendations for:

- how to engage the disengaged
 - a.opportunity of cultural exchange between young people from different countries

- | |
|---|
| <ul style="list-style-type: none">- how to support sustainable youth engagementa.informal context of exchange and discussion |
|---|

***Please only include projects**

- addressing young people (18-35 years old);
- on the topics of climate change or migration;
- from the last 5 years.

ForEverest: i cambiamenti climatici dagli occhi dei giovani

General information	
Project ID	ForEverest: i cambiamenti climatici dagli occhi dei giovani [ForEverest: climate change through the eyes of young people]
Topic	Climate change
Region	Piemonte
Promoters	Docenti Senza Frontiere ODV; Associazione E.R.I.C.A. i Fiumi; Pro Natura di Alessandria
Other actors/collaborators involved	Giorgia Marino and Diana Bagnoli, journalist and photographer who created and curated the exhibition on climate change in Nepal
Target group (age, size, etc.)	15-19
Duration (from...to...)	October 2019-February 2020 (it had to finish on May 2020, but pandemic restrictions blocked it)
Funding	Provincia Consorzio ONG Piemontesi – bando Frame, Voice, Report! (programma DEAR dell'EU)
Level of implementation	(e.g. local/regional/national/international/European) International

Website

https://www.docentisenzafrontiere.org/progetti/nepal_foreverest-from-nepal-to-italy/

[ForEverest frame | Facebook](#)

<https://www.osservatoriodiritti.it/2020/06/05/foreverest-nepal-mostra/>

Contact Giorgia Marino e Diana Bagnoli

Description of the project**Summary of the project**

Realization of photos and interviews in Nepal by a journalist and a photographer; many of the interviews took place in schools in Nepal, in three different areas, in order to let children tell about climate change seen from their perspective and report it to young people in Italy. All these activities were then turned into a photographic exhibition and numerous newspaper articles.

The project aims to address the issue of climate change and climate action in its aspects related to education and awareness raising by Nepalese and Italian children and youth.

It is also intended to create a "bridge" between the younger generations of the two countries, strengthening mutual awareness of the climate issue, through the creation of a photographic and multimedia exhibition of which the children themselves will explain the meaning.

Activities (including methodology)

-Photos and interviews with children and young people in Nepal by two journalists, to collect their representation of climate change

-An exhibition of photos, drawings and stories of the children involved in Nepal.

-Some workshops for children and young people to reflect on the theme starting from the materials collected in Nepal

Approach: top-down (exhibition prepared by adult journalists and proposal to young people of this stimulus to reflect)

Results/Impact

For young Nepalese: opportunity to give expression of their personal experience of climate change

For young Italians: opportunity to reflect upon the topic and to increase their awareness on the impacts of climate change.

Unfortunately the restrictions for the pandemic did not allow to realize all the project activities in schools (from February 2020)
Sustainability/Follow-up Difficult to evaluate because of the project stop due to pandemic.
Youth engagement
Number of young people involved 1000
Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up) Co-creation of materials for the exhibition (in Nepal); Implementation of the exhibitions and of the workshops
Level of youth engagement attained through the project (cf. pyramid of engagement) Level 3 (supporter) for young Nepalese people; Level 1 (Spectator/Aware) for the young visitors of the exhibition and the participants to the workshops
SWOT analysis of the project (from the perspective of youth engagement) <ul style="list-style-type: none"> • <i>Strengths:</i> <ul style="list-style-type: none"> -use of multiple languages (photos, pictures, storytelling) that is more impacting for young people; -asking to young Nepalese to tell their experience of climate change from their perspective and for other young people far away -use storytelling by young people (Nepalese) for other young people (Italian) • <i>Weaknesses:</i> - difficult to say - • <i>Opportunities:</i> the attention to the topic of climate change in the last years (before pandemic) • <i>Threats:</i> the closure of Italian schools immediately after the preparation of the exhibition that stopped the workshops in the schools.
Incentives for youth engagement Please include in your answer your recommendations for: <ul style="list-style-type: none"> - how to engage the disengaged - how to support sustainable youth engagement a.moving from the direct experience of young people that can be reported to other people far away

b.do not ignore that young people is often quite aware of the topic.

***Please only include projects**

- addressing young people (18-35 years old);
- on the topics of climate change or migration;
- from the last 5 years.

Progetto europeo Actecim (Erasmus+)

General information	
Project ID	Progetto europeo Actecim Erasmus+ [European Project Actecim Erasmus+]
Topic	Climate change
Region	Piemonte
Promoters	GIPAL-FORMATION – Groupement d’Intérêt Public de l’Académie de Lyon (Francia)
Other actors/collaborators involved	<p>FRANCE: Rectorate Lyon, Grenoble, du Rhône, Lyons High School, RESACOOOP, Collège Jean Moulin, Collège Ernest Perrier de la Bathie, Lycée Francois-Jean Armorin;</p> <p>ITALY: Piedmont Region, MIUR_URS, University of Turin, Piedmont NGO Consortium, Dalmasso Institute, Berti Institute;</p> <p>ROMANIA: Universitatea Din Craiova (University), Inspectoratul Scolar Judetean Dolj (School Inspectorate), Agentia Pentru Dezvoltare Regionala Sud-Vest Oltenia (Training Agency).</p>
Target group (age, size, etc.)	15-25
Duration (from...to...)	September 2015-June 2018
Funding	ERASMUS +: KA2 European program
Level of implementation (e.g. local/regional/national/international/European)	International

Website http://www.piemontecooperazioneinternazionale.it/2018/02/24/progetto-actecim/
Contact -
Description of the project
Summary of the project <p>The project aimed to strengthen education for sustainable development and international solidarity (ESS-SI) to develop active citizenship among young people, for the design of tools developed in collaboration during international exchanges between teachers and educators.</p>
Activities (including methodology) <p>Several exchange and training activities and production of teaching materials, including:</p> <ul style="list-style-type: none"> -a 5-day training and exchange event in Lyon for partner staff aimed at designing a training module on European and global citizenship for teachers and trainers; -teacher training; -experimentation of the training module through didactic activities in classrooms; -international exchange week in Craiova between students of the Italian, French and Romanian Institutes involved in the project; -further training and experimentation activities in the classes of a school and planning of didactic activities to be carried out in the Institutes involved. -creation of a role-playing game on the themes of education for sustainable development and international solidarity <p><i>Methodology:</i></p> <p>The innovative approach is linked to the permeability of formal and non-formal education methodologies, experimentation with digital tools and support from local authorities.</p>
Results/Impact <p>Intellectual production:</p> <p>a - European and global citizenship training module for teachers and trainers</p>

b - Study for the characterization of transversal competences
c - Mobile application
Sustainability/Follow-up The project aimed to strengthen education for sustainable development and international solidarity (ESS-SI) to develop active citizenship among young people, for the design of tools developed in collaboration during international exchanges between teachers and educators.
Youth engagement
Number of young people involved -
Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up) Implementation
Level of youth engagement attained through the project (cf. pyramid of engagement) Level 3 (Supporter): The sharing between partners and young people from different countries was very interesting; some of the young Italians who participated began to take an interest in the problems and become active
SWOT analysis of the project (from the perspective of youth engagement) <ul style="list-style-type: none"> • <i>Strengths:</i> <ul style="list-style-type: none"> -opportunity of exchange between young people from different countries -use of non-formal educational approach and of new technologies • <i>Weaknesses:</i> - • <i>Opportunities:</i> support from local authorities • <i>Threats:</i> -
Incentives for youth engagement Please include in your answer your recommendations for: <ul style="list-style-type: none"> - how to engage the disengaged <ul style="list-style-type: none"> a.offering opportunity to exchange experiences with young people from different cultures b.adopting non-formal approach

- | |
|---|
| <ul style="list-style-type: none">- how to support sustainable youth engagement |
|---|

***Please only include projects**

- addressing young people (18-35 years old);
- on the topics of climate change or migration;
- from the last 5 years.

Il Femminile di Uguale: Storie di emancipazione per la parità di genere

General information	
Project ID	Il Femminile di Uguale: Storie di emancipazione per la parità di genere [The Feminine of Equal: Stories of emancipation for gender equality]
Topic	Migration and gender equality
Region	Piemonte
Promoters	ONG Amici del mondo [World Friends] - http://www.amicidelmondo.it ; CrescereInsieme SCS - https://www.coopcrescereinsieme.org/homepage/
Other actors/collaborators involved	Istituto Superiore Saluzzo Plana (CN)
Target group (age, size, etc.)	15-19
Duration (from...to...)	From 1 May 2019 to 30 June 2020
Funding	FRAME, VOICE, REPORT! call, co-financed by the European Union and the Piedmont Region
Level of implementation (e.g. local/regional/national/international/European)	Regional
Website	http://www.ilfemminilediuguale.it/

Contact

Paola Mazza, CrescereInsieme s.c.s Onlus

Description of the project**Summary of the project**

The project has promoted an information/training course on SDGs (in particular Gender Equality) aimed primarily at young people, realized through the stories of ten women (Italian, Kenyan and immigrants in Piedmont).

Main objectives: stimulate discussion and increase knowledge through a positive/constructive approach; analyze existing obstacles to achieving gender equality and identify elements that contribute to women's empowerment; starting from success stories, lead to the identification of best practices and possible roles and responsibilities to contribute to the achievement of the goal. 231,104 people informed and 459 activated.

Activities (including methodology)

Two phases:

first phase (May - October 2019): carrying out research, collecting stories and preparing materials to be proposed, used and made available to both the direct target audience and the wider public;

second phase (October 2019 - April 2020): activation and animation of the debate on SDGs topic, implementation of workshops in schools and involvement of local communities

Approach:

Top-down

Results/Impact

There was a positive impact on the young people. Through the stories told they were able to identify with the part.

Sustainability/Follow-up

Many young people at the end of the project have contacted the association again

Youth engagement

<p>Number of young people involved</p> <p>400</p>
<p>Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up)</p> <p>Implementation: After having listened to the events narrated, the young people participated in the debate</p>
<p>Level of youth engagement attained through the project (cf. pyramid of engagement)</p> <p>Level 2 (Follower/interested) for the most part of the participants; Level 3 (Supporter) for some participants who contacted the association again at the end of the project</p>
<p>SWOT analysis of the project (from the perspective of youth engagement)</p> <ul style="list-style-type: none"> • <i>Strengths:</i> <ul style="list-style-type: none"> - True stories of migrant women were told. - An exhibition was held - A seminar was held to disseminate information to teachers who had little or no knowledge of the topic. • <i>Weaknesses:</i> - • <i>Opportunities:</i> - • <i>Threats:</i> due to closures for pandemic it was not possible to organize meeting in presence: for this reason, only two meetings was realized online
<p>Incentives for youth engagement</p> <p>Please include in your answer your recommendations for:</p> <ul style="list-style-type: none"> - how to engage the disengaged - how to support sustainable youth engagement

***Please only include projects**

- addressing young people (18-35 years old);
- on the topics of climate change or migration;
- from the last 5 years.



REGIONS
AND YOUTH
FOR PLANET
AND PEOPLE



Co-funded by
the European Union

Dolj County

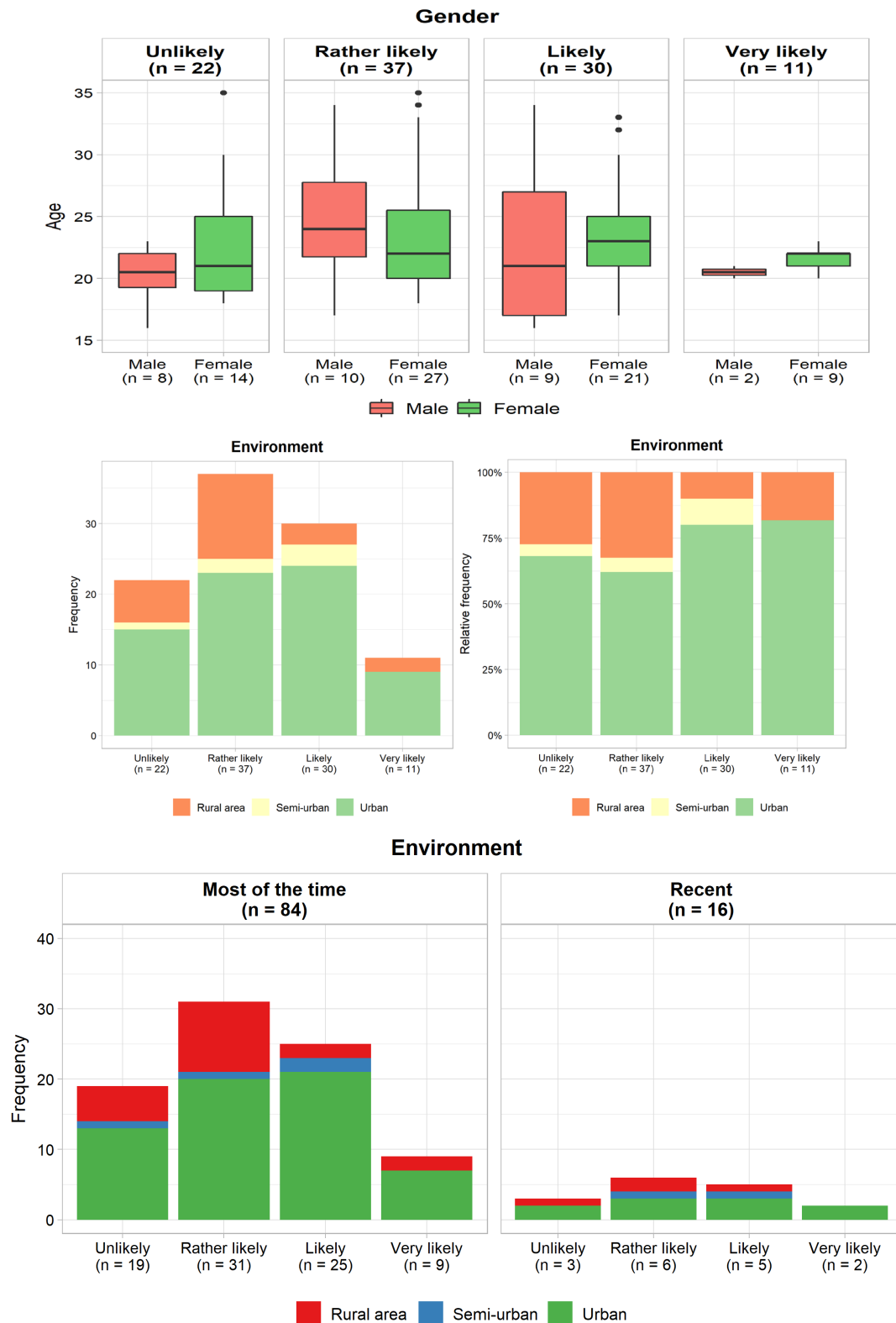
APPENDIX 5.1. SOCIO-DEMOGRAPHIC DATA OF THE PARTICIPANTS

Table 1. Demographic characteristics of the participants (n = 100)

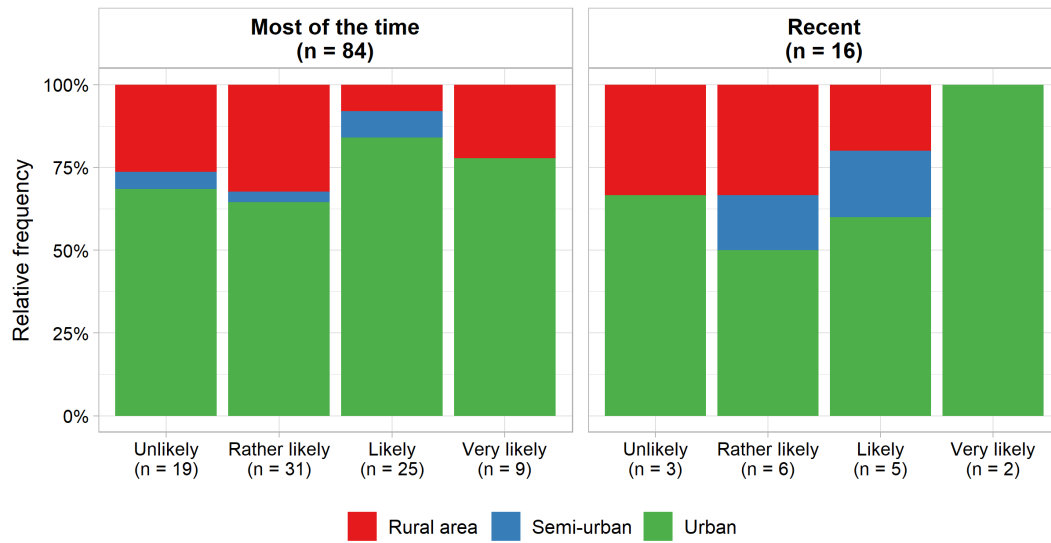
	Number/Percentage
Gender	
Male	29
Female	71
Age	
15-19	14
20-24	58
25-29	12
30-35	16
Environment	
Rural area	23
Semi-urban	6
Urban	71
Country	
Romania	96
Republic of Moldavia	2
Serbia	2
Current status	
High-school pupil	12
Student	65
Employed permanently full-time	25
Employed permanently part-time	1
Employed temporary full-time	7
Employed temporary part-time	0
Self-employed	2
Unemployed	1
Other	0
Education level	
12th grade or less	10
High school graduate, diploma, or the equivalent	32
Technical training	1
Bachelor's degree	33
Master's degree	20
Professional degree	0
Doctorate degree	4
Other	0
Family education level	
12th grade or less	3
High school graduate, diploma, or the equivalent	14
Technical training	11
Bachelor's degree	30
Master's degree	29
Professional degree	0
Doctorate degree	13
Other	0

APPENDIX 5.2.

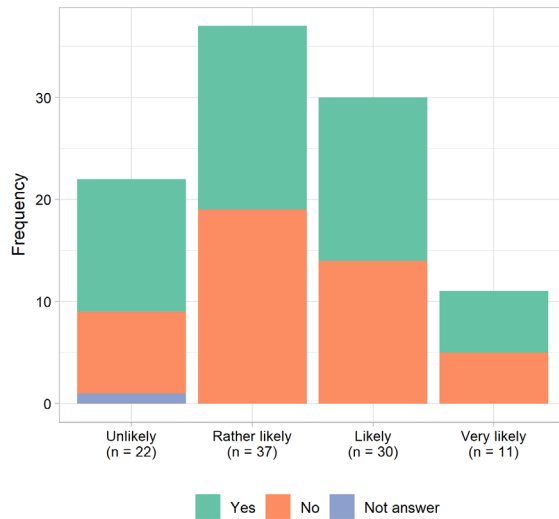
SOCIO-DEMOGRAPHIC DATA ACCORDING TO THE LIKELIHOOD TO BECOME A MINDCHANGER



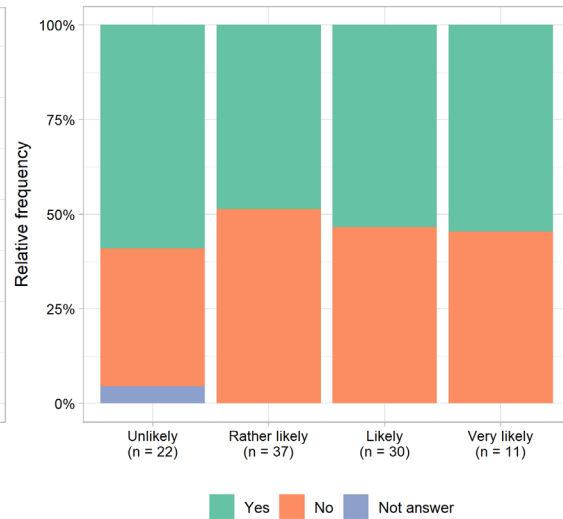
Environment



Recent family migration stories



Recent family migration stories



APPENDIX 5.3.

CLIMATE CHANGE AND MIGRATION - SELECTIVE RESPONSES CORRELATED WITH THE LIKELIHOOD TO BECOME A MINDCHANGER

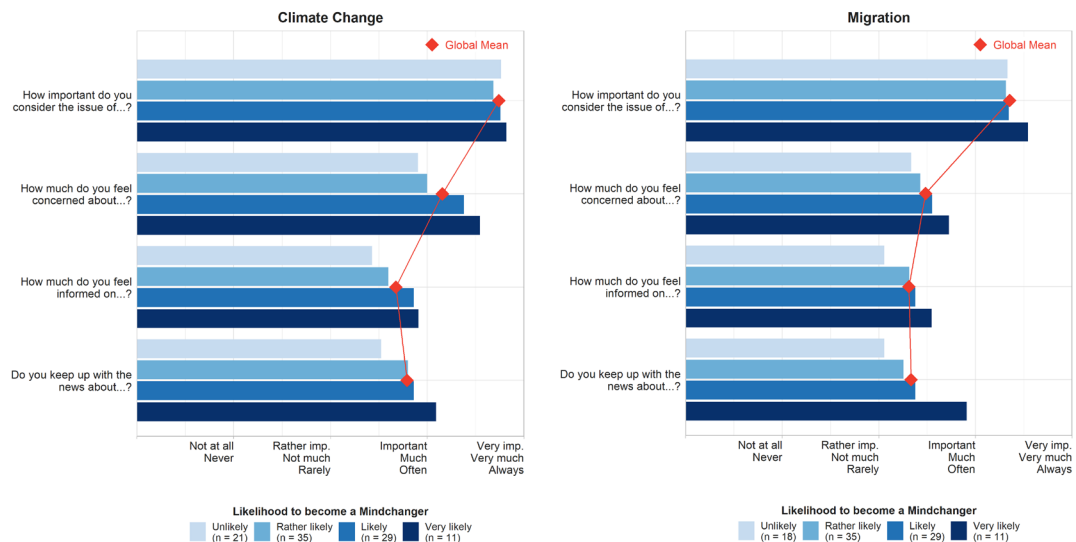


Figure 1. Questions about the importance and information related to climate change (left) / migration (right)

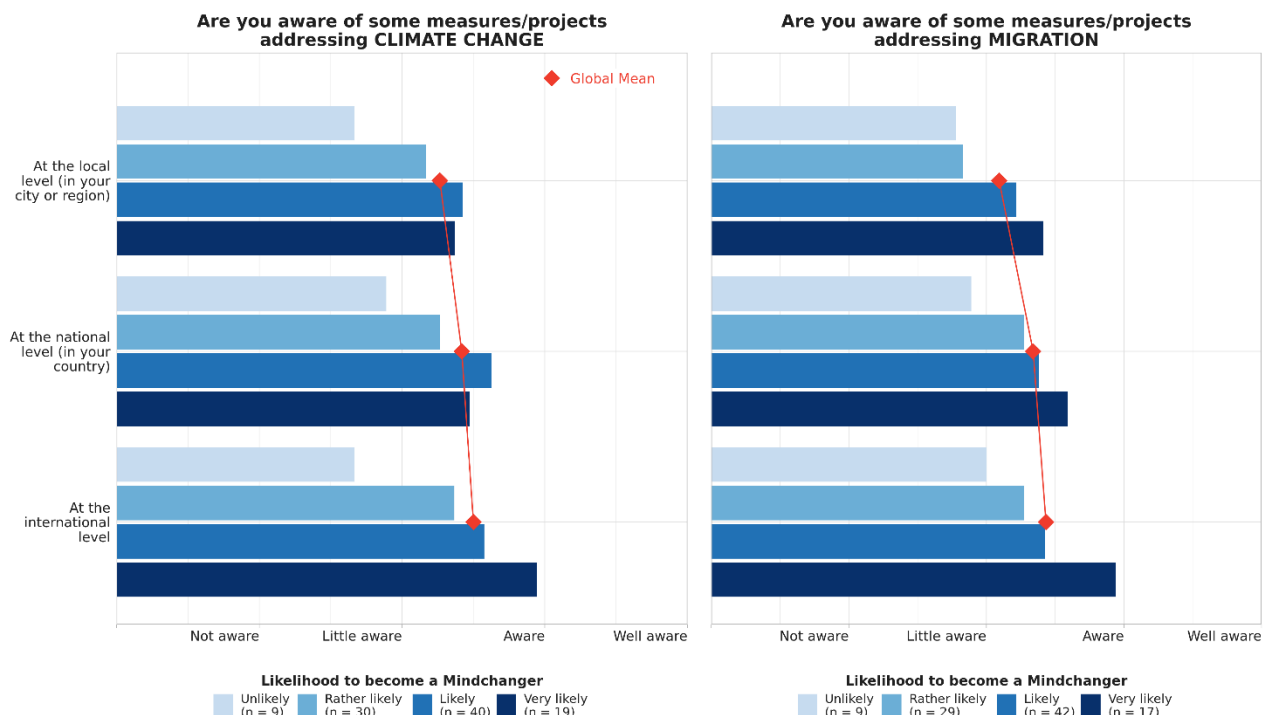


Figure 2 . Are you aware of some measures / projects addressing climate change (left) / migration (right)?

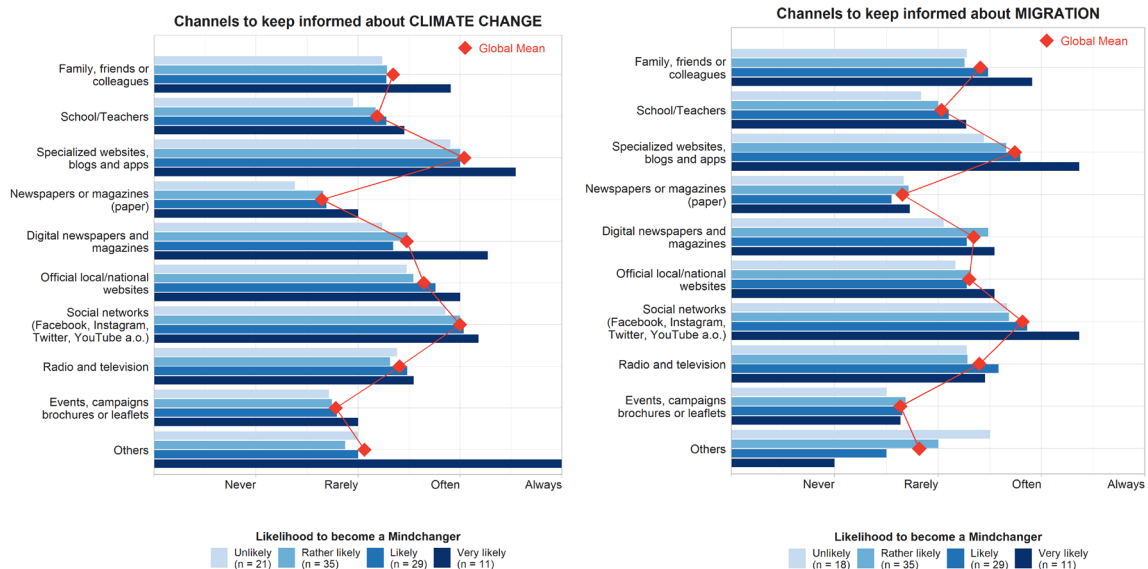
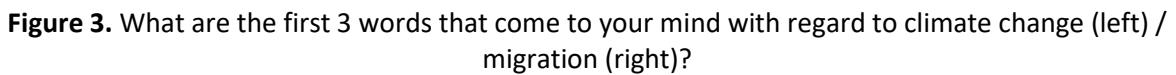
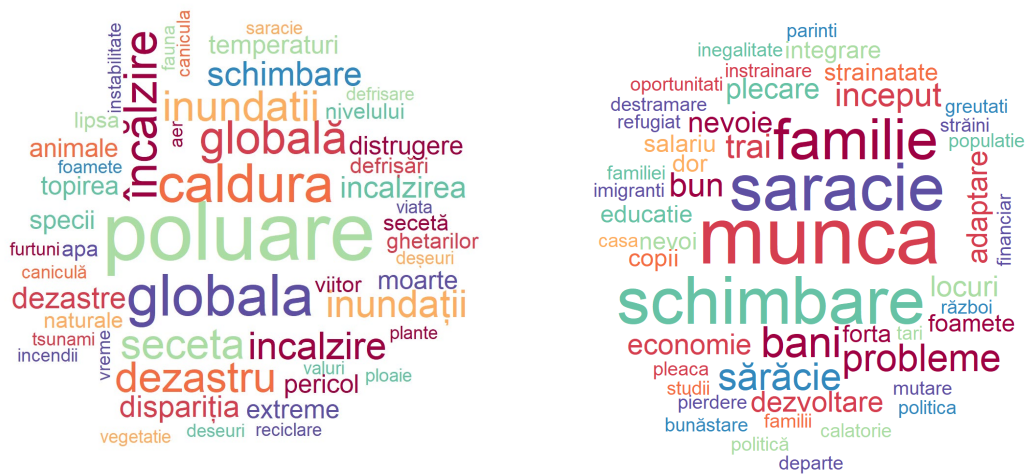


Figure 4. Tell how often you use each of the following channels to keep informed about climate change (left) / migration (right).

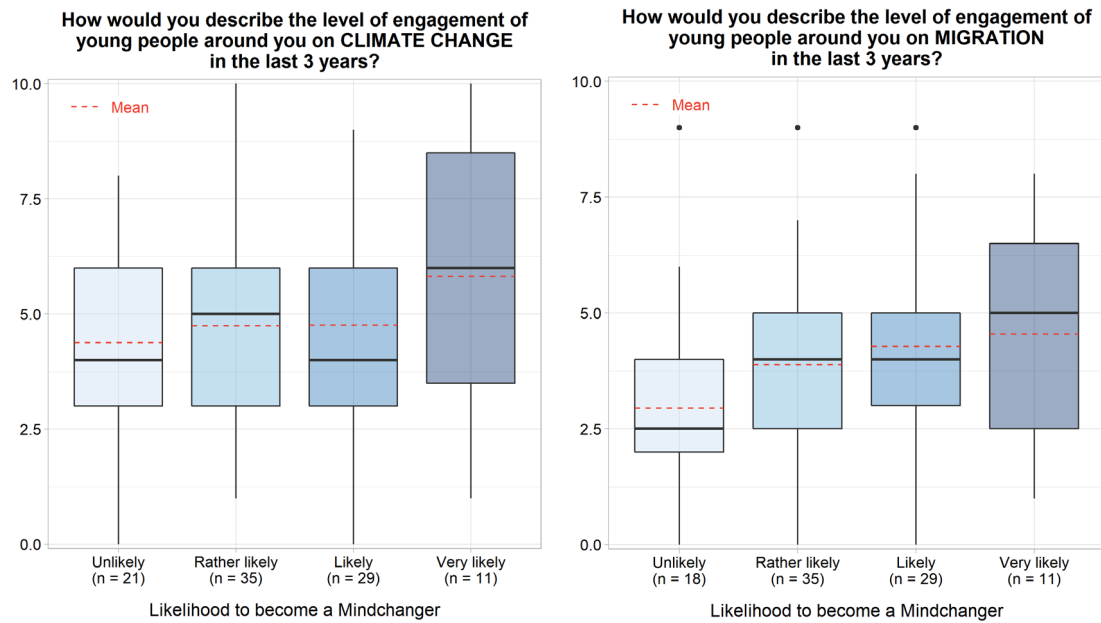


Figure 5. How would you describe the level of engagement of young people around you on climate change (left) / migration (right) in the last 3 years?

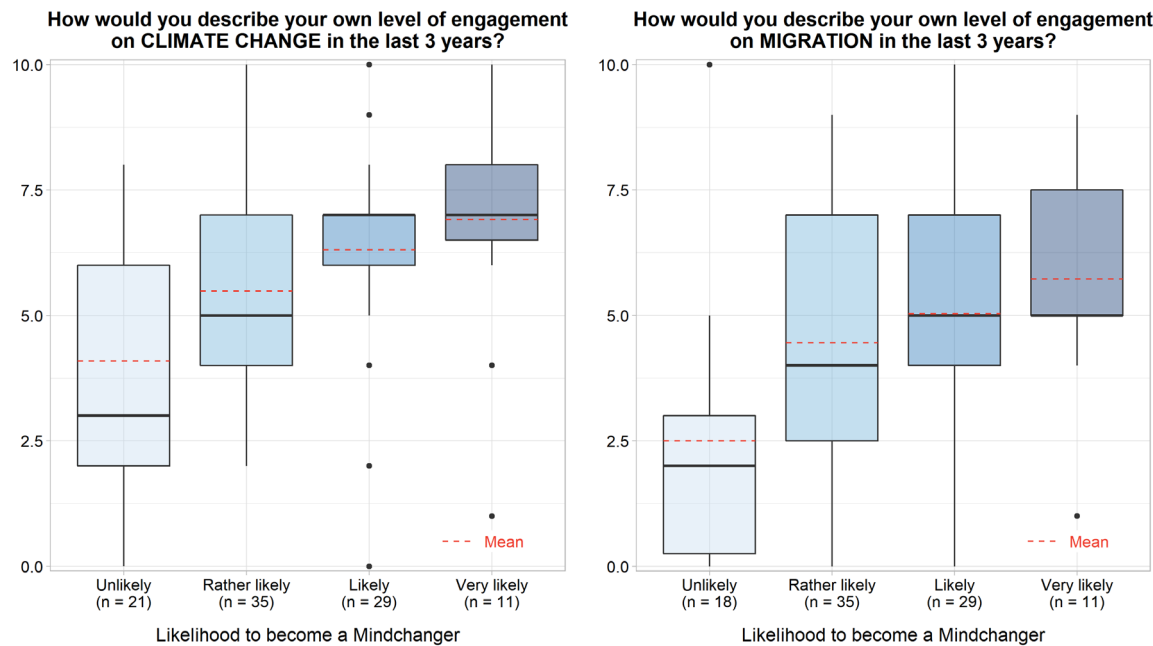


Figure 6. How would you describe your own level of engagement on climate change (left) / migration (right) in the last 3 years?

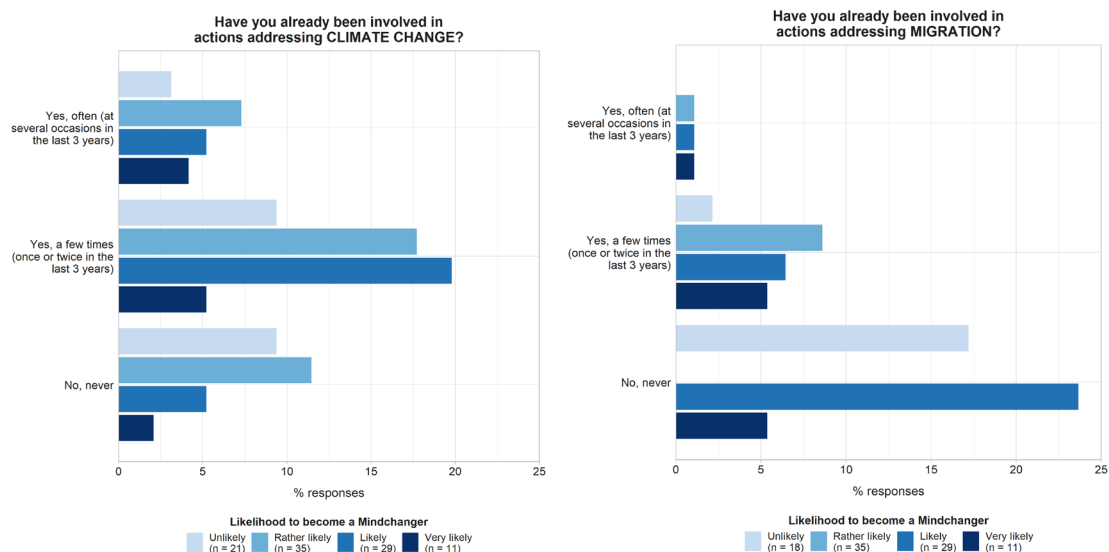


Figure 7. Have you already been involved in actions addressing climate change (left) / migration (right)?

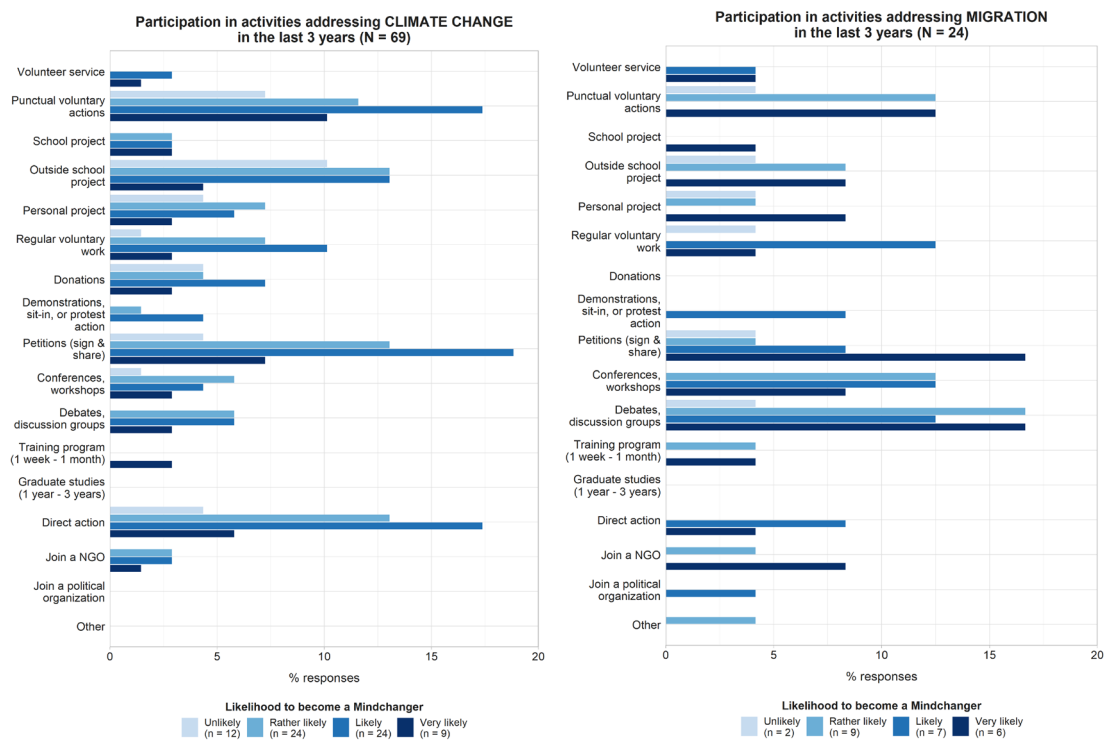


Figure 8. Have you participated in the following activities addressing climate change (left) / migration (right) in the last 3 years?

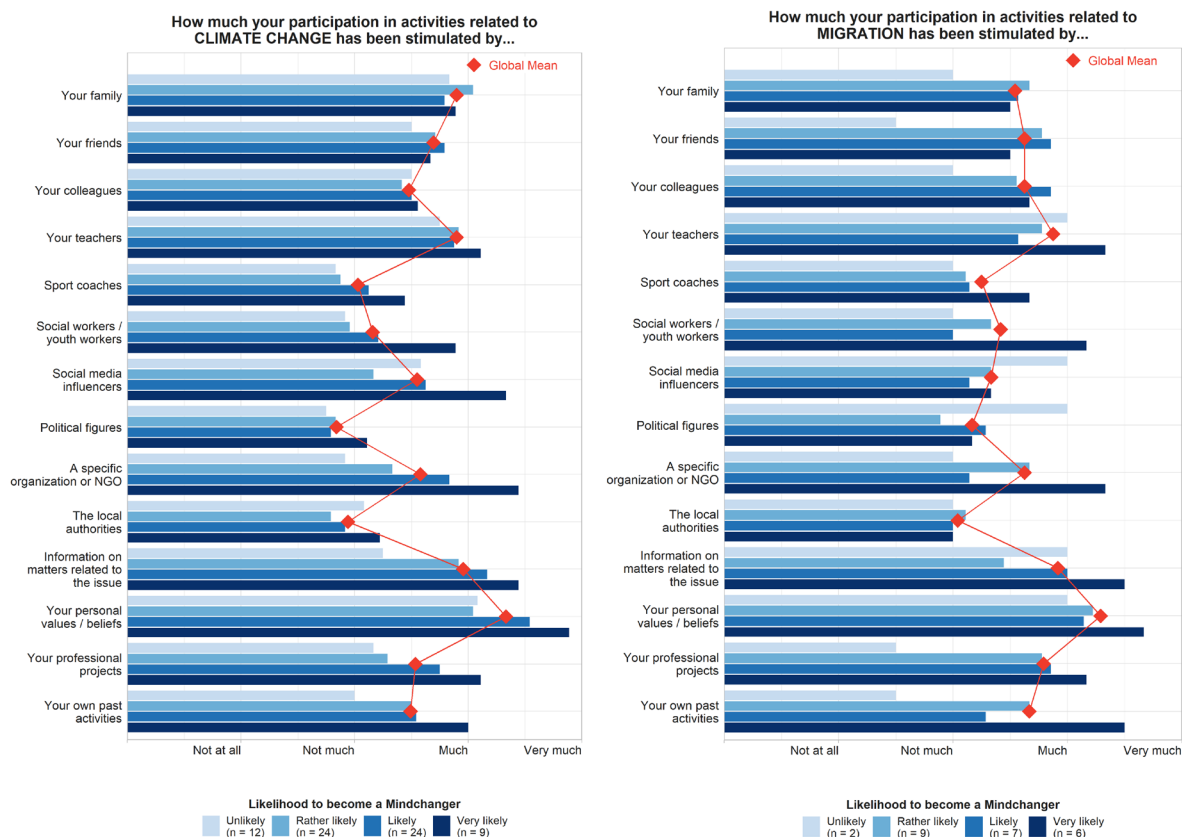


Figure 9. How much your participation in activities related to climate change (left) / migration (right) has been stimulated by...?

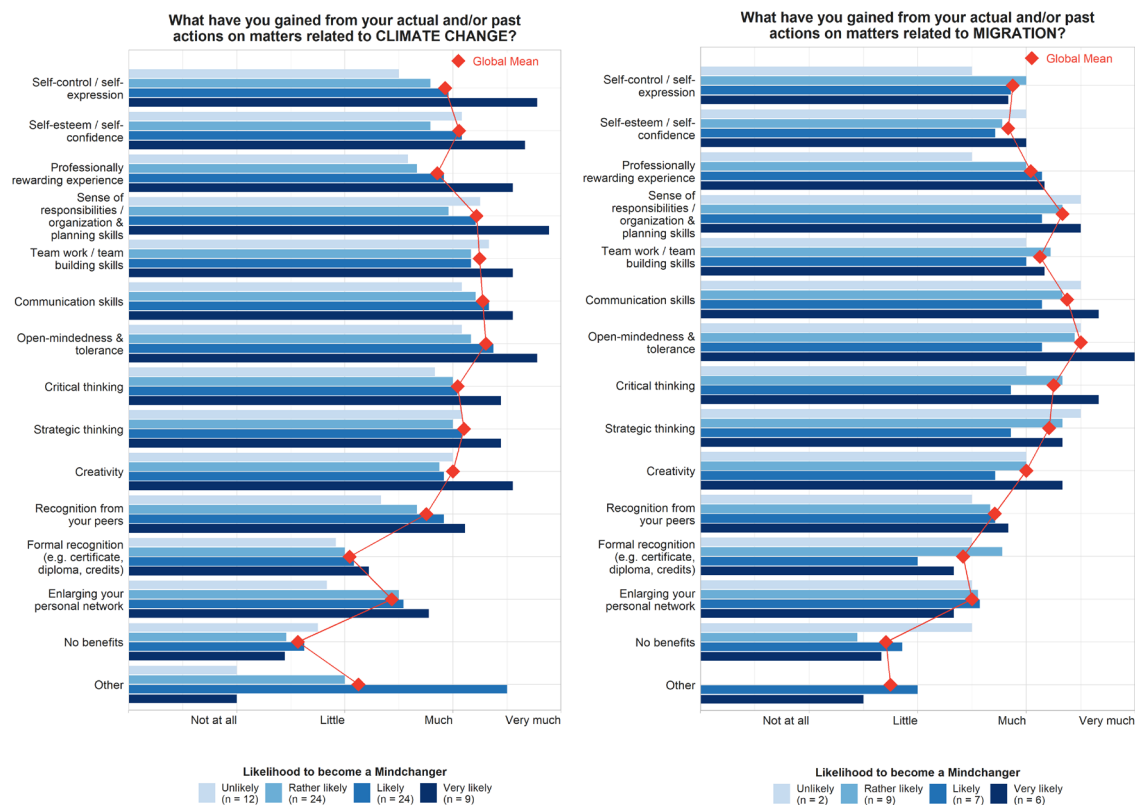


Figure 10. What have you gained from your current and/or past actions on matters related to climate change (left) / migration (right)?

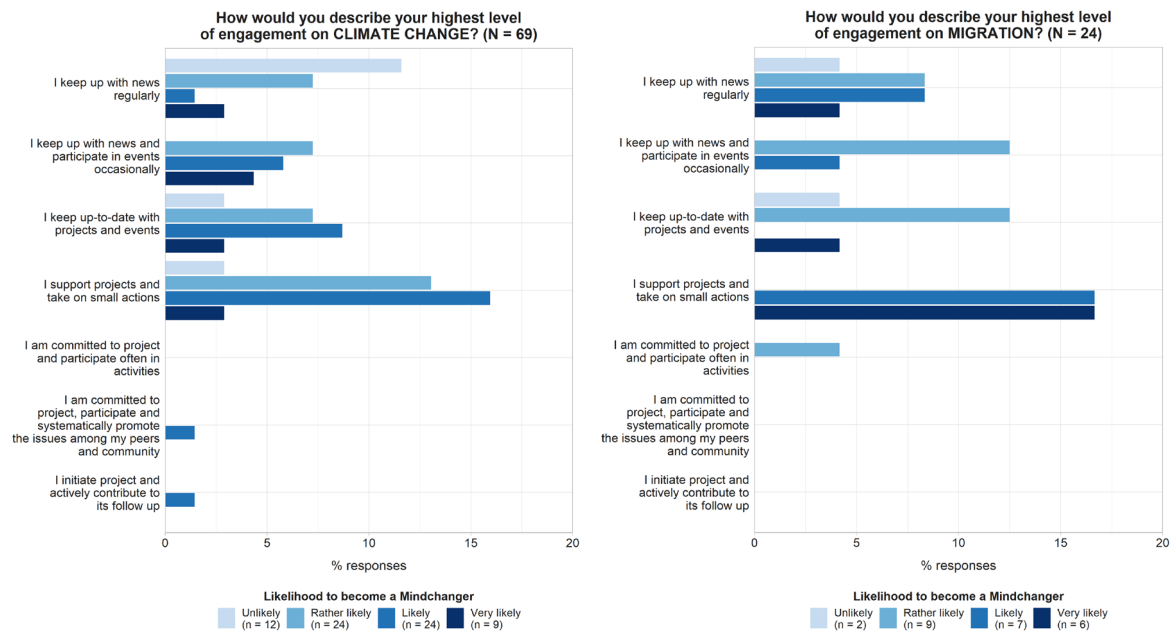


Figure 11. When you think about your own engagement on climate change (left) / migration (right), how would you describe your highest level of engagement? Pick the most appropriate answer.

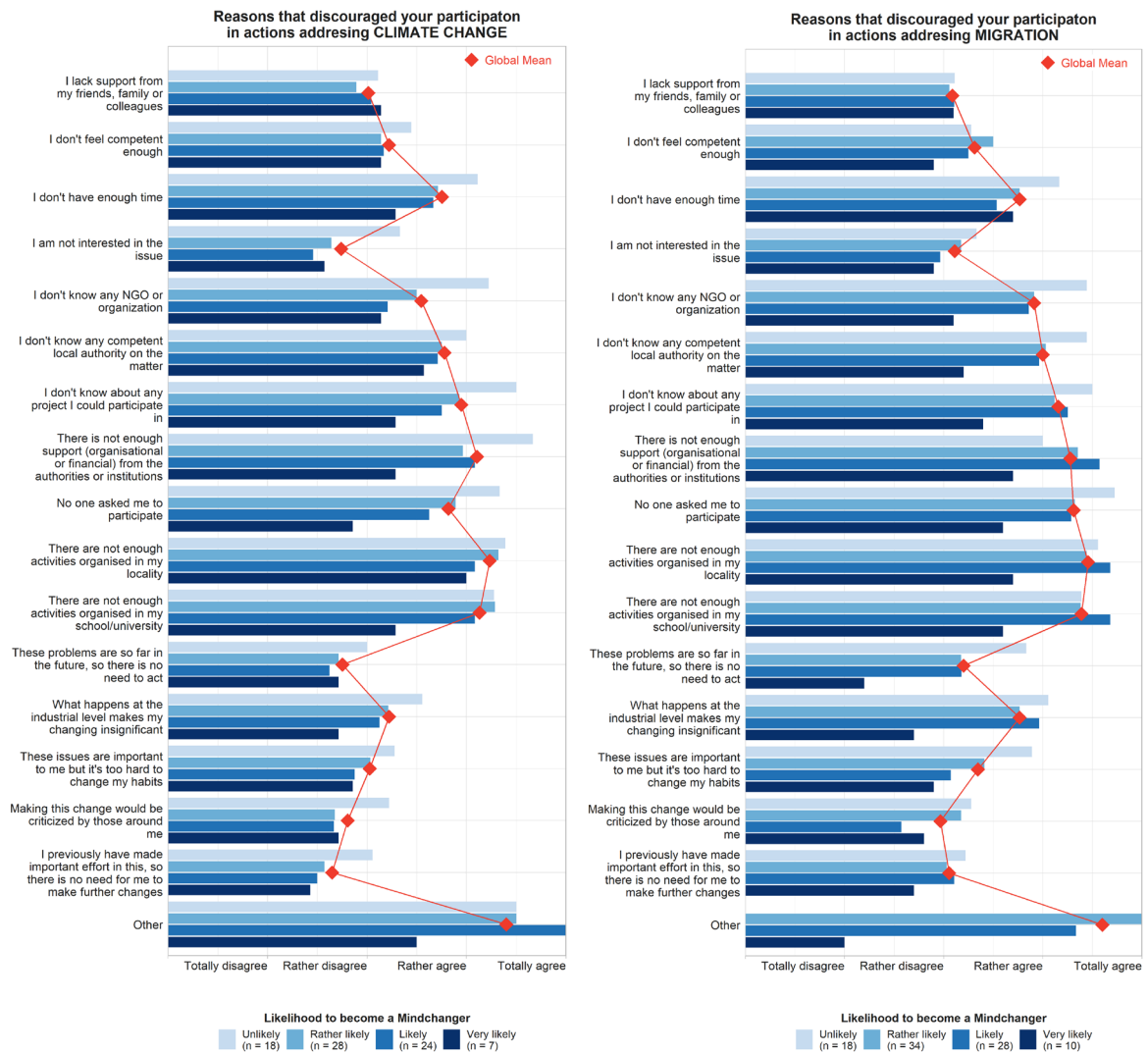


Figure 12. To what extent do you agree that your participation in actions addressing climate change (left) / migration (right) has been discouraged by the following reasons?

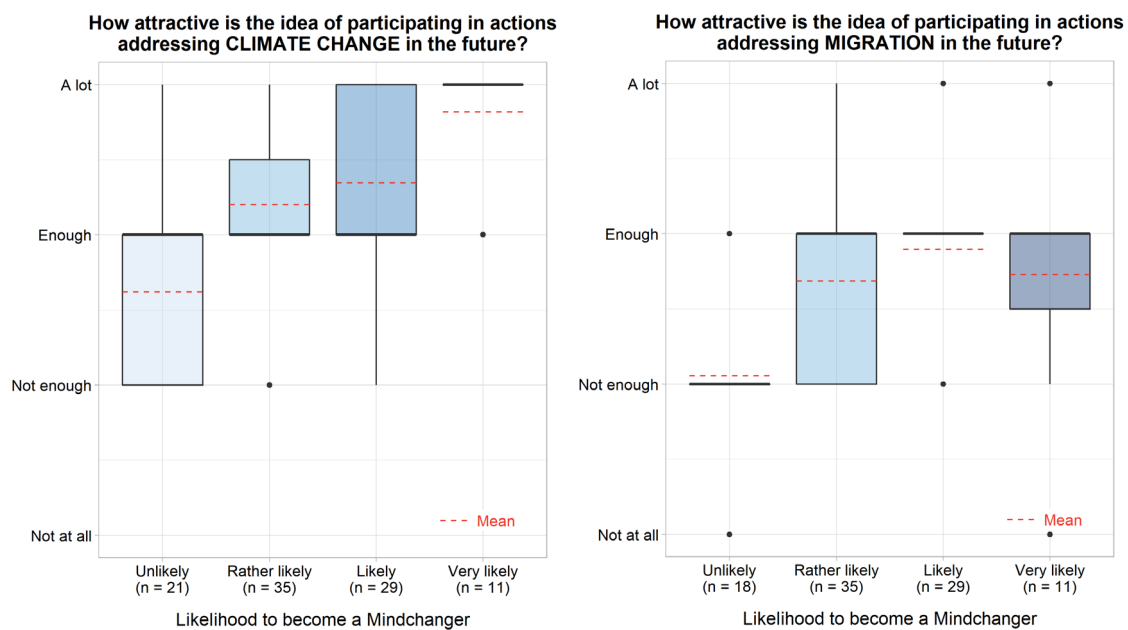


Figure 13. How attractive is the idea of participating in actions addressing climate change (left) / migration (right) in the future?

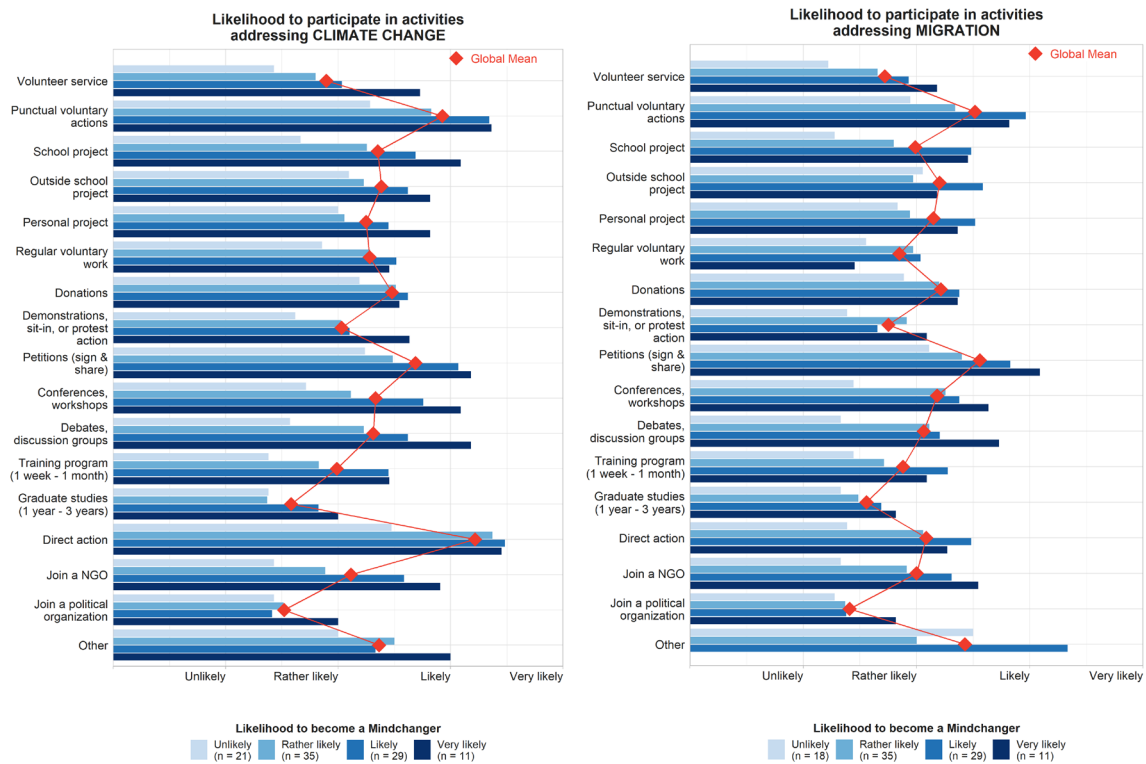


Figure 14. In the future, how likely are you to participate in the following activities addressing climate change (left) / migration (right)?

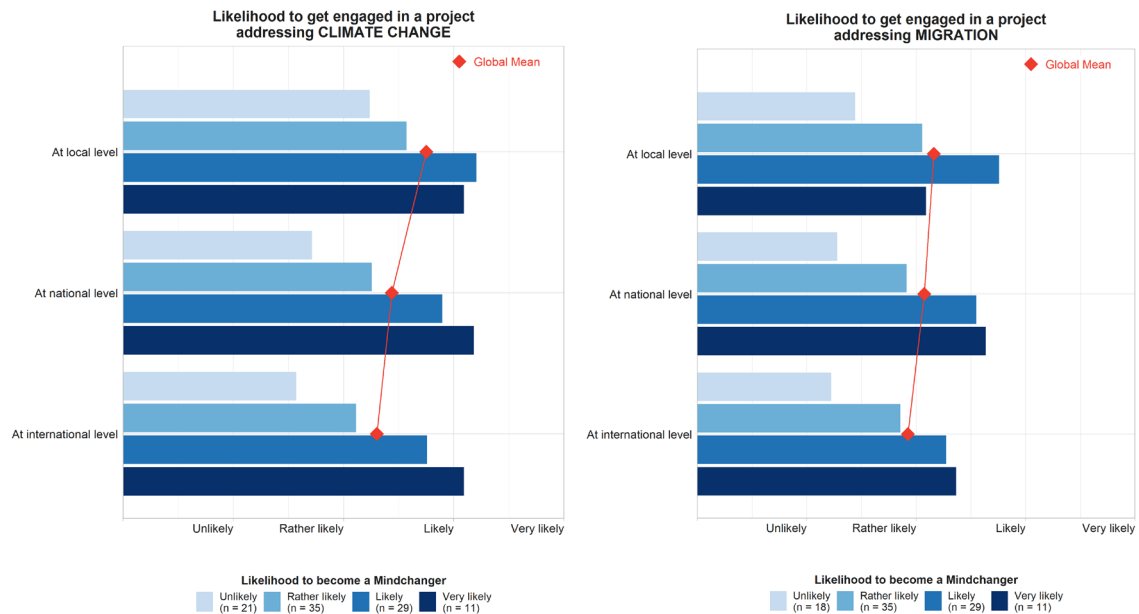


Figure 15. How likely are you to get engaged in a project addressing climate change (left) / migration (right)?

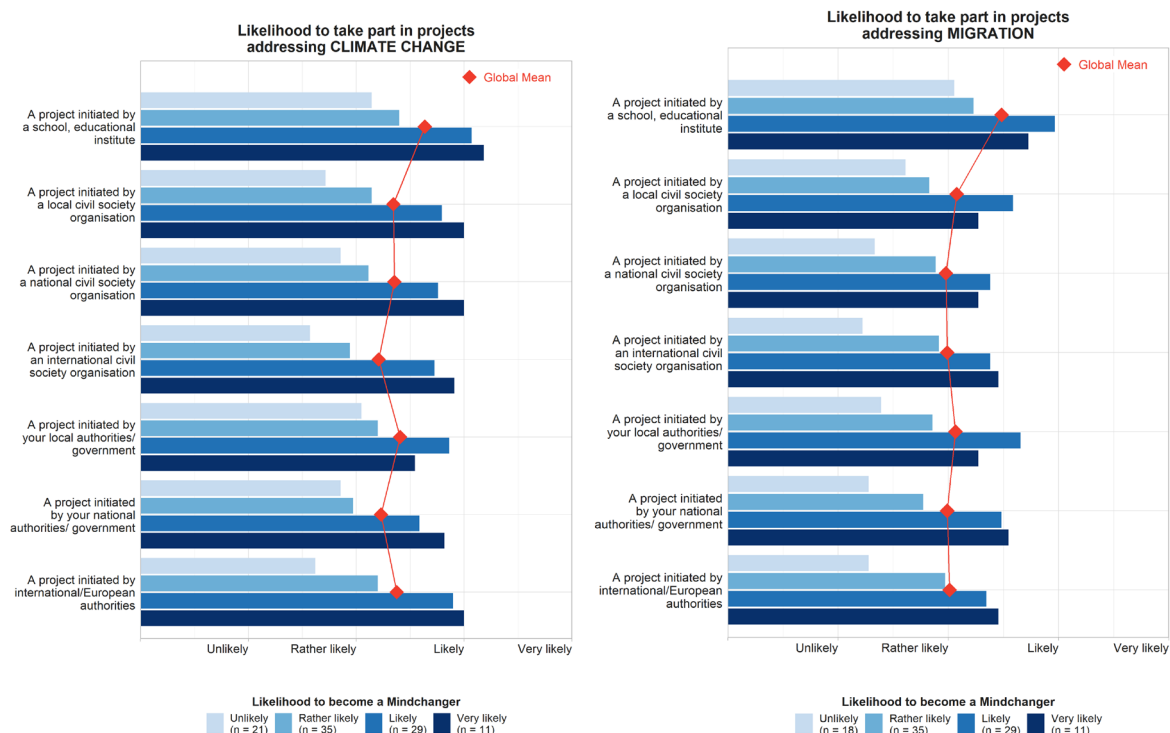


Figure 16. How likely are you to take part in the following types of projects addressing climate change (left) / migration (right)?

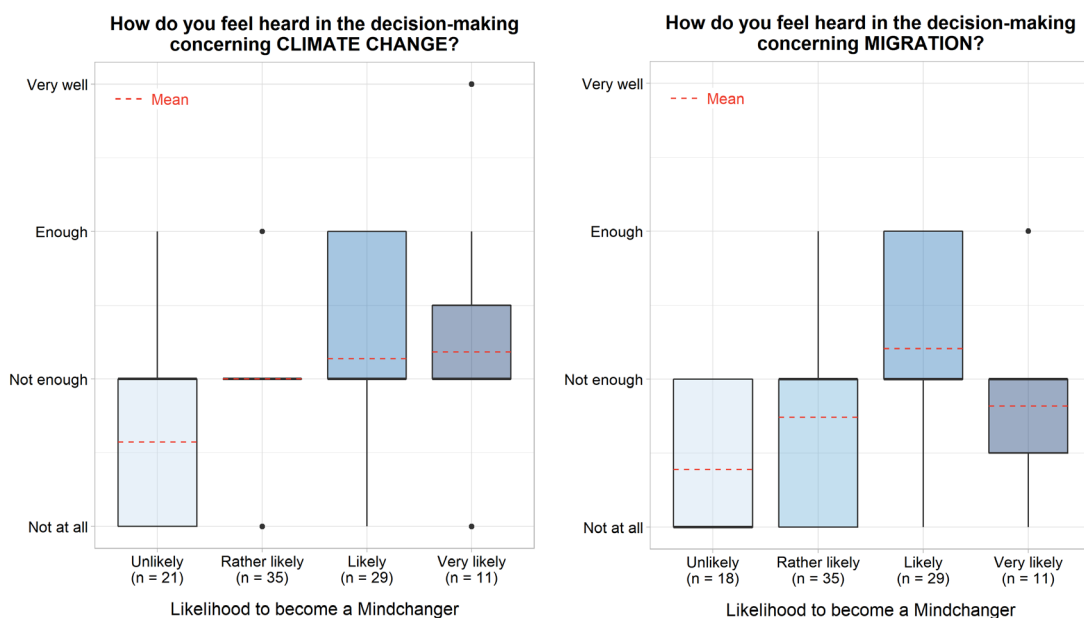


Figure 17. Locally, how do you feel heard in the decision-making concerning climate change (left) / migration (right)?

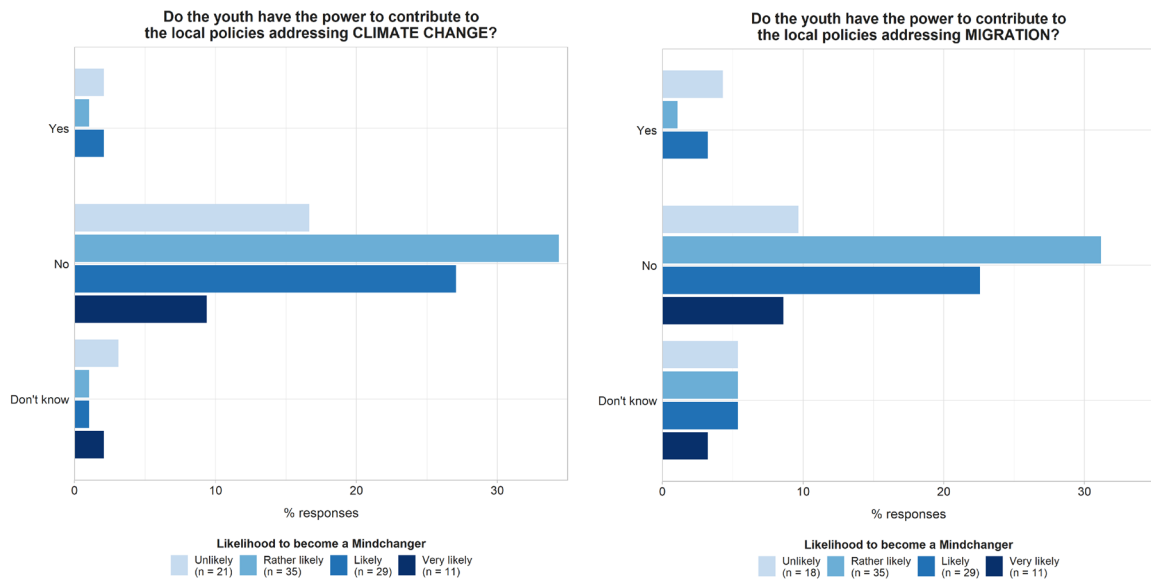


Figure 18. In your opinion, do the youth have the power to contribute to the local policies addressing climate change (left) / migration (right)?

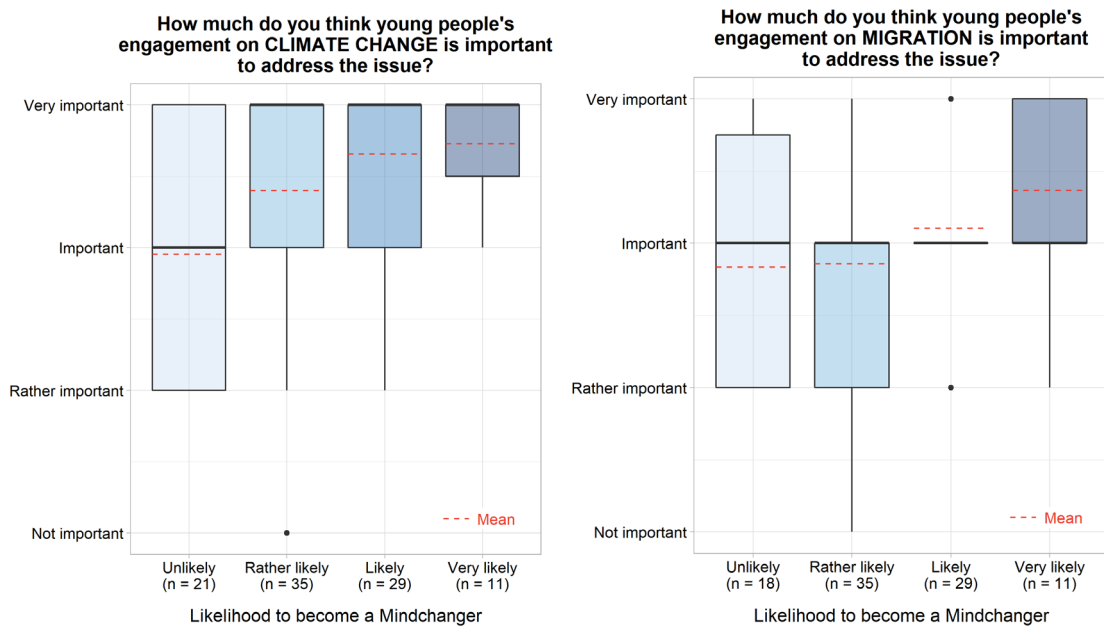


Figure 19. How much do you think young people's engagement on climate change (left) / migration (right) is important to address the issue?

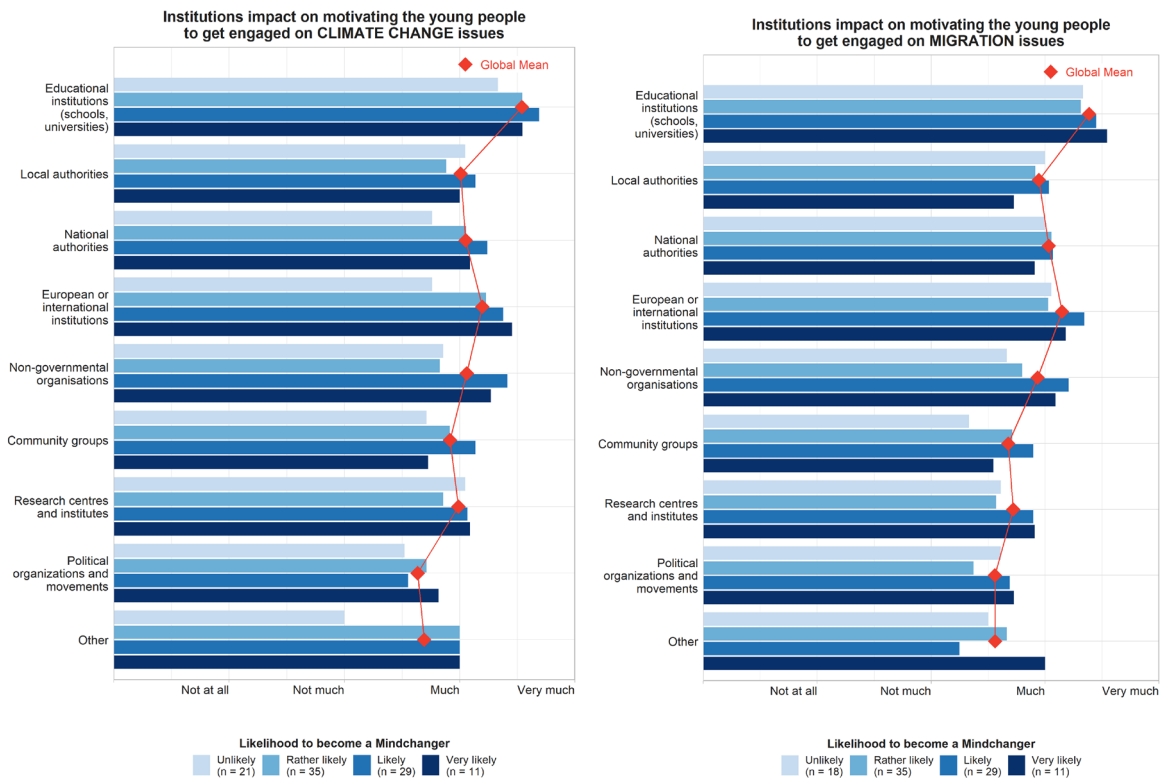


Figure 20. In your opinion, how much the following institutions could have an impact on motivating the young people to get engaged on climate change issues (left) / migration (right)?

APPENDIX 5.4.

CHARACTERISTICS OF THE YOUNG PEOPLE INTERVIEWED

No.	Initials for interview identification	Sex	Age	Country of origin	Studies	Work /Employment	Organisations in which it collaborates or has collaborated with	Remarks
1.	T.D.	Woman	17	Romania	High-school student	Not working	Romanian Scouts Organisation (Organizația Cercetașii României)	She has participated in several environment protection projects (school projects), awareness-raising campaigns and community actions.
2.	M.C.	Woman	20	Romania	Student in Management	Not working	INTERACT Club, ROTARACT	She participates in various entities, with different degrees of commitment. Her work as a volunteer began when she was 16 years old.
3.	M.B.	Woman	21	Romania	Student in Business Administration	Not working	Save the Children, World Vision	Throughout her entire high-school period, she has been involved in many actions addressing child protection and well-being, working with vulnerable children and organising different activities at local level.
4.	T.B.	Man	20	Romania	Student in International Law	Not working	INTERACT Club, Regional Students' Council	He has collaborated very actively in several environmental and social organizations. Students County Council
5.	A.Z.	Man	21	Romania	Student in Business Administration	Not working	AIESEC	He has been very active in multiple organisations since high-school. At present, he is a board member of the national branch of AIESEC, responsible for international cooperation and youth mobilities.
6.	M.D.	Woman	27	Romania	MA Graduate in Critical Gender Studies, Graduate of CEU Romani Studies Program	Research assistant at World Bank of Romania	Roma activist	She has been very active in gender equalities and equal opportunities, migrants' rights, fights against discrimination. She is currently working at World Bank in projects addressing discrimination and biased language. Her future plans include a PhD in Gender Studies.
7.	A.R.	Woman	24	Republic of Moldova	MA Student	Working in NGO projects	Dominou Association	He participates both in the Pioneers Foundation and in organizations in defense of the LGBTI collective.
8.	E.C.	Man	22	Romania	Student in Management	Not working	LEO, Tinerii 3D, County Council of Students,	He has been actively involved in different activities for six years. His choice for a future career was determined by the activities he carried out in the projects he developed (i.e. managing human and financial resources). Very interested in personal development (Impact Club, GROW projects of School of Values, Let's do it Romania!, Lions Club Craiova, Clubul Heroes, Erasmus+ programme,), vice-president of the Students County Council for 1,5 years; Students Association
9.	B.M.	Woman	18	Romania	High-school student	Not working	County Students' Council, JCI Craiova,	She is very engaged in promoting and defending students' rights (president of the County Students' Council), promoter of youth activities (member of the Local Youth Council), has collaborated with several NGOs in climate fight, local activist for youth engagement.
10.	V.C.	Man	17	Romania	High-school student	Not working	Romanian Scouts Organisation (Organizația Cercetașii României), Europe Direct Romania	He is involved in several actions targeted at environmental protection, climate change and climate action, as part of Romanian Scouts Organization.

APPENDIX 5.5.

INTERVIEW EXCERPTS

Collaboration with LAs

AZ: “We needed approvals at some point, but I noticed that people employed in LAs are not exactly open to working with young people. It's very hard to collaborate or approach a person employed in a state organization, they're not open to the idea of collaboration, except for some of them. It's a pretty closed circle: it's them with their people and that's it. I didn't find them open to making a change or doing something different. They seem to be working robotically, on a fixed schedule, and have bureaucratic mindset”.

Means of information

TD: “Now I find out quite a lot of things from social media, I see an article or a post and if I am interested in the topic, I look for more things about that topic and I am more interested, I do some research in such a way that I am satisfied with the information I have. Five years from now, I see myself even more informed, I feel like I could learn more and I could get even more involved in the near future. I have learned so much so far that I became quite careful not to pollute, for example I use as many means as possible to help keep the environment clean.”

What is a Mindchanger?

TD: “A Mindchanger should be very well informed, very well informed, sociable, good communicator with other people, someone who has a good team spirit, who can integrate, talk to any person, who is not introverted, who expresses himself/herself very easily, who has a power of persuasion large enough to motivate more people to get involved. He must be very engaged, and, yes, mostly that. And additionally, Mindchangers must find their words in such a way that they can motivate other young people”.

EC: “A Mindchanger is a perseverant person, an optimistic, even if things look bad, surrounds himself with nice people, who support him, encourage him, it is a person with lot of knowledge, intelligent, curious, who knows how to promote himself, how to promote his ideals. A Mindchnager knows himself, his capabilities, his limits and works on his weak points (professionally and emotionally). It is a person who knows how to listen and put into practice”.

Young people's role

TB: “Young people must always have a voice [...]. What moves a society forward are the youth, because adults are already formed. Young people are flexible and they can bring the change in others, and that's how the course of society changes”

Motivation

AZ: “I like to help someone. To think of what I can do at the community level... that's what I want. I'm focusing now on my contentedness. I like to work with others, to make them discover themselves. I like it when my actions have an impact”.

TD: “From the negative example of other people I realized that I do not want to become a negative example for others and that in order to make a change, I have to start with myself. If I make a change and I don't throw a package on the street and keep it until I get to a dumpster, that's a step towards doing a better thing, to change a certain thing. Maybe if someone sees me keeping the packaging and not throwing it on the street, they're probably thinking that they should do the same”.

MD: “I've always been a person aware of global issues, and I've always liked to investigate everything that's going on. I've always liked to get involved in everything related to global problems and think about what I can personally do to solve them”.

TB: “Young people are attracted by fresher, more immersive actions, like computer games, for example, that can be used to attract young people to volunteering projects. One solution is to teach them that they can combine these activities with the idea of going out with friends. Let's tell them that it's not a chore to volunteer, but it could be just an outing with friends to work in different projects. You end up being not surrounded by colleagues, but surrounded by friends. You've solved the problem of lacking time and you become a volunteer in a group of friends! You also have fun and you do good for the community”.

MB: “It all started for me in secondary school, when our head teacher tried to involve all of us in as many activities as possible. Being children, so very young, she did tell us directly: Look, children, we have this project. Do you want to do this and that? [...] Do you want to get involved? So she took us to the activities and we all liked it, because we were together, we did something together, we were with the rest of our colleagues, so we were not with someone unknown and we played a lot. It was like play for all of us. We learned by playing. We did not realise it at the time”.

Benefits

AZ: “What I have obtained from my work cannot be written on a diploma, on a piece of paper, on anything. Sure, I pass it on my resume, but it's something else entirely. It's not a benefit, a personal benefit, just for you. Why do you do it if you do it just for yourself? The main benefit for me is the environment I am in now. I started with the group of friends I was going out with in the city, to the group with whom I discuss what strategies to adopt, what projects to do. I have met many people with whom I keep in constant contact, from the country and from abroad”.

EC: “My participation in summer schools and training courses helped me overcome obstacles and frustrations, and become interested in personal development, thus being able to exit the comfort zone”.

Barriers

AZ: “Funding is the biggest problem. We have NGOs, but there are many that disappear and new ones are created year after year and that is precisely why there are problems with ghost NGOs, because there is no control over them, there is no annual report, because they

disappear. Financial resources are not shared equitably, especially at the local level. All the big organizations are funded, and the small ones are dying”.

AZ: “I don't want to get involved politically, but it's very interesting to see how people who have power act, that they're not prepared, informed, they don't know what to say or what to do; why should people like that represent me?”

APPENDIX 5.6.

GOOD PRACTICE EXAMPLES

Acteurs du territoire pour une éducation à la citoyenneté mondiale (ACTECIM)

General information
Project ID 2015-1-FR01-KA201-015405 Acteurs du territoire pour une éducation à la citoyenneté mondiale (ACTECIM)
Topic (climate change or migration) climate change
Region South – West Oltenia
Promoters
Other actors/collaborators involved 21 partners in 3 European regions : Piemonte (Italy), Oltenia Sud (Romania) and Auvergne-Rhône-Alpes (France) GIPAL-FORMATION Académie de Grenoble. Rectorat de Lyon College Ernest Perrier de La Bathie Réseau Rhone-Alpes d'appui à La Cooperation Internationale Lycée Polyvalent François-Jean Armorin College Jean Moulin Lyon Inspectoratul Scolar Judetean Dolj Agentia pentru Dezvoltare Regionala Sud-Vest Oltenia Universitatea din Craiova Lycée Voltaire Istituto Magistrale Statale Domenico Berti ITA Giovanni Dalmasso Consorzio delle Ong Piemontesi Università degli Studi di Torino
Target group (age, size, etc.) teachers, facilitators, professionals who lead or wish to lead actions related to ECSI
Duration January 2015 – October 2018
Funding -
Level of implementation European
Website www.piemontecooperazioneinternazionale.it/actecim
Contact
Description of the project
Summary of the project The Erasmus + project ACTECIM was built and conducted in the extension of the European REDDSO project (Regions for Education for Development Sustainable and united) which brought together a great diversity of actors from Piedmont, Rhône-Alpes, of Catalonia, and Malopolska to develop the link between education for sustainable development and international solidarity. Four areas of skills, particularly promising in terms of forming a global citizenship, were identified: approach to complexity, approach to engagement, approach to spirit criticism, and approach to interculturality. Also the ACTECIM project extended these reflections with collective production in Rhône-Alpes, Piedmont and Southwestern Oltenia, training in citizenship education global through the skills approach targeted. Modular and accessible online, combining theoretical elements, research results academics and feedback from practical experiences, it was aimed at all European trainers of formal and non-formal education, willing to strengthen their skills and those of their partners to support articulated and coherent students on the way global citizenship.

Voltaire High School was involved in this project by the University of Craiova and our objective for this particular project was to awaken environmental awareness while encouraging learners, teachers and our partners to get involved in actions concerning the issue of healthy and sustainable food.

The theme fits perfectly in that of the ACTECIM project and aims to develop student's skills on sustainable development. This project could easily find its place in the framework plans of establishments involved, in the sense that the problem could be inserted in the content of several disciplines: for example, biology, geography, life and earth sciences, even languages - as a subject of debate or oral / written production.

With the "E.A.T. - Water. Alimentation. Terre" project, we proposed to stimulate the consumption of local, fresh and season, to encourage community life and to develop the economy of the region. At the base of this project idea was the concern to assert behaviours favourable to harmonious development of the student in his environment, in relation with its culture (including motivation that led to the project, previous experiences, and particular needs of the target group).

In order to promote health through the adoption of nutritional behaviour, we have set ourselves the following general objective: assert eating attitudes and behaviour favourable to the harmonious development of the individual in its geographical environment and in relation to its culture and specific objectives such as: strengthening skills expression; sharpen the critical and analytical mind on the concept of consumption; and acquire knowledge on the subject of balanced diet.

In the course of this project, we have organized several activities, grouped under the following themes: research, exhibitions, debates, visits, campaigns and interventions by experts, facilitators and a series of practical activities.

Activities (including methodology)

Activity 1 DEBATE "Water Battle - faucet or bottle? »

Expert intervention and information gathering

EDD-SI skills targeted

- Complexity Approach - Examine the contexts and dimensions of the problem under discussion
- Critical thinking - Recognize the meaning of messages on this topic
- Citizen engagement - Participate in constructive and educational dialogue
- Interculturality - Curiosity, knowledge about the practices of various social groups

Active participation in the debate

EDD-SI skills aimed

- Approach to complexity - Engage one's own thinking in the collective setting
- Critical mind - Produce critical analysis
- Citizen Engagement - Participate in community-level decision-making
- Interculturality - Skills for reflection and critical appraisal

Activity 2 CAMPAIGN "A fruit every day"

- Approach to complexity - examine the contexts and dimensions of the problem of fruit consumption; build one reasoned opinion

- Critical thinking - examine the context; use its capabilities in a real life situation
- Citizen engagement - develop the taking of conscience; use the media to inform
- Interculturality - cultivating openness of mind; communication skills

Final activity

ONU Simulation on climate change in Craiova (4-7 April 2017)

Four establishments three Italian and three French institutions met in Craiova in order to present their various projects through stands created by the students. The students were organized in 5 committees:

Climate and food

Climate and environment

Climate and energies

Climate and waste

Climate and land use planning

Students defend positions from different countries and systems / agricultural techniques; they take a stand and develop a text common. They realize the need to participate in a debate and for that to listen to others and defend their positions in arguing.

Results/Impact

At the end of the project, this kind of activities had the following impact on our school (students, teachers

<p>and parents):</p> <ul style="list-style-type: none"> • competencies to fight to stop energy waste, against the deterioration of the quality of water and soil • beware of overconsumption of fat, sugar, salt and meat • fight for healthier food; • promote the consumption of fruit
<p>Sustainability/Follow-up</p> <p>The campaign "A fruit every day" was repeated every year; also the school continues to involve students in environmental projects and educates them to be active citizenships.</p>
<p>Youth engagement</p>
<p>Number of young people involved in the project: 75 students and 8 teachers from Voltaire High School Craiova</p>
<p>Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up)</p> <p>Students were involved in co-creation phase, evaluation of results and auto-evaluation, and also in follow-up stage.</p>
<p>Level of youth engagement attained through the project (cf. pyramid of engagement)</p>
<p>SWOT analysis of the project (from the perspective of youth engagement)</p> <p>Strengths</p> <p>Competent human resource</p> <p>We have benefited from the expertise of environmental specialists</p> <p>Very good collaboration between researchers / teachers / students / NGOs</p> <p>Experience in projects at European level</p> <p>Multidisciplinary expertise, at European level in several areas covered by the project</p> <p>Carrying out cooperation activities with the private sector</p> <p>Partnerships established with companies/administrations and local communities</p> <p>Partnerships at national and European level with institutions in the field and the academic environment</p> <p>Weaknesses</p> <p>The small number of projects, considering that it was only the second year of operation</p> <p>Lack of funding for voltaire lyceum</p> <p>The lack of a clear, uniform vision on the project topic, at the level of the institution at that time</p> <p>Opportunities</p> <p>Increasing society's interest in the issue of climate change</p> <p>The potential for cooperation between institutions of different level</p> <p>Threats</p> <p>Lack of interest of local actors in the finance / support of initiatives for the development of such projects at local level</p>
<p>Incentives for youth engagement</p> <p>Please include in your answer your recommendations for:</p> <ul style="list-style-type: none"> - How to engage the disengaged youth - How to support sustainable youth engagement

FOOD CHAIN – DOCUMENTATION, MODELLING, EMPOWERMENT

General information
Project ID: 99/01.10.2020
Topic (climate change or migration): climate change
Region: OLTENIA
Promoters: ASOCIAȚIA ANDREI (ANDREI ASSOCIATION)
Other actors/collaborators involved: “Matei Basarab” High-school, “Sf. Dumitru” and “Elena Farago” Secondary schools
Target group (age, size, etc.): 15 years, 50 students
Duration (from ... to...): 27-28 octombrie 2020
Funding: MEET AND CODE through TechSoup Association
Level of implementation (e.g. local/regional/national/international/European): local
Website: http://asociatiaandrei.weebly.com/
Contact : asociatiaandrei@yahoo.com
Description of the project
<p>Summary of the project (including motivation that led to the project, previous experiences, particular needs of the target group) Climate change affects food chains, endangering the existence of certain species. The event aimed that through 3D modelling students discover the dangers to which the planet is exposed due to human negligence. Resources: http://www.tinkercad.com/ for 3D modelling. During the event, the focus was on the practical aspects (3D modelling), the students combining the notions of computer science, mathematics, physics, biology, chemistry.</p>
<p>Activities (including methodology): Stages of the event: -presentation of introductory and documentary notions on climate change, the planet's ecosystem, etc. -carrying out 3D modeling activities in TinkerCad (marine animals and plants, thematic keychain / pendant) -making a ranking on the best created object / school involved and printing them</p>
<p>Results/Impact: https://padlet.com/danielagrecu2/jwy85bd25ot9vts8 https://sites.google.com/view/modelare-3d/</p>
<p>Sustainability/Follow-up: The students use the notions acquired in the project activities, notions in the field of environmental protection and 3D modelling respectively.</p>
Youth engagement
Number of young people involved in the project: 50
Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up) The young people were involved in the implementation and evaluation phase of the project.
Level of youth engagement attained through the project (cf. pyramid of engagement): All the students participating in the project were involved in the implementation and evaluation of the project.
<p>SWOT analysis of the project (from the perspective of youth engagement): S: the fact that the project was carried out exclusively online allowed the participation of a large number of students, from different schools W: Poor Internet connection for some of them O: carrying out such projects in the future in online format with national or international involvement, thanks to the knowledge acquired through the use of online communication platforms T: difficulty perceiving whether all participants have understood the requests/information provided</p>
<p>Incentives for youth engagement Please include in your answer your recommendations for: - How to engage the disengaged youth Young people who are not attracted to the subject of climate change can be posted or sent for viewing</p>

various materials with the negative and irreversible effects of these changes, material to sensitize them.

- How to support sustainable youth engagement

Their awareness that if they do not make a change, their future and that of their loved ones will be affected.

MY CARBON FOOTPRINT

General information
Project ID: -
Topic (climate change or migration): climate change
Region: Oltenia
Promoters: Andrei Association
Other actors/collaborators involved: Elena Farago Secondary School
Target group (age, size, etc.): 15 years, 25 students
Duration (from ... to...): 24.05.2021
Funding: -
Level of implementation (e.g. local/regional/national/international/European): local
Website: http://asociatiaandrei.weebly.com/
Contact : asociatiaandrei@yahoo.com
Description of the project
Summary of the project (including motivation that led to the project, previous experiences, particular needs of the target group) The young people belonging to the target group gathered information about their daily lives to calculate their carbon footprint using an online carbon calculator. Then they matched their results with average carbon footprints around the world. In the end they discovered ways to reduce carbon emissions.
Activities (including methodology) <ul style="list-style-type: none"> - Information collection (worksheet) - Calculation of carbon footprint (<https://www.footprintcalculator.org/>) - Determining how to reduce carbon emissions (debate)
Results/Impact https://www.facebook.com/media/set/?vanity=AndreiAssociation&set=a.1236187940153294
Sustainability/Follow-up The students became aware of the impact their choices have on the environment.
Youth engagement
Number of young people involved in the project: 25
Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up) The young people were involved in the implementation phase of the project.
Level of youth engagement attained through the project (cf. pyramid of engagement)
SWOT analysis of the project (from the perspective of youth engagement) S: Involving young people in an extracurricular activity. W: Difficulties in understanding some of the purposes/finalities. O: Quality multimedia resources available. T: the disinterest of some young people
Incentives for youth engagement Please include in your answer your recommendations for: <ul style="list-style-type: none"> - How to engage the disengaged youth Young people who are not attracted to the subject of climate change can be posted or sent for viewing various materials with the negative and irreversible effects of these changes, material to sensitize them. - How to support sustainable youth engagement Their awareness that if they do not make a change, their future and that of their loved ones will be affected.

VOLUNTEERING BRINGS US TOGETHER

General information
Project ID: -
Topic (climate change or migration): climate change
Region: Oltenia
Promoters: Asociația Andrei
Other actors/collaborators involved: "Elena Farago" Secondary School, "Matei Basarab" High-School, "Al. Macedonski" Secondary School.
Target group (age, size, etc.): 15 years, over 50 young people
Duration (from ... to...): 14-20 mai 2018
Funding: self-funding
Level of implementation (e.g. local/regional/national/international/European): local
Website: http://asociatiaandrei.weebly.com/
Contact : asociatiaandrei@yahoo.com
Description of the project
<p>Summary of the project (including motivation that led to the project, previous experiences, particular needs of the target group) The project "Volunteering brings us together" took place under the umbrella of the national event National Week of Volunteering, an event coordinated by ProVobis. Among the activities of our project was eco-voluntar, an activity that aimed to form eco-civic competences and attitudes among students.</p>
<p>Activities (including methodology)</p> <ul style="list-style-type: none"> - Creating posters with ecological messages - Greening the space in front of the school - Planting flowers in the school garden
<p>Results/Impact https://www.facebook.com/AndreiAssociation/photos/?tab=album&album_id=478091642629598</p>
<p>Sustainability/Follow-up Every year greening and flower planting activities are carried out in the school garden.</p>
Youth engagement
Number of young people involved in the project: peste 50 tineri
<p>Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up) The young people were involved in the implementation phase of the project.</p>
Level of youth engagement attained through the project (cf. pyramid of engagement) Da.
<p>SWOT analysis of the project (from the perspective of youth engagement) S: Involving young people in an extracurricular activity that develop an active ecological behaviour W: low level of interest shown by some students in the problems of society in general; O: Developing partnerships focused on environmental education T: the disinterest shown by some young people; insufficient budgetary resources for replanting;</p>
<p>Incentives for youth engagement Please include in your answer your recommendations for:</p> <ul style="list-style-type: none"> - How to engage the disengaged youth Young people who are not attracted to the subject of climate change can be posted or sent for viewing various materials with the negative and irreversible effects of these changes, material to sensitize them. - How to support sustainable youth engagement Their awareness that if they do not make a change, their future and that of their loved ones will be affected.

"SF. BASIL" EMERGENCY SOCIAL CENTRE, CRAIOVA

General information	
Project ID	"St. Basil" Emergency Social Center
Topic	providing shelter and support for homeless and people in difficulty
Region	SV Romania
Promoters	Vasiliada Association, Craiova Local Council, Archbishopric of Craiova – Metropolitanate of Oltenia
Other actors/collaborators involved	
Target group	The capacity of the center is 52 homeless people over the age of 18.
Duration	unlimited
Funding	– partners' budget
Level of implementation	regional
Website	
Contact	tel. 0351421569, sf.vasile@asociatiavasiliada.ro
Description of the project	
<p>Summary of the project</p> <p>"St. Basil" Center is a social settlement that offers, in residential regime, a complex of social services provided according to the legislation in force, thus increasing the chances of social inclusion of those hosted within it.</p> <p>In 2006, the three partner institutions (Vasiliada Association, Craiova Local Municipal Council, Craiova Archdiocese – Oltenia Metropolitanate) initiated a partnership for the development of a specialized service of local interest for homeless people and obtained the necessary funds for the establishment of the service within the National Interest Program "Fighting social exclusion of the homeless by creating emergency social centers".</p> <p>The social service was licensed by the Vasiliada Association, the operating license being extended in 2019, according to the legislation in force.</p> <p>The services of the center are structured in such a way as to meet both the basic needs of the beneficiaries – providing shelter and daily food, obtaining identity and civil status documents, as well as support for the development of communication and interpersonal relationship skills, practical skills for life, followed by preparation for integration into the labour market (professional qualification, mediation for obtaining a job and counseling for keeping the place work).</p>	
<p>Activities administrative and accommodation, social assistance, professional and vocational guidance, psychological counseling, emotional-religious support, occupational therapy, medical assistance, education and training, socialization and leisure</p>	
<p>Results/Impact</p> <p>In 2020, the number of beneficiaries of the center was:</p> <ul style="list-style-type: none"> 84 people who have benefited from social services; 84 people who have benefited from medical services; 84 people who have benefited from psychological assistance; 84 people who have benefited from pedagogical assistance; 84 people who benefited from spiritual counselling; 19 people who have been supported to solve medical problems; 35 people who have benefited from social counselling; 27 people who have benefited from professional counselling; 22 people who benefited from professional mediation; 3 people who have been integrated into the labour market; 41 people who have benefited from individual psychological counselling; 43 people who benefited from group psychological counselling; 64 people who benefited from spiritual counselling; 24 people who have benefited from pedagogical guidance; 3 persons who were transferred to the Home for the Elderly – Craiova; 	

18 persons who obtained the identity and civil status documents.
Sustainability/Follow-up
Youth engagement
<p>Number of young people involved in the project</p> <p>Every year, the students of the Faculty of Social Work in Craiova carry out internships in the centre. In 2020, five students from the Faculty of Social Work in Craiova conducted the internship at "St. Basil" Centre.</p>
<p>Stage of youth involvement in the project activities</p> <p>Students/young people participated in occupational therapy and socialization activities.</p>
Level of youth engagement attained through the project
<p>SWOT analysis of the project</p> <p>Strengths: offering accommodation services and 3 hot meals a day to a number of 84 people per year, being the only centre of its kind in the SV Oltenia region; obtaining identity and civil status documents, many of the beneficiaries not having these documents with them; professional counselling for their reintegration into the labour market; psychological counselling for discovering one's own capacities for reintegration; social counselling for the development of social qualities for reintegration into society; medical assistance to solve various medical problems; pedagogical guidance for continuing studies and following retraining courses.</p> <p>Weaknesses: insufficient accommodation during the cold season, when there are more people who would need shelter.</p> <p>Opportunities: the institutions in Craiova understood the necessity of the service and became partners, for example Phoenix Polyclinic, Police Station no. 6, County Emergency Hospital, and Department of Population Records.</p> <p>Threats: migration of homeless people, from other localities, to the cities where residential centres for the homeless are located, during the cold season.</p>
Incentives for youth engagement



REGIONS
AND YOUTH
FOR PLANET
AND PEOPLE



Co-funded by
the European Union

La Rioja

APPENDIX 6.1.

EXTENDED DEMOGRAPHIC RECORD

Presentation of La Rioja

La Rioja is an autonomous community of Spain located in the north of the country and in the western vertex of the Ebro Valley. Bordering the Basque Country to the north with the province of Alava and south by the provinces of Burgos and Soria. La Rioja has an area of 5,045 km², which is 0.99% of the Spanish territory. Despite its small size, has a privileged variety of landscapes, flora and fauna, due to the different geographical characteristics of their natural regions, giving life to fertile plains rivers that cross it.



In La Rioja Alta the Atlantic climate dominates with mild temperatures and moderate rainfall, which decreases towards La Rioja Baja. The eastern area is flat and tends towards the Mediterranean, although its winters are cold.

It was occupied by the Romans and Muslims, and in the Middle Ages it was the centre of disputes between Navarre, Castile and Aragon. In this same period, the Camino de Santiago was a determining phenomenon for its cultural development,

becoming a centre of influence of the first order, especially through its monasteries, true foci of knowledge and where the first written text in Castilian was forged. In this way the route is marked out by monumental towns of great beauty such as Calahorra, Arnedo, San Millán de la Cogolla, Santo Domingo de la Calzada, and Logroño, already founded by the Romans and which is today the capital.

At the end of the 19th century, the Rioja wine industry took off, bringing together what had been an authentic wine culture since ancient times. Haro is the most important centre of its production. Its gastronomic heritage is defined by renowned wines with Designation of Origin in seven varieties, four reds and three whites. Its market garden offers excellent vegetables and fruit, such as peaches.

La Rioja enjoys, despite its small territory, a very diverse fauna and important colonies of birds of prey. The Cameros National Hunting Reserve is a clear example of this. This area has been declared a Special Protection Area. All these natural resources allow the practice of a wide range of activities: hiking, mountaineering, fishing, hunting, water sports and winter sports such as skiing at the Valdezcaray ski resort.

The region is marked by a north-south division, both physically, politically and humanly. In the northern half of the territory, dominated by the Ebro valley, are located the big cities and transport infrastructures, such as the AP-68 motorway, the A-12 dual carriageway, the Castejón-Bilbao railway line, the national roads 232 and 120, or the Logroño-Agoncillo Airport. Most of the province's services, leisure centres, commerce and industry are located in this area. It is also an important agricultural region, especially dominated by the cultivation of vines and cereals in the Rioja Alta (the western half), and vines and vegetables in the Rioja Baja (the eastern part). As for the rural environment, in the northern half of La Rioja can distinguish three areas depending on the type of population centers:

- **Rioja Baja:** Together with the regional urban centres of Calahorra, Arnedo and Alfaro, there are almost ten towns with between 1,000 and 5,000 inhabitants, in which the primary and secondary sectors have a strong presence. The area is a pole of attraction for the immigrant population due to the harvesting campaigns and strong industries, such as canning, mushrooms and footwear.
- **Rioja Media:** Here is the capital of the community, Logroño, along with a dozen population centres that make up its metropolitan area. Several of these municipalities have the function of "dormitory towns". More than half of the total population of La Rioja is concentrated in this area, which acts as the political, industrial, commercial and service centre of the region.
- **Rioja Alta:** The main difference between this region and the other two is the number of municipalities which, in turn, are sparsely populated. The urban centres of Haro, Nájera and Santo Domingo de la Calzada stand out, with between 5,000 and 10,000 inhabitants.

The southern half of La Rioja is dominated by the mountain ranges of the Sistema Ibérico. Traditionally, this area is known as "the seven valleys" because of the valleys of the rivers Oja, Najerilla, Iregua, Leza, Jubera, Cidacos and Alhama, in which most of the urban centres are located. Historically, it is a region whose economy was based on livestock and textile industry; during the second half of the twentieth century, and in the context of the great rural exodus, industries disappeared and with them much of the population. At present, the predominant economic activities in the area are tourism, livestock and forestry. Some tourist municipalities bring together the existing services in the area (Ezcaray, Torrecilla, Villoslada or Arnedillo), the rest of the towns are experiencing a significant and continuous decline in population, due to emigration to urban centres in the Ebro valley, and the ageing of the resident population.

With reference to economic data, the official statistics bulletin of La Rioja shows differences and similarities with respect to the Spanish economy. La Rioja ranks eighth in the national ranking in terms of GDP per capita with €28,200. In order of importance, both the Spanish economy and the economy of La Rioja, the most important sectors of activity and sources of wealth are to be found in the service sector, industry, construction, taxes on products consumed and agriculture. However, there are some differences in terms of the development of productive activity. La Rioja is more oriented towards agriculture (6.69% of GDP) and industry (25.84% of GDP). The Gross Domestic Product (GDP) in the Spanish economy is more oriented towards the production of services, reaching 74.82% compared to 61.24% of the economy of La Rioja. (Graph 2). Due to the greater weight of the agri-food sector in La Rioja, the effects of the pandemic have been less severe than in Spain as a whole.

Graph 1. Gross Domestic Product by geographical area and economic sector

Economic sector	Absolute data (thousands of euros)		Percentage	
	La Rioja	Spain	La Rioja	Spain
Agriculture	568,594	32,550,000	7.07	2.88
Industry	2,097,289	182,296,000	26.08	16.15
Construction	496,930	72,608,000	6.18	6.43
Services	4,879,631	841,556,000	60.67	74.54
Total	8,042,444	1,129,010,000	100.00	100.00

Source: La Rioja Labour Market Report 2021 based on INE¹ data. Spanish regional accounts

¹ Spanish Statistical Office.

Among the strengths of the economy of La Rioja are the stable socio-economic environment, the weight of the industrial sector with respect to GDP in the province, especially the agri-food industry and the footwear industry, and the firm commitment to innovation and quality, with specialised technological and research centres. As weak points, we can point out the loss of strategic value due to the bad situation of the transport infrastructures, both in railways and roads, the border effect with neighbouring provinces with advantageous taxation, the small size of the companies (which hinders investment in R+D+i and the development of larger projects) and the ageing of the population.

Based on the data provided by the Economically Active Population Survey, it can be seen that:

- The unemployment rate in La Rioja is 10.36%, with an increase of 5.84% in the last year; in Spain the unemployment rate reaches 16.13%, with an inter-annual increase much higher than in the province, 16.54%.
- The province has gone from the fourth lowest rate in Spain in 2017 to 10th place in 2020.

The number of unemployed applicants registered in La Rioja on 31 December 2020 reached 19,228, with 58.49% of women, 16 points higher than the percentage of men. The educational level of unemployed women is higher than that of men, and it is worth highlighting that female job seekers with a university education are twice as numerous as male job seekers. The groups of interest for employment with the highest unemployment rates are women and those over 45 years of age; on the other hand, the groups of disabled and young people show the lowest rates.

Socio-demographic characteristics of the population

La Rioja is the smallest single-province Autonomous Community in Spain; the resident population of La Rioja was 319,224 inhabitants on 1 January 2021, 0.67% of the Spanish population. Along with Navarre and Cantabria, it is one of the least populated regions of Spain. The Region has two distinct areas, the Ebro valley, where the population is concentrated and the mountains, with a meager demographic rate. It has a population density, according to municipal census data, of 62.6 inhabitants per km². This density is considerably lower than the Spanish average, which stands at 92 inhabitants per km².

The region is distributed administratively in 174 municipalities, more than 70% (133) are municipalities of less than 500 inhabitants, while in Spain as a whole these data reach slightly less than 50%. These municipalities are home to 6.1% of the total population. In Spain, the population of these towns is 1.6%. There are 153 municipalities that do not exceed 2,000 inhabitants, which together account for only 11.9% of the population; 61 municipalities in La Rioja (35.05%) do not exceed 100 inhabitants and three quarters of the municipalities in the community have less than 500 people registered in the census. (Graph 2)

Graph 2. Percentage of municipalities according to population size in Spain and La Rioja

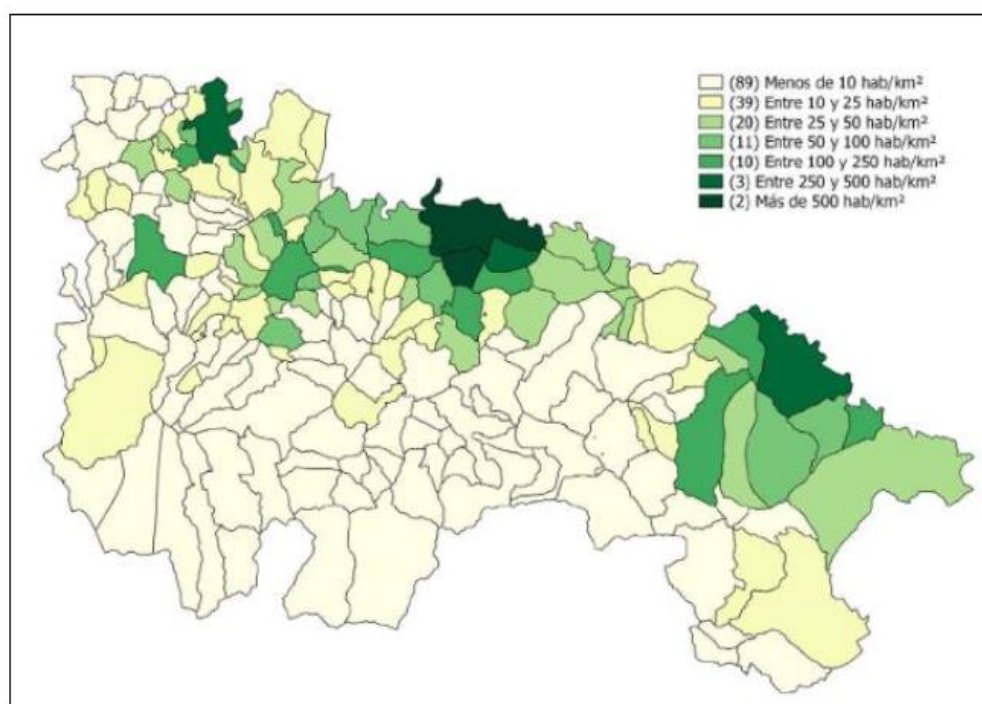
	La Rioja				Spain			
	Num. of municip.	% Population	% Non-nationals	Average age	Num. of municip.	% Population	% Non-nationals	Average age
TOTAL	174	100.0	12.6	44.8	8,131	100.0	11.4	43.8
< 101 inh.	64	1.0	4.0	56.6	1,380	0.2	4.4	57.6
101 – 500 inh.	69	5.1	8.2	52.3	2,615	1.4	6.0	52.6

501-1,000 inh.	11	2.3	14.9	48.7	1,007	1.5	7.4	49.3
1,001-2,000 inh.	9	3.5	10.7	46.7	869	2.6	7.3	47.8
2,001-5,000 inh.	12	11.3	18.0	43.9	949	6.3	8.8	45.1
5,000-10,000 inh.	4	10.2	11.7	43.1	552	8.2	9.1	43.5
10,001-20,000 inh.	3	11.8	13.8	42.7	345	10.3	10.5	43.1
20,001-50,000 inh.	1	7.7	16.1	43.1	265	16.5	12.2	42.4
50,001-100,000 inh.	0	0.0	0.0	0.0	86	13.0	13.1	42.4
> 100,000 inh.	1	47.2	11.4	44.7	63	39.9	12.3	44.1

Source: Statistics Institute of the Government of La Rioja. Preview of the municipal census of inhabitants. 1 January 2021. Provisional data 20 April 2021.

According to population data from the municipal census for 2021, the population is concentrated mainly in the capital, Logroño (47.2% of the population, 151,113 people), the only city with more than 100,000 inhabitants in the region², and in municipalities with more than 5,000 inhabitants (29%). Barely 5.1% of the population of La Rioja lives in municipalities with less than 500 inhabitants (Graph 3).

Graph 3. Population density of La Rioja on 1 January 2018.



Source: Territorial distribution. Department of Statistics, Government of La Rioja

The data for young people between 18 and 35 years of age follow this same trend, such that 3.5% reside in municipalities with less than 500 inhabitants, while the majority of this age group resides in Logroño (49.2%) and in municipalities with more than 5,000 inhabitants (30.5%)³.

² Nationally, the percentage of people living in cities of this size is 39.9%.

³ Source: Microdata from the Municipal Register as of January 1, 2020.

The population of La Rioja shares the same characteristics as the Spanish population in general, with some exceptions such as population ageing, which is more accentuated in the population of La Rioja, especially among women. The population of La Rioja is characterised by a reduction in the birth rate, an increase in life expectancy, especially among women, and the strong presence of an immigrant population, which came before the crisis.

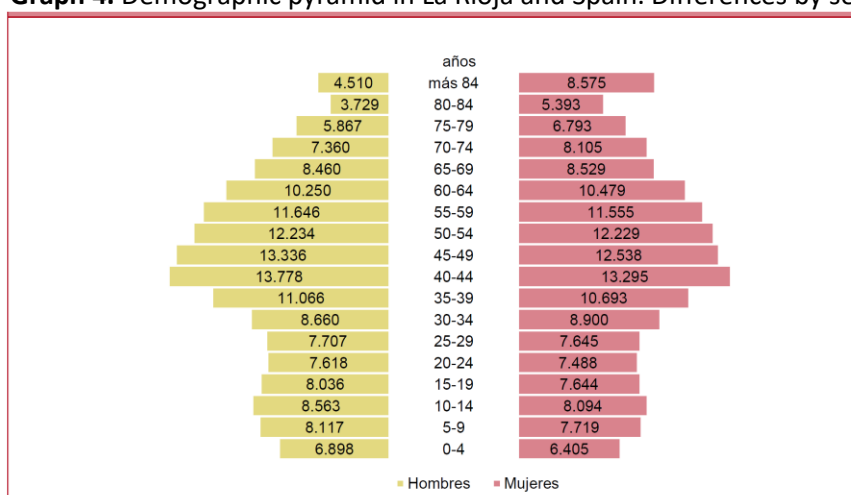
The population pyramid in La Rioja reflects low mortality and birth rates typical of the second demographic transition. The population of La Rioja continues to age, with the population over 45 years of age increasing by almost 2% and the population under 45 years of age remaining unchanged. The population pyramid is defined by the larger size of the *baby boom* cohorts, located between the 35 and 55 age brackets, and the increase in births between the ages of 3 and 7. Likewise, in the population under 18 years of age, there is a decline in births, caused by the impact of the economic crisis that began in 2008 (Graph 4).

The impact of the COVID-19 has had repercussions on the excess mortality observed in 2020, as well as on the reduction recorded in emigration, both abroad and to other provinces. Even so, the population of La Rioja increases for the third consecutive year, by 0.98% in 2020, which means 3,116 more people; the increase recorded in Spain is somewhat lower, 0.90%, which represents an increase of 424,587 people.

Grouping the population by age, 23.94% of Riojans are under 25 years old, 25.55% are between 25 and 44 years old, 29.47% are between 45 and 64 years old, 16.95% are between 65 and 84 years old and 4.09% are 85 years old or over. By quinquennial intervals, from 40 to 44 years of age is the most numerous population interval, with 27,073 people.

The Government of La Rioja drew up a plan to combat the demographic crisis, which has materialised in the *Agenda for the population of La Rioja 2030*⁴, with measures aimed at reversing the current demographic trend in the province. It includes among its specific objectives one on youth emancipation.

Graph 4. Demographic pyramid in La Rioja and Spain. Differences by sex and age. (January 2020)



Source: -La Rioja Labour Market Report. 2021. Prepared by the SEPE Occupations Observatory based on INE data. Municipal Register at 1 January 2020.

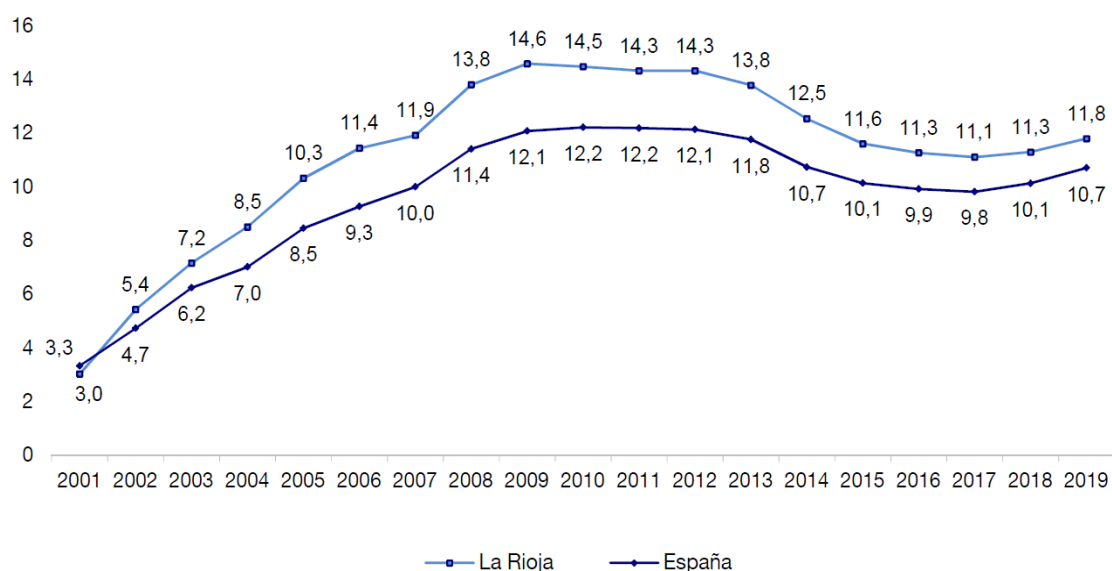
⁴ Available at <https://www.larioja.org/agenda-poblacion/es>

The migratory balance in the region is positive, with more people coming to the province than leaving the province. The increase in the number of immigrants in the last year is mainly due to those coming from abroad, which increased by 19.08%; those coming from other provinces increased by 7.82%. Emigration decreased both abroad and to other Autonomous Communities. By sex, men emigrated more than women, and women returned from abroad in greater numbers than men.

According to INE data as of 1 January 2021, the percentage of foreign population in La Rioja was 12.65%, compared to 11.42% in the case of Spain. This point above the Spanish average is probably due to the fact that the economy of La Rioja is more based on primary and secondary sectors than the national economy, and requires more low-skilled workers (Graph 5).

The time series 2001-2019 shows similar aspects between La Rioja and Spain. The point of greatest presence of foreign population occurs in 2009, in which foreigners registered in La Rioja exceed 14% and in Spain reach just over 12% of the total population. After this date, both in La Rioja and in Spain there was a stagnation in the growth of the foreign population and a subsequent decrease (Graph 4). The main nationalities of origin in the year 2021 for La Rioja are Romania (27.8%), Morocco (20.9%) and Colombia (7.8%). With regard to 2020, the greatest annual variations in population were recorded among citizens of Colombia (14.8%), Morocco (3.5%) and Pakistan (-0.9%). By country of birth, Colombia (8.5%), Morocco (3.8%) and Ecuador (1.7%) presented the most favourable percentages of annual variation.

Graph 5. Percentage of foreign population by year



Source: Statistical Yearbook of La Rioja. La Rioja in Figures. 2020.

The highest percentages of foreign population in La Rioja correspond to municipalities with between 2,001 and 5,000 inhabitants (18%) and those with between 20,001 and 50,000 inhabitants (16.1%). In Spain, the greatest relative weight of foreigners is found in municipalities with 50,001 to 100,000

inhabitants (13.1%). The almost 100 least populated municipalities of La Rioja only manage to add 131 foreign inhabitants (Graphs 2 and 6).

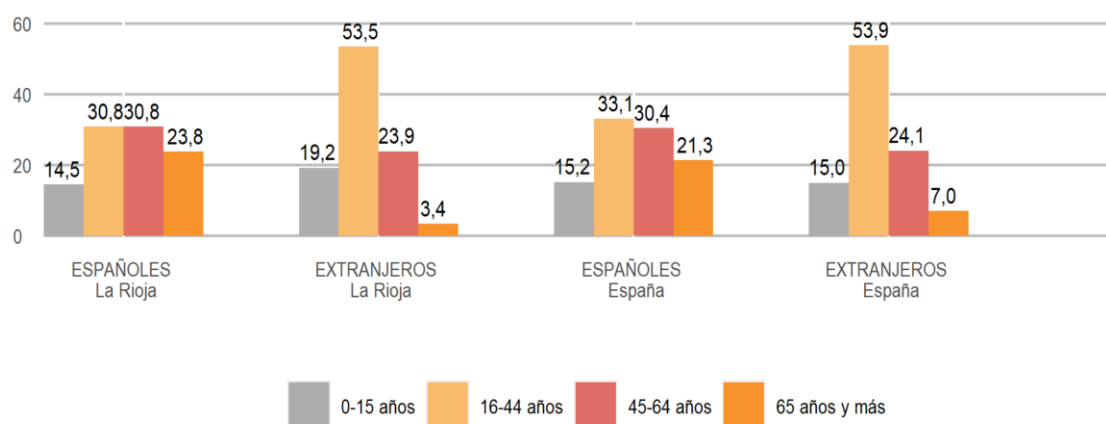
Graph 6. Foreign residents in La Rioja by size of municipality (January 2020)

Population of the municipality	Number of municipalities	Foreign residents
Less than 100	61	131
101 a 200	38	369
201 a 500	35	924
501 a 1,000	12	1,274
1,001 a 2,000	7	1,027
2,001 a 5,000	12	5,174
5,001 a 10,000	4	3,721
10,001 a 20,000	3	5,123
20,001 a 30,000	1	3,873
More than 30,000	1	17,395
TOTAL	174	40,210

Source: Department of Statistics, Government of La Rioja

The comparison between La Rioja and Spain shows similarities in terms of age structure and differences according to migratory origin. On the one hand, the population between 0 and 15 years of age shows similar percentages among those of Spanish origin, reaching 15.2% in Spain and 14.5% in La Rioja. On the other hand, the rate of foreign population includes slightly higher percentages in La Rioja (19.2%), while for Spain as a whole, this rate is 15.2%. The comparison between the Spanish population and foreigners accentuates the younger profile of the immigrant population. The group from 16 to 44 years of age shows the most pronounced differences between the percentage of Spaniards and foreigners. Thus, 30.8% of Spaniards in La Rioja are in this age group, compared with 53.5% of foreigners. In Spain, this age group represents 33.1% (Graph 7).

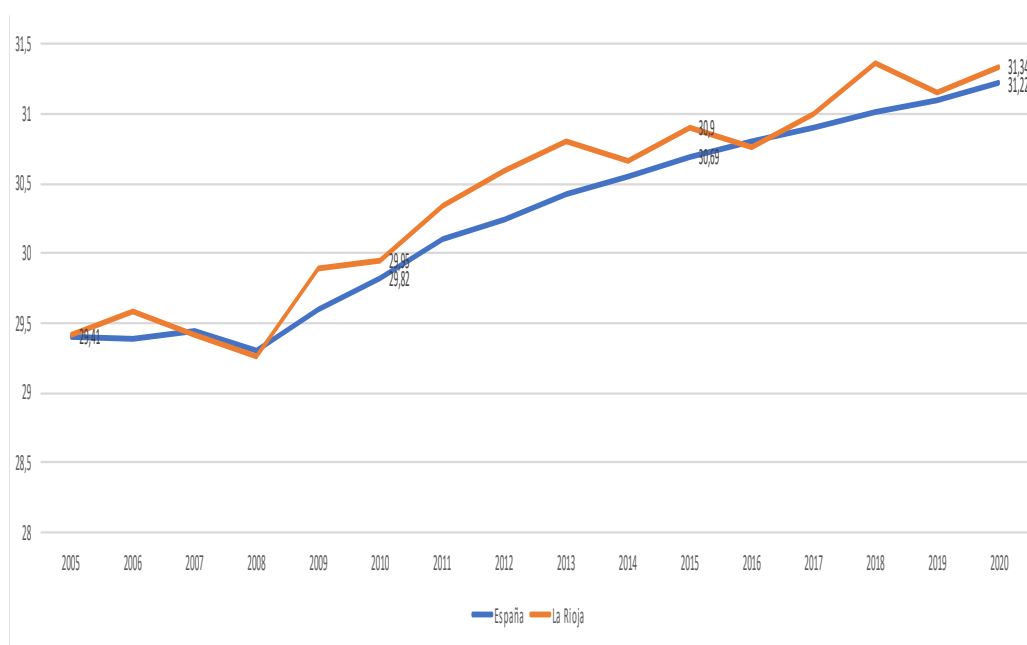
Graph 7. Distribution of the population born in Spain and abroad by age group in La Rioja and Spain



Source: Statistics Institute of the Government of La Rioja. Preview of the municipal census of inhabitants. 1 January 2021. Provisional data 20 April 2021.

The calculation of the average age of maternity⁵ offered by the INE shows the progressive increase in the average age of maternity between 2005 and 2020. During the last few years, the trend of delaying the age of maternity has continued, having exceeded 30 years at the end of the first decade of the 21st century. The first years of the second decade show no variation in this trend; on the contrary, it seems that the moment when Spanish women and men from La Rioja decide to become mothers for the first time will continue to be delayed. The data on the average age at the start of motherhood show a similar evolution in Spain as a whole and in La Rioja. (Graph 8).

Graph 8. Average age at childbearing (first child) in Spain and La Rioja



Source: Prepared by the authors based on the basic socio-demographic indicators of the Natural Movement of the Population, Migration Statistics and the reference figures for the resident population in Spain.

Sources:

Statistical Yearbook of La Rioja. La Rioja in Figures. 2021. Population. Available at : <https://www.larioja.org/larioja-client/cm/estadistica/images?idMmedia=1259033>

Ministry of Labour and Social Economy, Observatorio de las Ocupaciones. Servicio Público de Empleo Estatal (SEPE), 2021. Report on the Labour Market in the province of La Rioja. Data 2020. Available at: <https://sepe.es/HomeSepe/que-es-el-sepe/comunicacion-institucional/publicaciones/publicaciones-oficiales/listado-pub-mercado-trabajo/informe-mercadotrabajo-provincial.html>

Statistics Institute of the Government of La Rioja. Preview of the Municipal Register of Inhabitants. 1st January 2021. Available at: <https://www.larioja.org/estadistica/es/todas-noticias/lista-noticias/detalle-noticia/avance-padron-municipal-habitantes-1-enero-2021>

⁵ "It is defined as the average age at which a woman of nationality *k* resident in Spain would have children if she were to maintain the same fertility intensity by age as that observed in year *t* for said population group. It is calculated as the average of the ages at which women have their children weighted by the fertility rates by nationality and age expressed as a percentage of one." Source: Basic Demographic Indicators. Metodología, Madrid, June 2021, p. 11. Available at: http://www.ine.es/metodologia/t20/metodologia_idb.pdf (13 September 2021).

APPENDIX 6.2.

LEGAL FRAMEWORK OF LA RIOJA IN MATTERS RELATED TO THE OBJECTIVES OF THE PROJECT

a) Law 7/2005, of 30 June, on Youth in La Rioja.

The law establishes the framework for public action in the field of youth: concepts, resources, sectors of action, mechanisms for institutional collaboration and coordination and administrative organization responsive to the interests of the young population.

The law defines the sectors of action in the field of youth and the aims that, in each sector, the transversal policies in the field must pursue (art. 5). Among these aims, we highlight those most relevant to the project:

- The promotion of the grouping of the youth of La Rioja in the respective sectors of administrative action.
- The promotion of responsible and environmentally committed consumption, as well as the strengthening of consumer rights.
- The protection and promotion of cultural initiatives among young people, as well as improving their access to scientific and technical research.
- Specific attention to the young population living in rural areas.
- The consideration of youth as one of the priority objectives of the international cooperation policy of the Autonomous Community of La Rioja.
- Special attention to young women, young people with disabilities and young immigrants to ensure that equal opportunities are real and effective.

In order to achieve a comprehensive youth policy that guarantees effective mainstreaming, the *Interdepartmental Youth Commission* was created by Decree 7/1995 of 26 January 1995.

The law contains an article related to youth and the environment (article 11):

"The environmental actions aimed at young people from the Riojan Administration will focus on their awareness, training and education to achieve a sustainable use of natural resources, the maintenance and improvement of the quality of life, facilitating their participation in the improvement and achievement of the environment, raising the level of commitment of the young population of La Rioja in the achievement of the objectives of environmental policy".

b) Law 6/2017, of 8 May, on Environmental Protection of the Autonomous Community of La Rioja

It adapts the regional legislation to the national legislation in force on environmental assessment, integrated pollution prevention and control and administrative simplification.

Aims pursued by the law (art. 2):

- a) To achieve the highest level of protection of the environment as a whole in order to guarantee the quality of life through the use of effective mechanisms to prevent, minimise, control, correct and, where appropriate, compensate for the adverse effects of projects and activities on the environment and, specifically, to avoid, reduce and control the generation of waste and emissions into the atmosphere, water and soil.
- b) To improve environmental quality through preventive action and by integrating environmental aspects in the preparation and adoption, approval or authorisation of plans, programmes, projects and activities.

- c) To integrate environmental aspects into the various sectoral policies, plans, programmes and activities with the aim of promoting sustainable development and moving towards a low-carbon economy through the rational use of all natural and energy resources.
- d) Simplify administrative procedures for individuals and streamline administrative procedures for authorisation, licensing and environmental assessment, guaranteeing the collaboration and coordination of the Public Administrations.
- e) Develop instruments and mechanisms to facilitate social participation and citizens' access to objective and reliable environmental information.
- f) Encourage the development of activities with a lower environmental impact and greater ecological and social responsibility, respectful of the environment. As well as developing instruments of action that allow the internalization of the costs of prevention, control and correction of environmental impacts.
- g) Establish effective mechanisms for the control and monitoring of compliance with environmental regulations and determine a disciplinary system to help ensure compliance with current environmental obligations.

Principles (art. 3)

The most important of these are preventive action, precautionary action, participation or liability for damage caused, the "polluter pays principle".

The principle of participation in environmental matters included in the law has four main manifestations:

- The right of access to environmental information (art. 7)
- The configuration of the obligation to actively disseminate environmental information.
- The functional participation of the citizen, through the different environmental procedures regulated by law.
- The regulation of the Environmental Advisory Council (art. 8).

La Rioja has a Biosphere Reserve in the valleys of the Leza, Jubera, Cidacos and Alhama and several protected natural areas. See annex.

c) Order 4/2017, of 1 June, of the Regional Ministry of Social Policies, Family, Equality and Justice, by which the Sectorial Council of Immigration of La Rioja is created.

In exercise of the exclusive competence in matters of social assistance and services, as well as in matters of promotion and integration of emigrants assumed by La Rioja in its statutes on immigration (art. 8), Law 7/2009 of 22 December 2009 on Social Services of La Rioja was enacted, which establishes in Article 5 that the right to access the Public Social Services System of La Rioja shall be held not only by nationals of the Member States of the European Union residing in any of the municipalities of La Rioja but also by foreigners legally residing in La Rioja; Foreigners without legal residence may have the right to access the first level services recognised in the catalogue of services and benefits, as well as the services established in the field of child protection and care for women who are victims of gender violence.

As indicated in its preamble, "for the benefit of the enrichment of our society and the integration of this group in the society of La Rioja where the creation of a tool for consultation and dialogue is necessary, as it is noted a high rate of care of immigrants in the first level of social services in the last four years. The current existence of a second generation of people of foreign origin may require proactive measures to integrate cultural and social aspects of the parents' society of origin, together with the incorporation of new ones into their personal identity".

The Sectoral Council for Immigration serves for consultation and social participation in the field of sectoral immigration policy.

The functions of the Sectoral Council of Immigration of La Rioja are (art. 3):

- a) To facilitate the meeting and dialogue between the non-profit social institutions involved in immigration matters and the Autonomous Administration in order to channel actions in an effective and efficient way.
- b) To collaborate in the tasks of the Autonomous Administration by preparing and carrying out reports, studies and any other activities related to the phenomenon of immigration.
- c) To promote communication and exchange of experiences, as well as cooperation between entities dedicated to immigration and the Public Administration of the Government of La Rioja.
- d) To participate in the Riojan Council of Social Services through its representative and to present all the measures and initiatives considered appropriate.
- e) To take cognizance of any facts that come to its attention concerning violations of the rights of immigrants or acts of xenophobia.
- f) Monitoring of social policies affecting immigration.
- g) To appoint, from among the representatives of the non-profit social institutions involved in immigration matters, the representative of the La Rioja Immigration Sectoral Council in the La Rioja Social Services Council.

NORMATIVE REFERENCES

Youth

- Law 7/2005, of 30 June, on Youth in La Rioja. Attached
- Law 7/1998, of May 6, 1998, on Volunteering. Attached
- Decree 35/2007, of 6 July 2007, creating the Government Delegate Commission for Youth. Attached.
- Order 5/2017, of 7 June, of the Regional Ministry of Social Policy, Family, Equality and Justice, which establishes the regulatory bases for the award of grants on a competitive basis in the field of youth.

Youth Councils

- Law 2/1986 of 5 March 1986 on the Youth Council of La Rioja (page 1, page 2).
- Corrigendum to Law 2/1986 of 5 March 1986 on the Youth Council of La Rioja.
- Law 2/1992, of 4 May 1992, amending precepts of Law 2/1986, of 5 March 1986, on the Youth Council of La Rioja.
- Decree 27/1993, of 20 May 1993, on the development of the Local and Regional Youth Councils in the territory of La Rioja (page 1, page 2).
- Order of 16 February 1994 which, in development of Decree 27/1993, of 20 May, regulates the procedure for the registration of School and County Youth Councils.

Youth Associations

- Order 2/2002, of 26 February, of the Regional Ministry of Education, Culture, Youth and Sports, which regulates the register of Youth Associations and entities providing services to young people in the Autonomous Community of La Rioja.

Leisure and Free Time monitors and directors

- Decree 42/2001, of 5 October, which regulates the operation of the Training Schools for Leisure Time Managers and Monitors in the territory of La Rioja.
- Order 19/2002, of March 12, 2002, of the Regional Ministry of Education, Culture and Sports, which establishes the training plan, content and development of the Courses for Directors and Monitors of Children's and Young People's Leisure Time.

Migrations

- Law 7/2009 of 22 December 2009 on Social Services (article 5).

APPENDIX 6.3.

STRUCTURE OF THE GOVERNMENT OF LA RIOJA

Governing bodies and administrative structure

The regional government has endowed some departments with competencies in these areas and has created specific departments and/or sections for these areas within its structure, as can be seen in **Error! Reference source not found..**

The three competent ministries in the areas that affect the project are the following ⁶:

- **Consejería de Educación, Cultura, Deportes y Juventud (Regional Ministry of Education, Culture, Sports and Youth)**⁷: it is responsible for education; integrated vocational training; culture; sports; *youth*.

The *Youth Institute of La Rioja*, an autonomous body provided for in Law 3/2003, of 3 March, on the organisation of the Public Sector of the Autonomous Community of La Rioja, is responsible for the preparation, proposal, monitoring, execution and evaluation of the policy of the Government of La Rioja in the field of youth. The Institute becomes the instrument that identifies the youth of La Rioja with the public authorities, at the same time as it serves as an interlocutor of the General Administration of the Autonomous Community with local, national and European administrations.

Powers of the Youth Institute of La Rioja ⁸

- a) The design, preparation and management of the youth information network as a resource and service of the youth policy of the Autonomous Community of La Rioja.
- b) The management of youth facilities dependent on the Administration of the Autonomous Community of La Rioja and the promotion of the activities of those dependent on local entities.
- c) The management of the public register of Youth Associations and Entities Providing Youth Services for young people, including the resolution of registration therein.
- d) The authorisation of youth camps or other youth activities that are incorporated into the youth policy and are so provided for in the corresponding incorporation decree.
- e) The regulation, promotion and coordination of non-formal youth training provided for in Law 7/2005, of 30 June, on Youth in La Rioja, including the recognition of Training, Leisure and Free Time Schools, the authorisation of courses to be given by them and the issuing of the non-formal training qualifications regulated in Law 7/2005, of 30 June.
- f) The qualification of the titles of monitor and director of free time issued by the youth organisations of other Autonomous Communities.

⁶ Decree of the President 16/2021, of 8 September, modifying the names and competences of the Departments of the General Administration of the Autonomous Community of La Rioja, established in Decree 6/2019, of 29 August, in Decree 16/2019, of 7 October, and in Decree 6/2020, of 24 August, all of them of the President.

⁷ Decree 54/2021, of 22 September, amending Decree 47/2020, of 3 September, establishing the organic structure of the Regional Ministry of Education, Culture, Sport and Youth and its functions in development of Law 3/2003, of 3 March, on the organisation of the Public Sector of the Autonomous Community of La Rioja (BOR of 23 September 2021).

⁸ Art. 10.2.7 of Decree 47/2020 of 3 September, as amended by Decree 54/2021 of 22 September.

(g) Organising youth activities and programmes promoting creativity, mobility, participation and youth associations and encouraging other public bodies or associations and institutions providing services to young people to carry them out

h) The development, management and implementation in the Autonomous Community of La Rioja of the European Youth Card Programme within the framework of existing European regulations in this respect.

i) The channelling of relations with the Spanish Youth Institute, without prejudice to the functions attributed to the General Technical Secretariat, and especially within the framework of specific European programmes for Youth, such as the Erasmus Plus Youth and European Solidarity Corps Programmes, with the functions of the National Agency for these Programmes being exercised at the regional level.

j) The management of the participation of the Autonomous Community of La Rioja in the Spanish Network of Youth Hostels.

k) The management of sectorial youth planning and the monitoring of the transversal policies contemplated in Law 7/2005, of 30 June, on Youth in La Rioja.

- **Department of Social Services and Public Governance:** it is responsible for functions in the areas of social services; care for women, families, children and *immigration*; personal autonomy and dependence; administration of the administration of Justice; public entertainment and domestic policy; relations with Parliament; local administration and assistance to municipalities.

The *La Rioja Immigration Sectoral Council* reports to this department: it is a collegiate body of a consultative nature, of participation and social initiative in the field of the integration of the immigrant community and intercultural coexistence in La Rioja. It is attached to the Social Services Council of La Rioja.

The functions of the Sectorial Council of Immigration of La Rioja are (art. 3):

- To facilitate the meeting and dialogue between the non-profit social institutions involved in immigration matters and the Autonomous Administration in order to channel actions in an effective and efficient way.
- To collaborate in the tasks of the Autonomous Administration by preparing and carrying out reports, studies and any other activities related to the phenomenon of immigration.
- To promote communication and exchange of experiences, as well as cooperation between entities dedicated to immigration and the Public Administration of the Government of La Rioja.
- To participate in the Riojan Council of Social Services through its representative and to present all the measures and initiatives considered appropriate.
- To take cognizance of any facts that come to its attention concerning violations of the rights of immigrants or acts of xenophobia.
- Monitoring of social policies affecting immigration.
- To appoint, from among the representatives of the non-profit social institutions involved in immigration matters, the representative of the La Rioja Immigration Sectorial Council in the La Rioja Social Services Council.

- **Regional Ministry of Sustainability, Ecological Transition and Government Spokesperson**⁹: it is responsible for the following areas: roads, transport, sustainable mobility, public works and infrastructures and mines; *sustainability and ecological transition*; *environmental quality, environment and natural environment*; integrated water management; energy and energy transition; *climate change*, Government Spokesperson.

The two Directorates General most directly linked to the Project are the following:

- a) The Directorate-General for Energy Transition and Climate Change is specifically responsible for the following competences related to climate change¹⁰:

- Training, information and awareness-raising on climate change and eco-efficiency.
- Support municipalities in the development of climate change plans.
- The development and coordination of climate change adaptation and mitigation plans and programmes.
- The promotion and impulse of the sustainable development strategy within the scope of its competences and in collaboration with the rest of the General Directorates.

- b) General Directorate of Biodiversity, which promotes environmental education activities in natural spaces through two areas: Environmental Education Programmes and Environmental Education Equipment.

Competencies¹¹:

- a) To develop recreational and educational policy programmes for nature conservation and environmental protection.
- b) The management of the Network of Green Routes and their protection.
- c) To propose the approval of plans for the management of natural resources and the declaration and management of protected natural areas.
- d) The promotion and impulse of the sustainable development strategy within the scope of its competences and in collaboration with the rest of the Directorate Generals.
- e) The proposal for the declaration of endangered species of wild flora and fauna and their inclusion in the corresponding catalogues; the establishment of plans for the protection and recovery of endangered species and the maintenance and reconstruction of biological balances in the natural space.
- j) The promotion, planning and control of forest production and reforestation, including campaigns for forest protection, the fight against erosion and the planning and action for the prevention and fight against forest fires.
- k) The protection and restoration of the landscape in the natural environment, the proposal for the declaration of singular trees and their inclusion in the corresponding inventory, as well as their protection.

⁹ Decree 55/2021, of 22 September, establishing the organic structure of the Department of Sustainability, Ecological Transition and Government Spokesperson, and its functions in development of Law 3/2003, of 3 March, on the Organisation of the Public Sector of the Autonomous Community of La Rioja (BOR of 23 September 2021).

¹⁰ Vid. Art. 2.6 of Decree 55/2021, of 22 September.

¹¹ Vid. Art. 2.4 of Decree 55/2021, of 22 September.

(l) Ecosystem protection.

n) The promotion of biodiversity and natural spaces, with special attention to those that form part of the Natura 2000 Network.

o) The declaration and registration of zoological nuclei of wild fauna.

- **Department of Equality, Participation and Agenda 2030:** it is responsible for the competences relating to equality policies in all government action; citizen participation; transparency; cooperation for development *and social awareness*; office of return and *human rights*; *Agenda 2030*; *sustainable development goals*.

APPENDIX 6.4.

INFORMATION ON CROSS-CUTTING POLICIES, PROGRAMMES AND ORGANIZATIONS

a) Cross-cutting policies

Agenda for the population of La Rioja 2030: Objective 2. Youth Emancipation¹²

The Agenda said its objective 2 specifically to youth. It defines this objective in the following terms: "To increase and advance the process of emancipation of young people in La Rioja, favouring their active participation in society and enabling their economic autonomy and the consolidation of personal and professional projects".

Consequently, this objective pursues the active development and dynamization of the young people, focusing on emancipation as a fundamental process in their social integration and economic autonomy, facilitating at the same time the development of personal and professional projects.

- Critical indicators: Average age at emancipation and emancipation rate of young people between 15 and 29 years of age.
- Current value: 29.3 years (average age of emancipation in Spain) and 19.2%.
- Target value 2021: Reduce the average age of emancipation to 28 years and increase the rate of youth emancipation by 5 percentage points (strategic objective of the Emancipation Pact).
- Target value 2030: To bring the average age of emancipation below 27 years of age.

The agenda subsidized several emblematic projects or initiatives, of which we highlight in the annex those directly related to the objective of emancipation.

Emancipation Pact

It is a political and social agreement in La Rioja that commits institutions and political parties to promote the human development of young people in La¹³.

This Emancipation Pact has two strategic objectives:

- To reduce the average age of emancipation in our Autonomous Community to 28 by 2021.
- Increase the youth emancipation rate by five percentage points in 2021. The rate of emancipated young people in 2020 - between 16 and 29 years of age - was 20.4%.

through the articulation of specific objectives:

- To shape a regional socio-economic environment conducive to the emancipation of young people in La Rioja through the coordinated promotion of emancipation policies and the involvement of the regional system of agents.

¹² Available at <https://www.larioja.org/agenda-poblacion/es>

¹³ Available at <https://www.irj.es/emancipacion>

- To prioritise youth in the political and social agenda, both at local and regional level, and to promote a continuous dialogue with the young people of La Rioja.
- To involve all the administrations, the social and business fabric and organised civil society in this regional objective; recognising the need to empower and strengthen the youth of La Rioja, the promotion of their citizenship rights, especially those relating to information and participation; and to mobilise all the necessary resources to ensure fair human development.

The aim is that there should be a common vision and coordination of all these policies to achieve the objectives: employment, housing, education and the family.

For this set of objectives, the following commitments, among others, are assumed:

- To promote the structures in charge of youth policies as catalytic bodies that improve the coordination and harmonisation of sectoral public policies that affect or have an impact on the emancipation of young people in La Rioja. Measures to achieve this objective will include the creation of interdepartmental and inter-institutional groups on youth emancipation, which will define and approve the priority policies and actions to guarantee the objectives established in this pact; and the improvement of the instruments for observing the main indicators relating to youth emancipation.
- Improve information and communication policies; as well as the processes of attention to young citizens, through the implementation of a one-stop shop for youth emancipation; and promote listening and active participation of the group in the design and evaluation of emancipatory policies, through the mechanisms and instruments that are articulated in the framework of the future regional Law of Citizen Participation.
- To promote comprehensive policies aimed at creating youth employment in La Rioja and improving the quality of youth employment from an integrated perspective.
- To promote educational and training formulas with higher employability rates, such as Dual Vocational Training and to stimulate relations between the educational and business spheres that favour a better insertion of young people into the labour market from the study centres; and to continue developing modalities within "lifelong learning".

(b) Youth Policy

Youth policies are the responsibility of the Regional Ministry of Education, Culture, Sport and Youth. The Regional Ministry is made up of a General Technical Secretariat and seven General Directorates, in addition to the Youth Institute of La Rioja (IRJ) and the Educational Inspection Service. It also has a collegiate body, the Youth Council of La Rioja, specifically for the objectives of the project.

The **Youth Institute of La Rioja** is an autonomous body, attached to the Regional Ministry responsible for youth affairs, whose general aims are the preparation, proposal, monitoring, implementation, unless expressly attributed to other bodies, and evaluation of the youth policy of the Government of La Rioja.

It is the driving force and instrument for coordinating the youth policies of the General Administration and Local Bodies; it must be the main support for the management of Local Youth Offices, especially in terms of youth information; it must collaborate with other administrative bodies and institutions so that the promotion of equal opportunities for young people in La Rioja is a reality in all public actions; It must promote the necessary regulatory changes at all times; and offer quality

management of the resources and facilities that depend on it; ensure a current offer of activities for the youth population; promote the youth association movement as well as other forms of collective or individual participation; and represent our Autonomous Community in the corresponding forums.

In accordance with the Law of Youth of La Rioja (art. 60) *its functions* are:

- The elaboration of regulations in the field of leisure, non-formal training and free time.
- Youth information, through the design, development, maintenance and management of the Youth Information and Care Network.
- The management of the youth resources and equipment dependent on the Administration of the Autonomous Community and assigned to the Institute, as well as the investments made in them.
- The drafting of the regulations governing the resources and equipment of youth policy in the development of this Act.
- The elaboration of the regulations governing youth activities.
- The organization of youth activities and the promotion of social initiative in this area.
- The design, drafting of the regulations and management of the youth card, as well as the application in La Rioja of the European regulations issued in this respect.
- The preparation and proposal of Agreements with Local Corporations in the matters provided for in this Law.
- The promotion of youth associations and the management of the register regulated in this Law.
- The representation of the Autonomous Community in the Spanish network of youth hostels.
- The management of sectoral youth planning and the monitoring of the cross-cutting policies contemplated in this Law.
- Any other functions that may be attributed to it by regulation.

The Youth Institute of La Rioja, in addition to supporting the Local Youth Offices, providing them with means and information resources, is the interlocutor for youth policy in La Rioja with the rest of the youth institutes and organisations in Spain and Europe.

The Youth Institute of La Rioja manages an integrated information system that ensures the information service to the Local Youth Offices and has a General Directorate and a Youth Promotion Service.

Equipment of the youth policy of the Autonomous Community of La Rioja:

- the "Local Youth Offices": they depend on the local Corporations, provide information and guidance to the young population, channel the participation of young people in the local sphere and promote their personal development in accordance with the provisions of this Law.
- Youth Centres": locally owned establishments specifically intended for the fulfilment of the aims and objectives of local or regional youth policies and the promotion of young people.
- hostels": local public initiative establishments which, on a permanent or temporary basis, are intended to provide accommodation, as a place to pass through, to stay or to carry out an activity, for young hostellers, either individually or collectively, or as part of a leisure or training activity.

- "Training, Leisure and Free Time Schools": centres, of public or private initiative, which have as their objective the non-formal training of specialised personnel in the field of animation, leisure, free time or training of trainers.

Resources of the youth policy of the Autonomous Community of La Rioja

- the "youth information network": this is the integrated information system, with its headquarters at the Youth Institute of La Rioja, which aims to make available to young people the resources available in the Public Administration and private entities to help achieve the objectives of the Youth Act. It serves all the Local Youth Offices.
- the "youth technicians".

In short, its aim is to bring young people closer to multiple possibilities in relation to their leisure and free time, participation, training, etc. The programmes they develop are linked to: Leisure and Free Time, Hostels, Associations and Youth Participation, Youth Art, Youth in Europe, Youth Information, Training and Subsidies.

The website highlights the commitment to the environment, through the environmental management system through the **ISO 14001** certificate.

The Youth Institute of La Rioja coordinates several programmes, such as: a) Youth Observatory; b) One-stop Youth Emancipation Office of La Rioja Vuela; c) Training; d) Associations. These are briefly described below.

a) Youth Observatory

It is a technical body for the analysis and evaluation of the situation of youth in La Rioja. It depends on the Youth Institute of La Rioja and is assisted by the Statistics Institute of La Rioja¹⁴.

Its objectives are focused on:

1. To create a documentary fund that gives an account of the reality of young people.
2. To carry out research and studies on youth and current affairs.
3. To advise institutions and organizations on youth issues.

Main activities:

- Continuous publication of news related to youth.
- Historical compilation of studies and statistics on youth.
- Carrying out an annual survey to analyse the youth of La Rioja.
- Creation of a System of Synthetic Indicators on youth.
- Annual publication of the detailed study of the reality of young people.

b) One-Stop Youth Emancipation Office of La Rioja (VUELA)¹⁵

In order to develop the lines of action of the youth emancipation plan, this one-stop shop offers information and guidance in different areas (work, training, housing, cohabitation units and youth participation). The information is structured in five sections:

¹⁴ Information available at <https://www.irj.es/observatorio-de-la-juventud>

¹⁵ Available at <https://www.vuelarioja.es/>

- Empléa-TE:
 - Measures for employment
 - Employment Resources
 - Announcements
- Forma-TE:
 - Training
 - Certificates of professionalism
 - Announcements
- Independíza-TE:
 - Scholarships, grants, subsidies for emancipation
 - Housing portals
 - Motoríza-TE
- Join us:
 - Emancipation programmes for young people in social difficulty
 - Orientation and family mediation
 - Scholarships, grants and subsidies
- Get together:
 - Movilíza-TE
 - Get Involved and Partner-TE

c) Training

The main objective of the Government of La Rioja, through the Youth Institute of La Rioja, is to organise programmes, activities and measures that encourage the participation of young people¹⁶.

One of the fundamental challenges is to promote non-formal training for young people in La Rioja as a complement to their academic training. This type of training is an important element in improving their chances of getting a job and achieving both economic and personal independence. The training is based on the use of new technologies, particularly the Internet.

The training programs address topics related to social and personal skills, courses related to entrepreneurship, digital skills, job training and languages.

Training offers available ¹⁷

Management Skills

- Decision Making

Marketing and Sales

- Marketing and Sales Courses
- Community Manager
- Marketing

¹⁶ Information available at <https://www.irj.es/formacion-online>

¹⁷ Information available at <https://carnejovenlarioja.adrformacion.com/>

Content Managers

- Content Management Courses
- Creating Professional Websites with WordPress

Entrepreneurs

- Entrepreneurship Courses
- Crowdfunding

Video, Image and Sound

- Video, Image and Sound Courses
- Product Photography
- Digital Photography

Digital Transformation

- Digital Transformation Courses
- Introduction to Artificial Intelligence
- Big Data and Digital Transformation
- ITIL: Service Management in Digital Transformation

MS Office 2016/2019

- MS Office 2016/2019 Courses
- PowerPoint 2016/2019 Advanced
- Excel 2016/2019 Advanced

Personal Skills

- Personal Skills Courses
- Social Skills and Assertiveness
- Effective Time Management
- Mindfulness: Self-esteem, Balance and Well-being.
- Design Thinking: Exploit your Potential
- Strategies for Building Resilience

Risk Prevention

- Safe Load Handling Practices

Programming Environments

- Programming Environments Courses
- Introduction to Python Programming
- Initiation Database Management with MySQL
- Advanced Python for Security Projects

Vocational Training for Employment

- Teaching Accreditation for E-learning SSCE002PO

English

- Cambridge B2 First Exam Preparation

d) Youth participation and associations

The Youth Act promotes and protects associations, youth sections and other non-profit entities that have their registered office in La Rioja and include in their statutes the promotion of youth¹⁸.

La Rioja has a public register that is configured as an instrument for planning, organisation and publication of youth policy entities and facilities, and therefore access to it is free. Registration is a

¹⁸ Information available at <https://www.irj.es/asociaciones>

prerequisite for associations, youth sections and other non-profit organisations to be eligible for promotion activities and to be entitled to the participation rights to which they may be entitled. Institutional participation is channelled through the Youth Council of La Rioja and the Municipal Youth Participation Councils, which are advisory and consultative in matters relating to local youth policy planning.

Youth Council of La Rioja

- Youth Council of Logroño
- Regional Youth Council of Calahorra
- Alfaro Local Youth Council
- Regional Youth Council of Arnedo
- Haro Local Youth Council

In La Rioja there are different organisations oriented towards the themes of the project. The following are the lines of activity of three of them, whose function is to coordinate the action of the entities in the sector: a) Youth Council of La Rioja; b) Coordinator of Development NGOs of Autonomous Community of La Rioja (CONGDCAR); c) Volunteers Federation of La Rioja.

These three organizations are key actors in the framework of the project. Among their actions can be found some that link several objectives. The analysis of them can be the basis for the identification of good practices as well as *Mindchangers*.

a) The Youth Council of La Rioja ¹⁹

It is a public law entity formed by youth entities of La Rioja. Its aims are focused on:

- To defend the global interests of youth.
- To promote the participation of young people from La Rioja in the political, social, economic and cultural development of the Autonomous Community.
- To promote youth associations.
- To promote knowledge of the culture and history of La Rioja.

Performs activities of different types, as follows

1. Information and associative advice
2. Volunteer pool
3. Youth Employment Guidance
4. Sending Riojan volunteers through the European Voluntary Service
5. Dissemination of Erasmus+ programmes
6. Hosting of European volunteers
7. Intercultural activities
8. Counselling service for young people between 30 and 35 years of age (voluntary work)
9. Health (sexual and reproductive education, consultations, bibliography, prevention of drug addiction...)
10. Employment and housing (Information and advice)

¹⁹ Information available at <http://www.cjr Rioja.org/joomla/>

11. Education: pocket courses, monitors specialised in special educational needs, games, cooking courses, tele-training, congresses, training schools.
12. Immigration: Advice, information, cooperation.
13. Environment: education.
14. Equality: counselling, information, education

b) Coordinator of Development NGOs of Autonomous Community of La Rioja (CONGD CAR) ²⁰

CONGD CAR is a partner of the Mindchanger project.

It is made up of 32 social entities that carry out development cooperation projects. Some of them also have a wide activity at regional level in La Rioja, through social action programmes and services.

It was created in 1997 and since 2001 it has been a member of the Coordinating Committee of NGOs for the Development of Spain and assumes the Code of Conduct signed by all its members.

The services it provides are related to information, documentation, training and awareness-raising. In this last section, they have an extensive programme of activities throughout the year.

c) Volunteers Federation of La Rioja²¹

It is an organization that brings together different organizations (NGOs) linked to volunteering. It was founded in 1995 and its aim is to promote, develop and strengthen volunteering in La Rioja.

It is made up of 42 associations, which develop actions in different fields of activity.

Its activities are organized in five fields:

- a) promotion and encouragement of the culture of volunteering;
- b) training of volunteers;
- c) awareness-raising; (d) dissemination of volunteering and NGOs;
- d) creation and consolidation of volunteer networks.

²⁰ Information available at <https://congdcar.org/es/Conocelas/conocelas.html>

²¹ Information available at <https://www.voluntariadosocialrioja.org/>

APPENDIX 6.5.

SOCIO-DEMOGRAPHIC DATA

Table 1. Demographic characteristics of the participants (n = 102)

	Number	Percentage
Gender		
Male	27	26.5
Female	74	72.5
No answer	1	1.0
Age		
15-19	2	2.0
20-24	55	53.9
25-29	22	21.6
30-35	23	22.5
Environment		
Rural area	24	23.5
Semi-urban	13	12.7
Urban	65	63.7
Country		
Argentina	1	1.0
Bolivia	2	2.0
France	1	1.0
Morocco	1	1.0
Pakistan	1	1.0
Spain	96	94.0
Current status		
High-school pupil	1	1.0
Student	23	22.5
Employed permanently full-time	9	8.8
Employed permanently part-time	8	7.8
Employed temporary full-time	17	16.7
Employed temporary part-time	21	20.6
Self-employed	6	5.9
Unemployed	10	9.8
Other	7	6.9
Education level		
12th grade or less	2	2.0

	Number	Percentage
High school graduate, diploma, or the equivalent	13	12.7
Technical training	12	11.8
Bachelor's degree	56	54.9
Master's degree	18	17.6
Professional degree	0	0.0
Doctorate degree	0	0.0
Other	1	1.0
Family education level		
12th grade or less	9	8.8
High school graduate, diploma, or the equivalent	16	15.7
Technical training	14	13.7
Bachelor's degree	37	36.3
Master's degree	15	14.7
Professional degree	7	6.9
Doctorate degree	2	2.0
Other	2	2.0

Table 2. Gender and age groups (%)

	Male	Female	No answer
15-19	0.0	2.0	0.0
20-24	6.9	47.1	0.0
25-29	13.7	6.9	1.0
30-35	5.9	16.7	0.0



Figure 1. Socio-demographic data according to the likelihood to become a *Mindchanger*

APPENDIX 6.6.

SUMMARY OF CLIMATE CHANGE AND MIGRATION RESPONSES

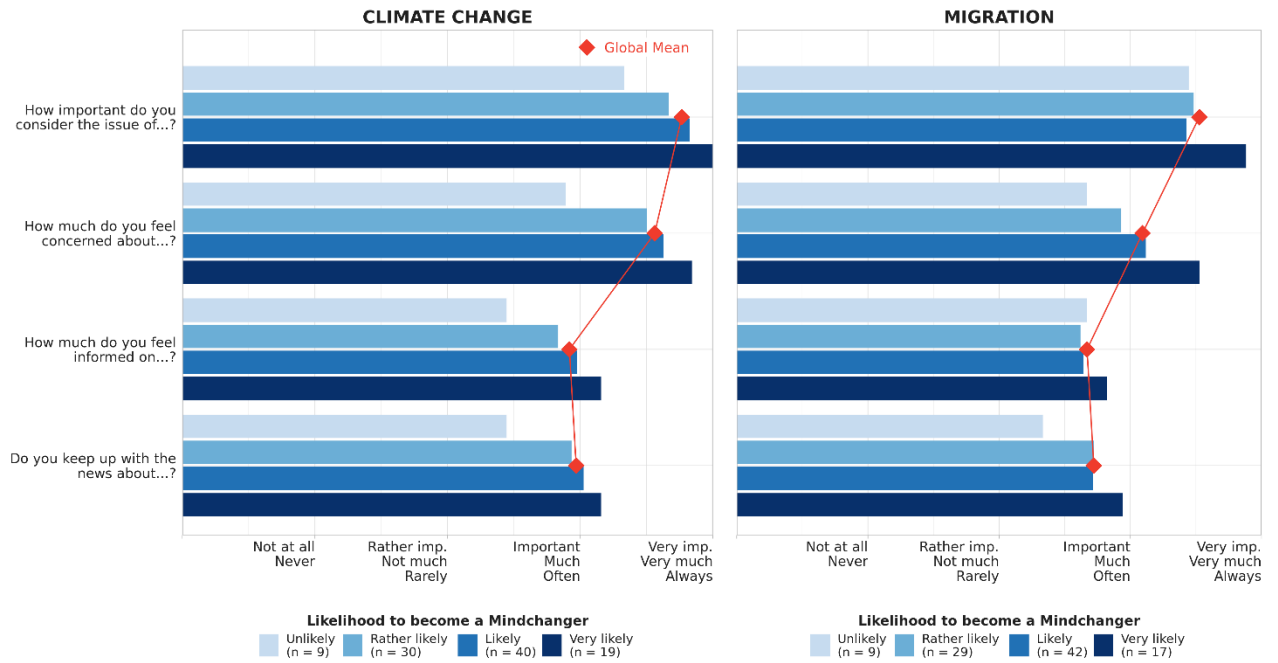


Figure 2 . Questions about the importance and information related to climate change (left) / migration (right)

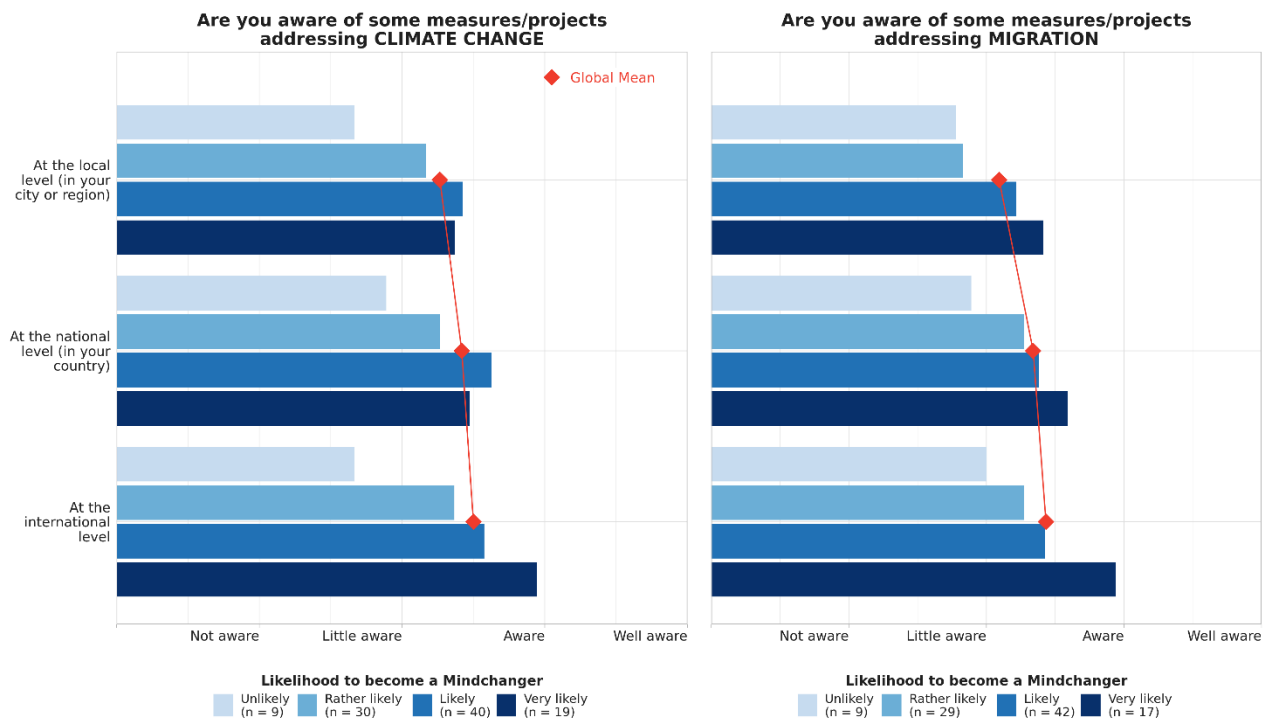


Figure 3 . Are you aware of some measures / projects addressing climate change (left) / migration (right)?



Figure 4. What are the first 3 words that come to your mind with regard to climate change (left) / migration (right)?

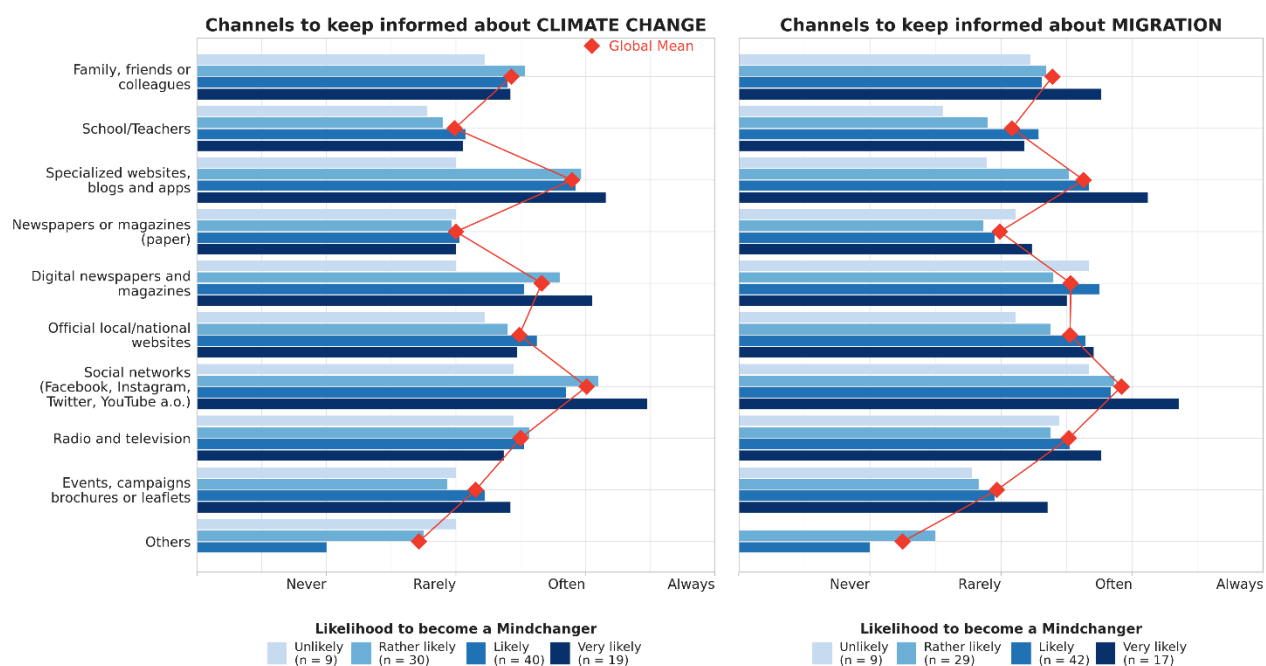


Figure 5 . Tell how often you use each of the following channels to keep informed about climate change (left) / migration (right).

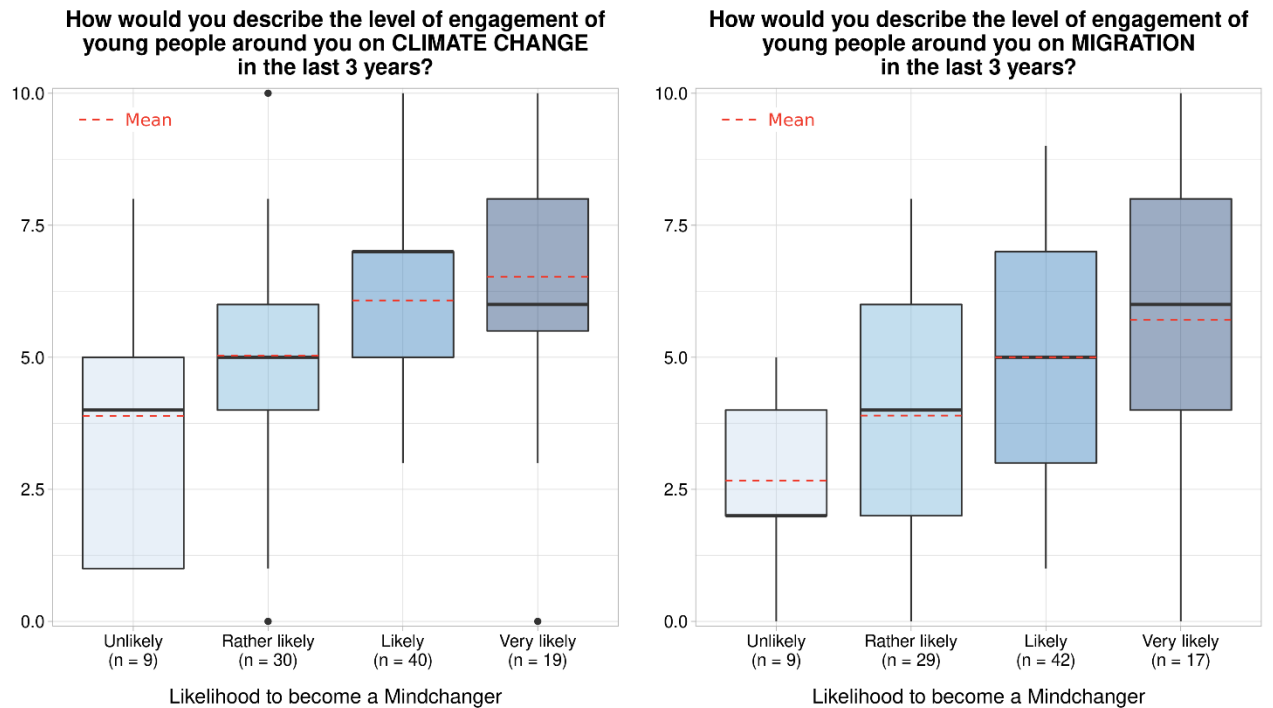


Figure 6 . How would you describe the level of engagement of young people around you on climate change (left) / migration (right) in the last 3 years?

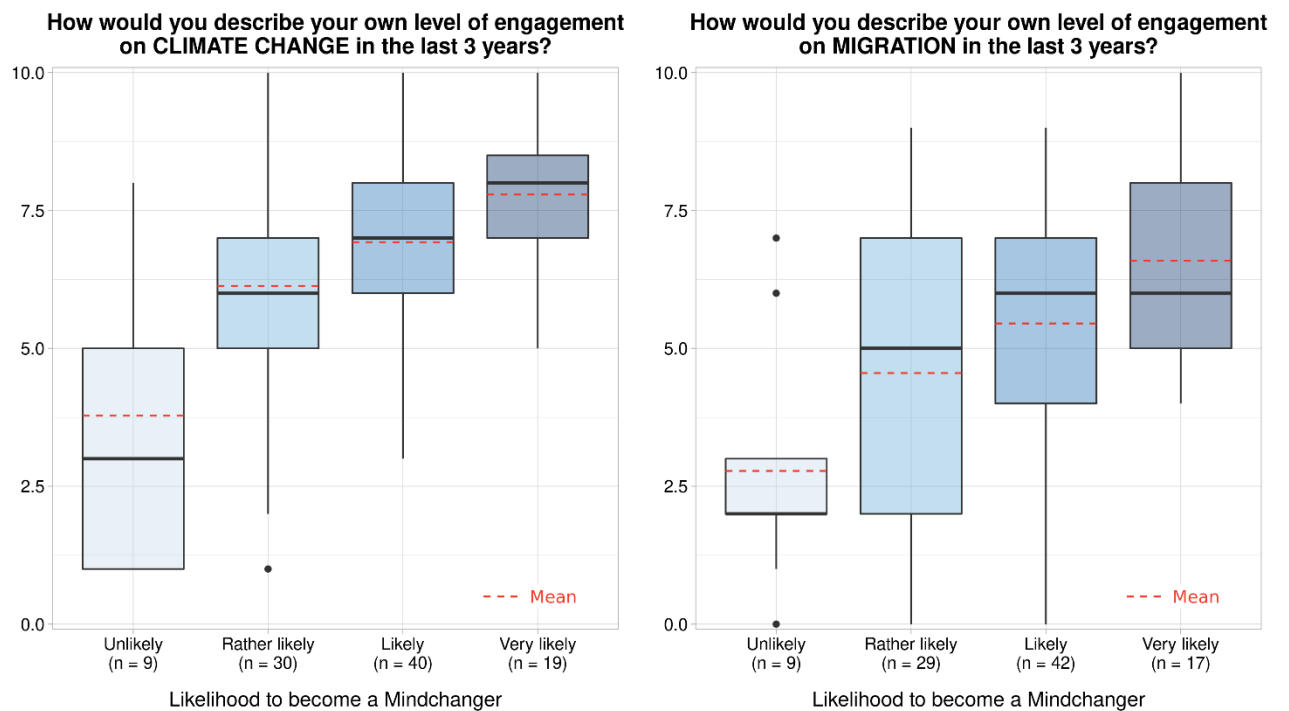


Figure 7 . How would you describe your own level of engagement on climate change (left) / migration (right) in the last 3 years?

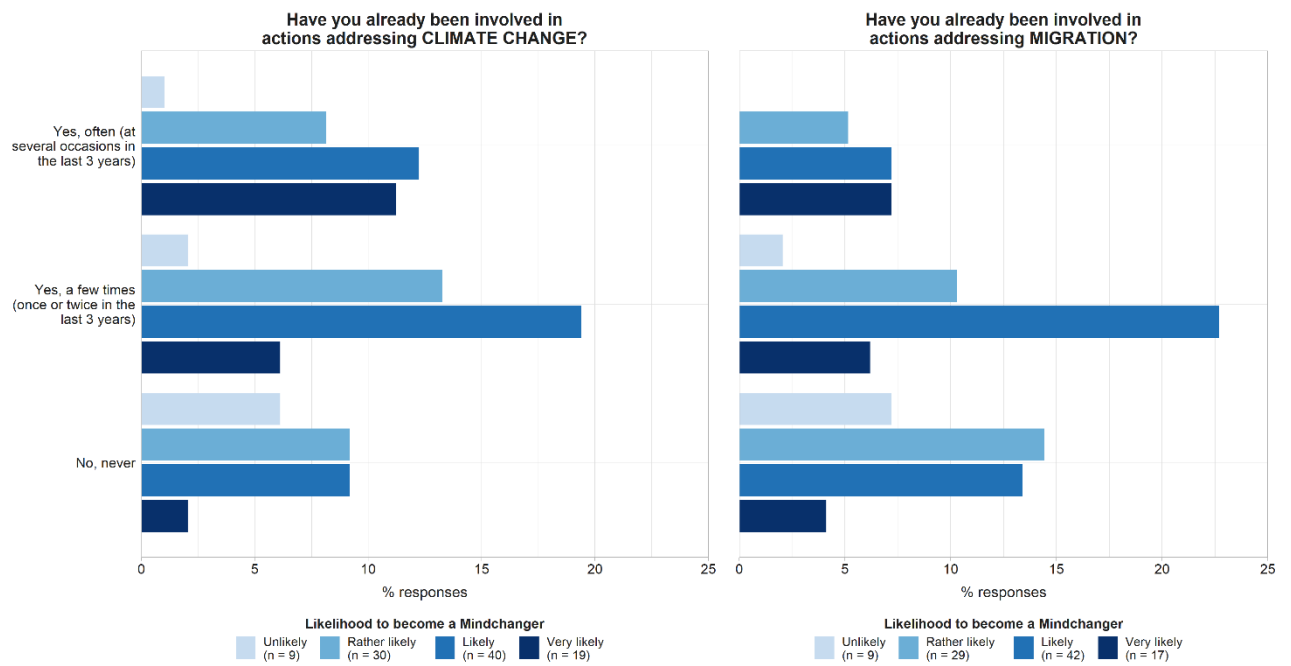


Figure 8 . Have you already been involved in actions addressing climate change (left) / migration (right)?

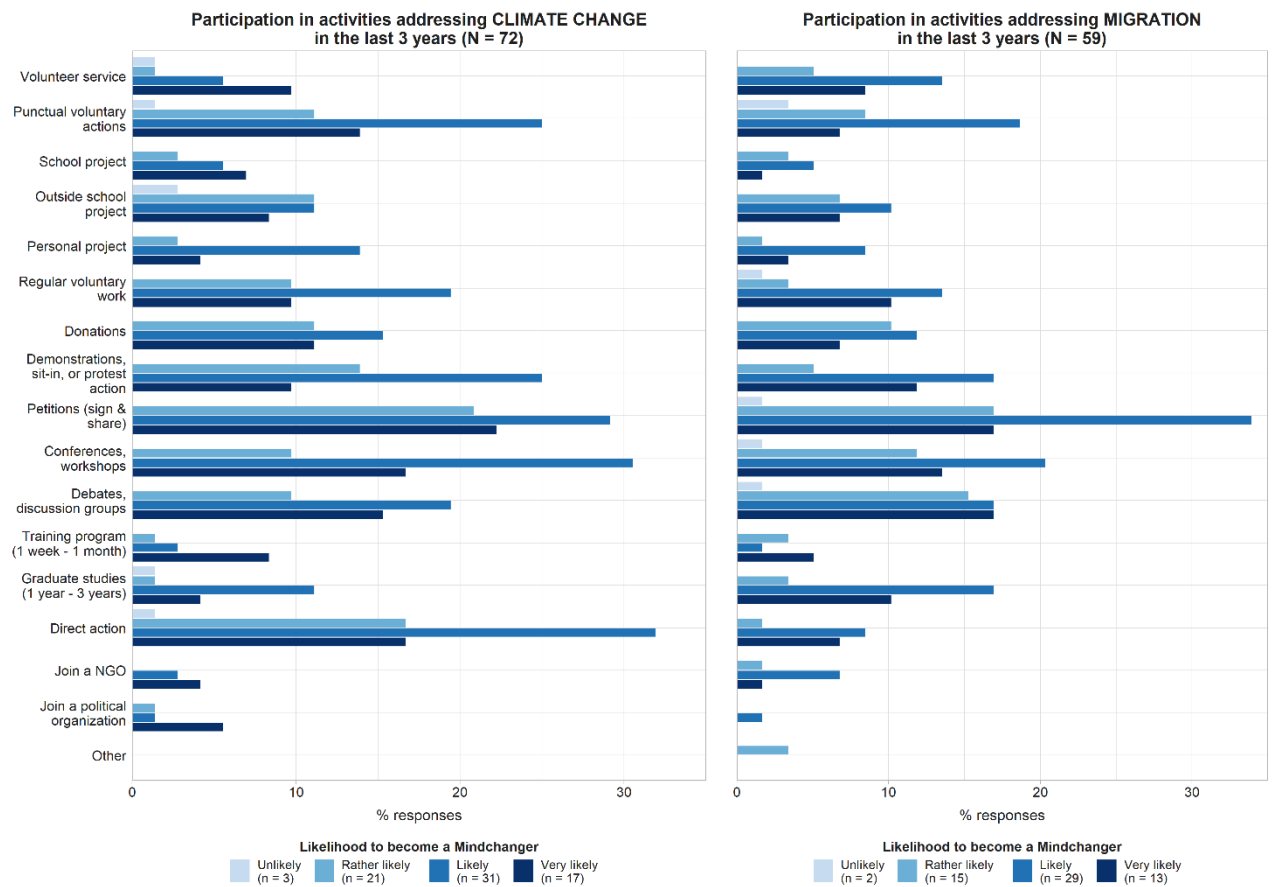


Figure 9 . Have you participated in the following activities addressing climate change (left) / migration (right) in the last 3 years?

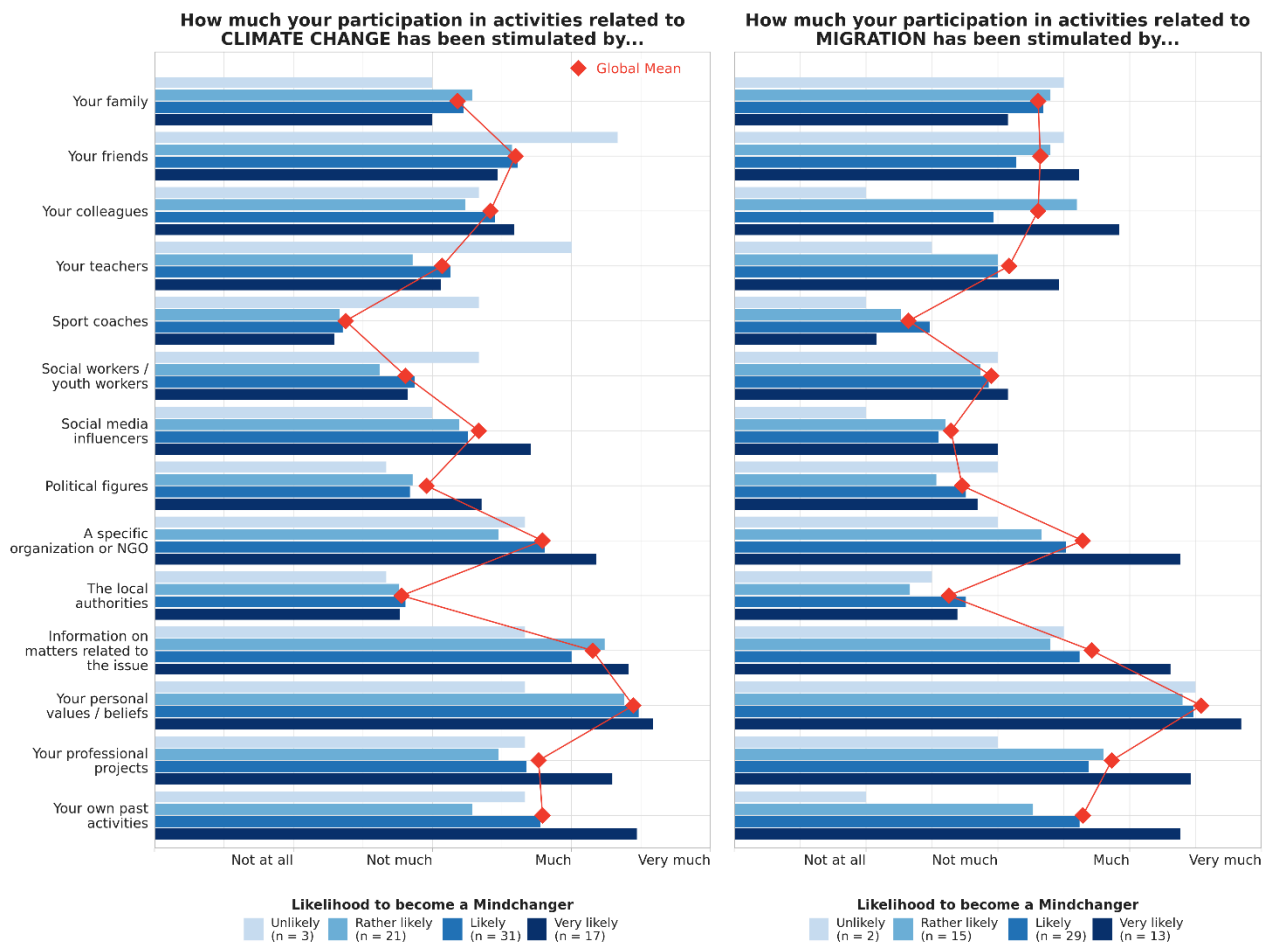


Figure 10 . How much your participation in activities related to climate change (left) / migration (right) has been stimulated by...?

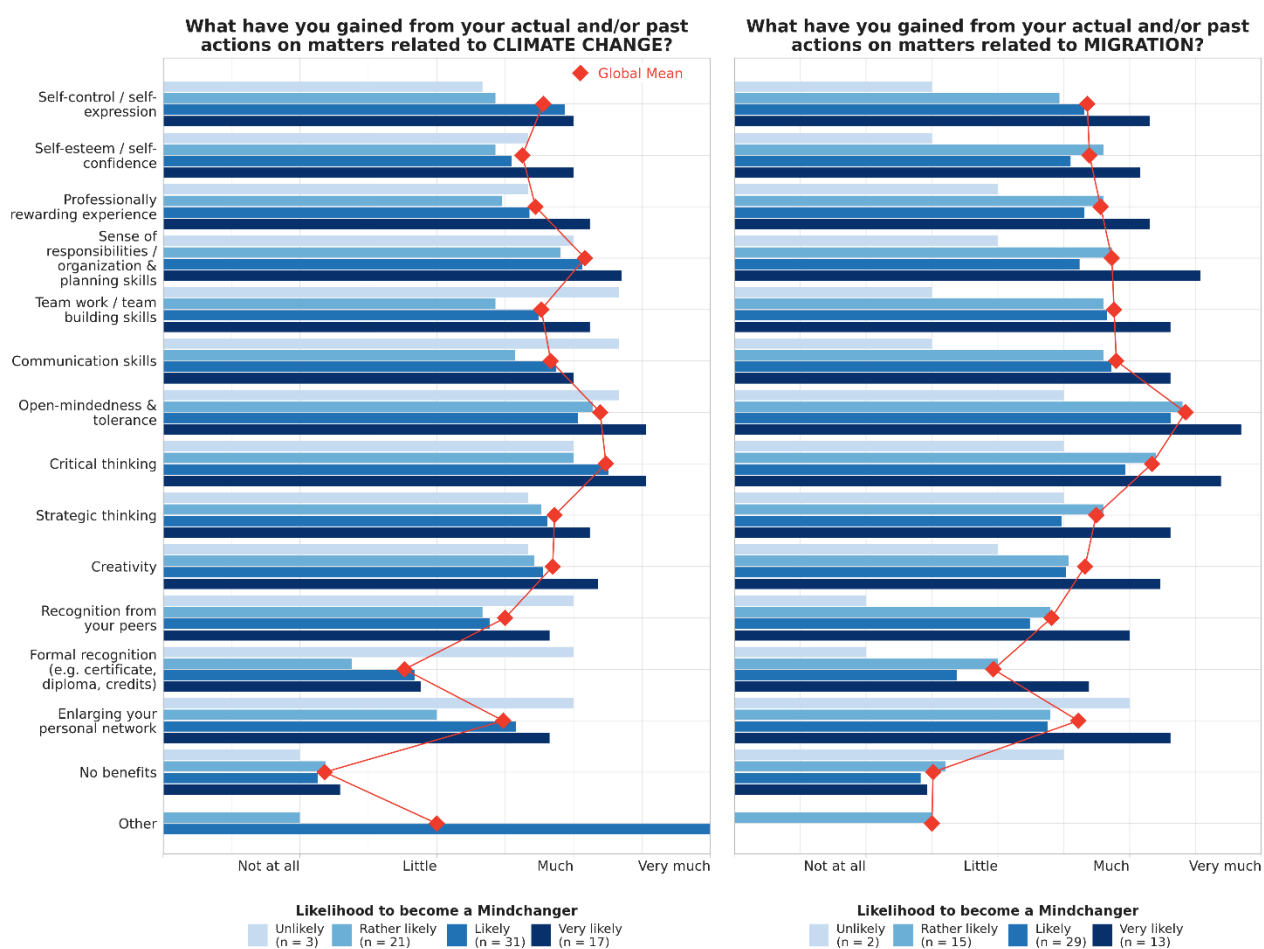


Figure 11 . What have you gained from your current and/or past actions on matters related to climate change (left) / migration (right)?

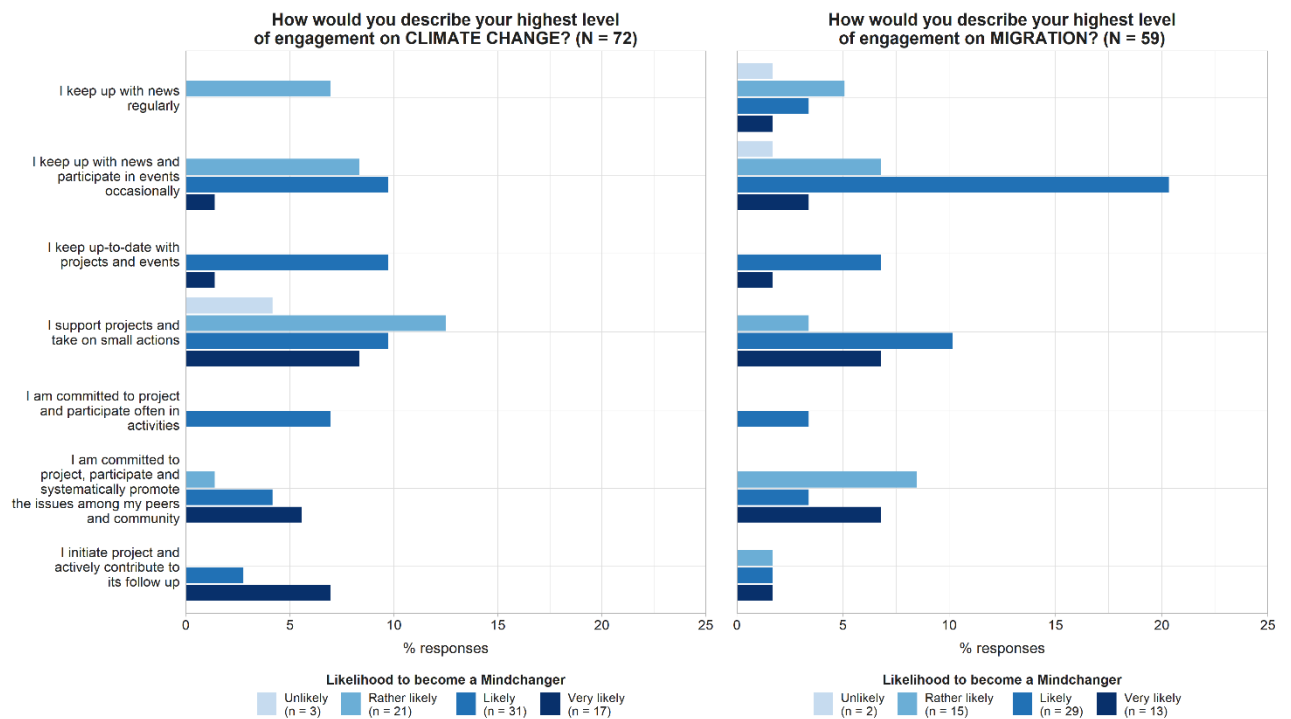


Figure 12 . When you think about your own engagement on climate change (left) / migration (right), how would you describe your highest level of engagement? Pick the most appropriate answer.

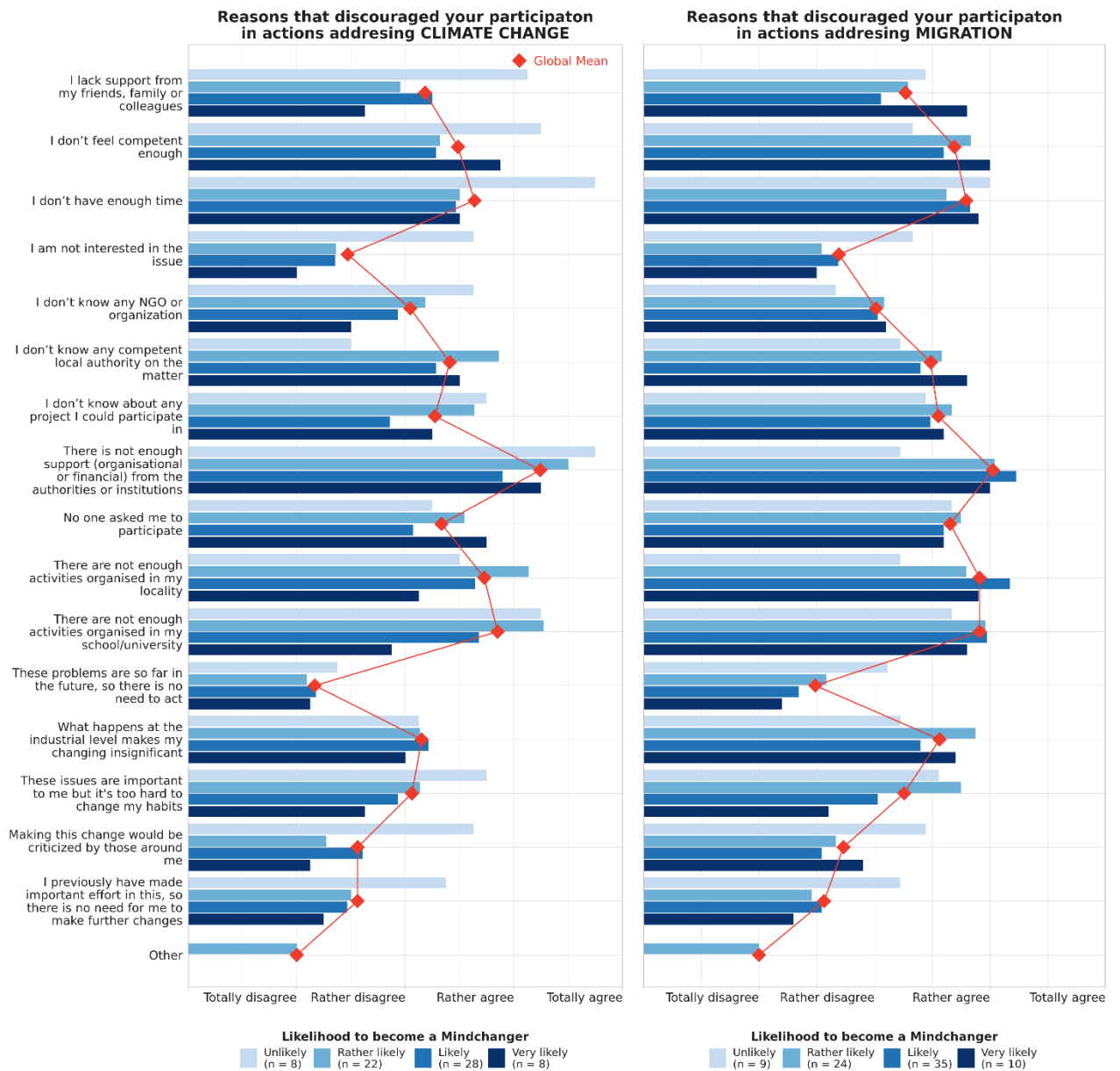


Figure 13 . To what extent do you agree that your participation in actions addressing climate change (left) / migration (right) has been discouraged by the following reasons?

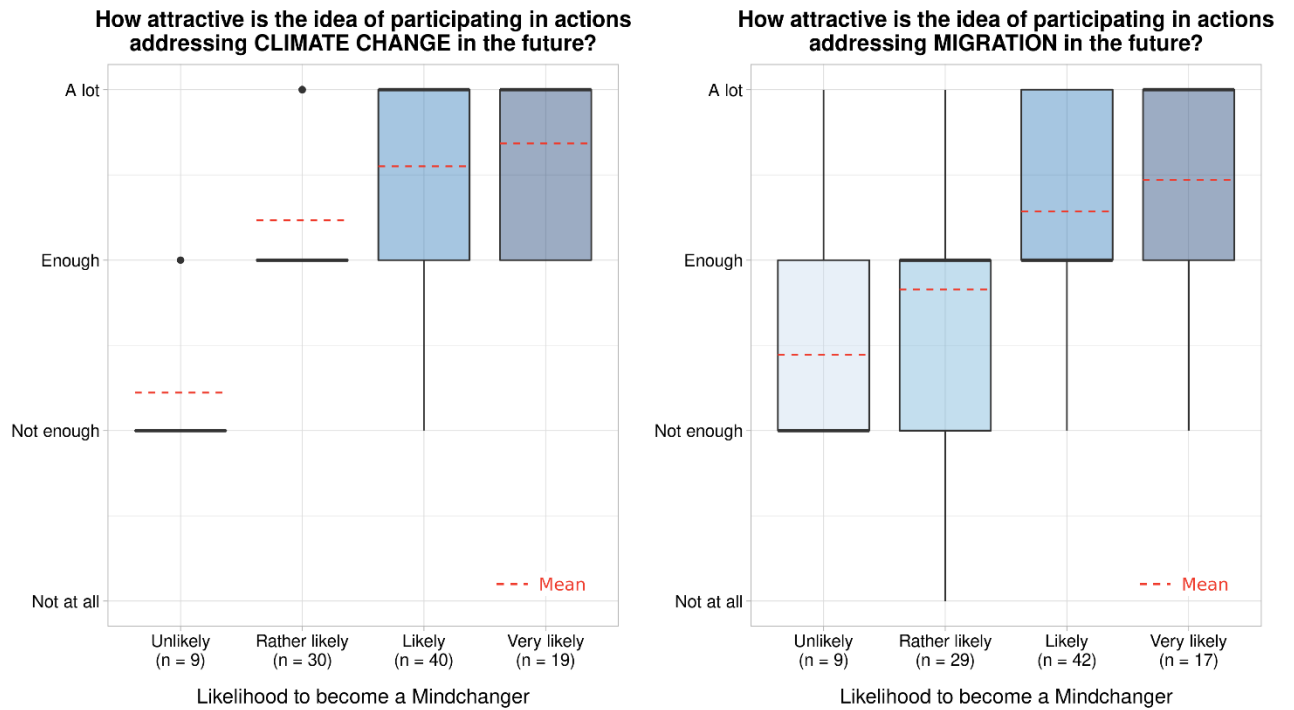


Figure 14 . How attractive is the idea of participating in actions addressing climate change (left) / migration (right) in the future?

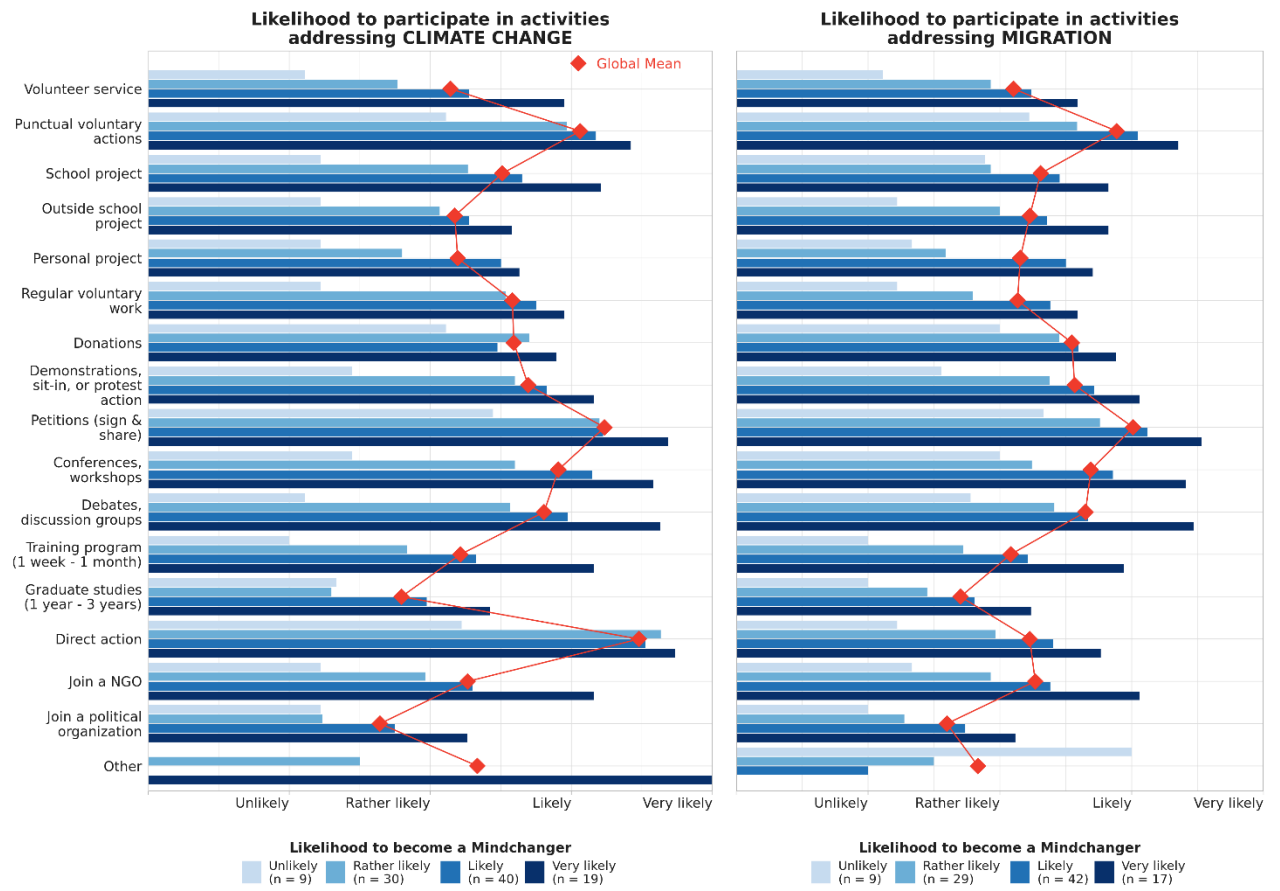


Figure 15 . In the future, how likely are you to participate in the following activities addressing climate change (left) / migration (right)?

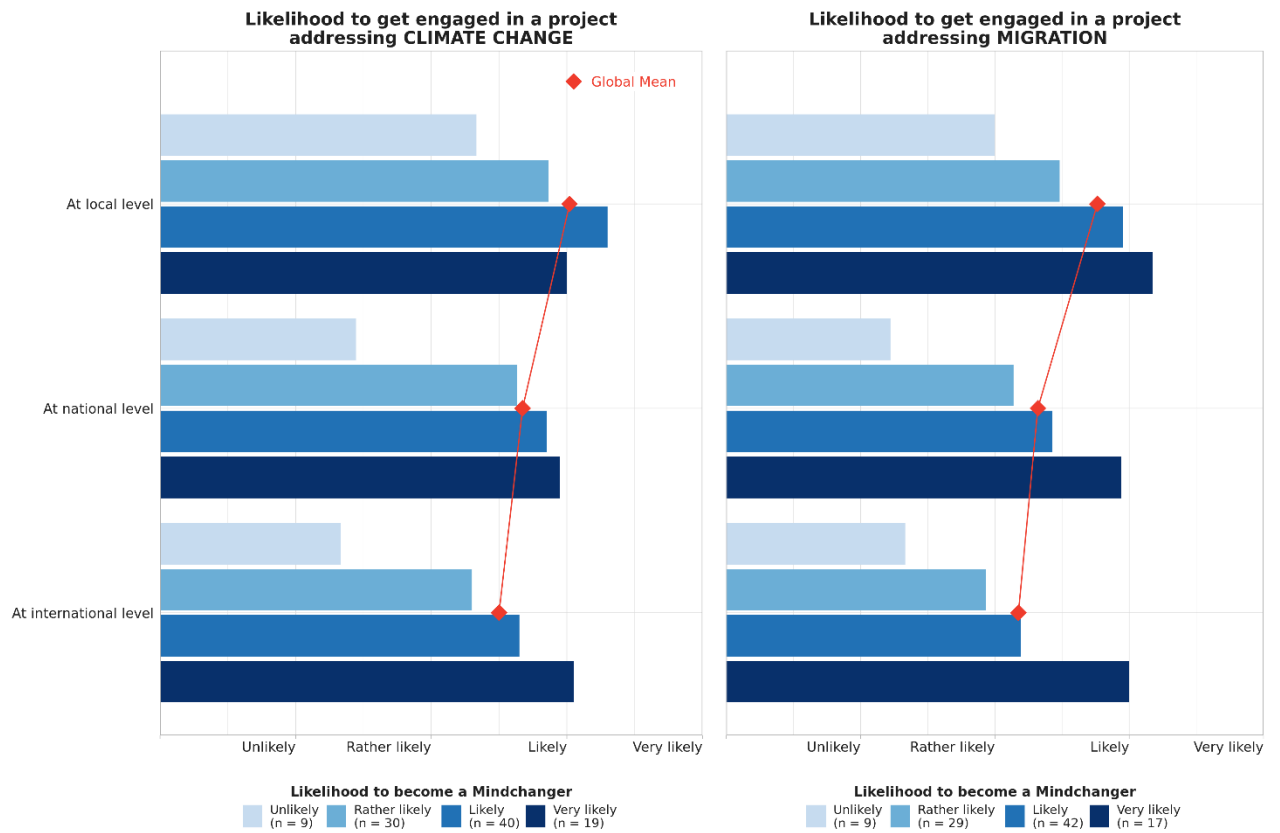


Figure 16 . How likely are you to get engaged in a project addressing climate change (left) / migration (right)?

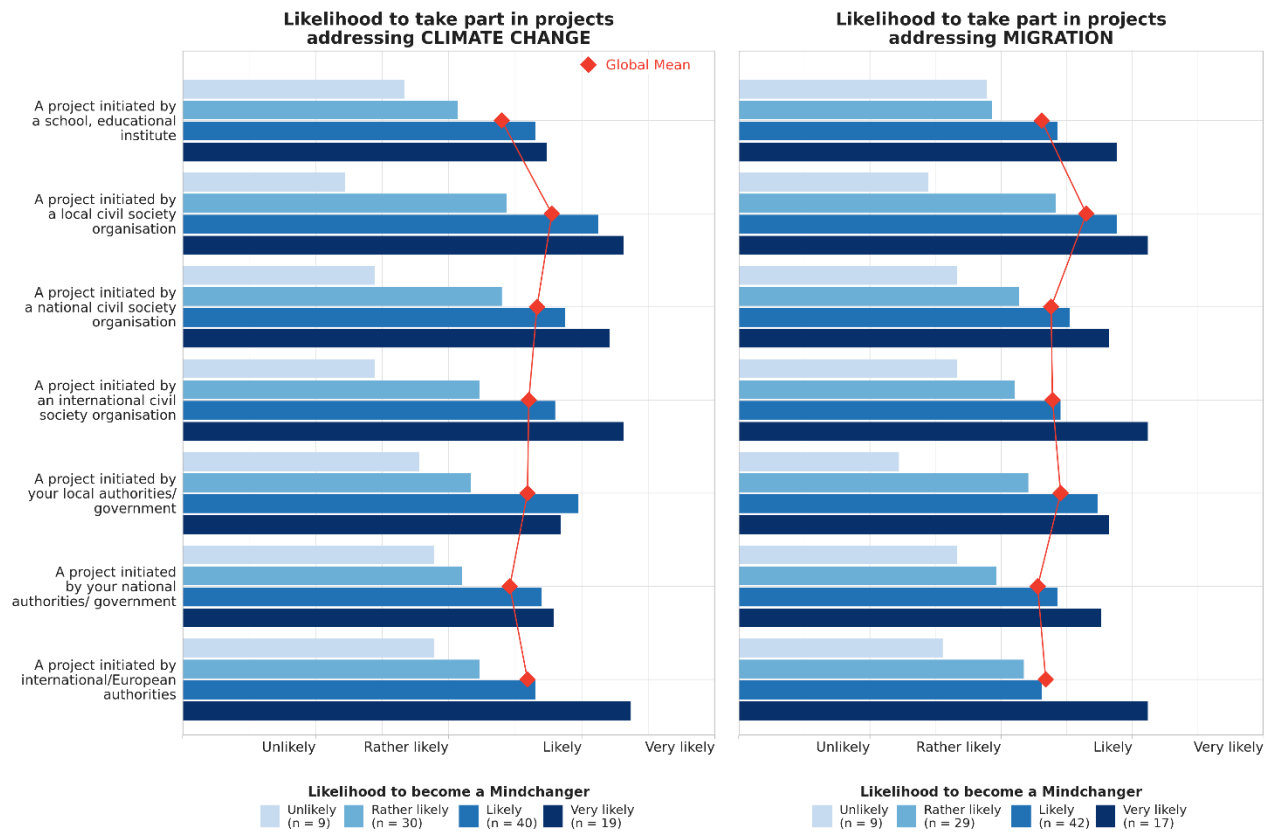


Figure 17 . How likely are you to take part in the following types of projects addressing climate change (left) / migration (right)?

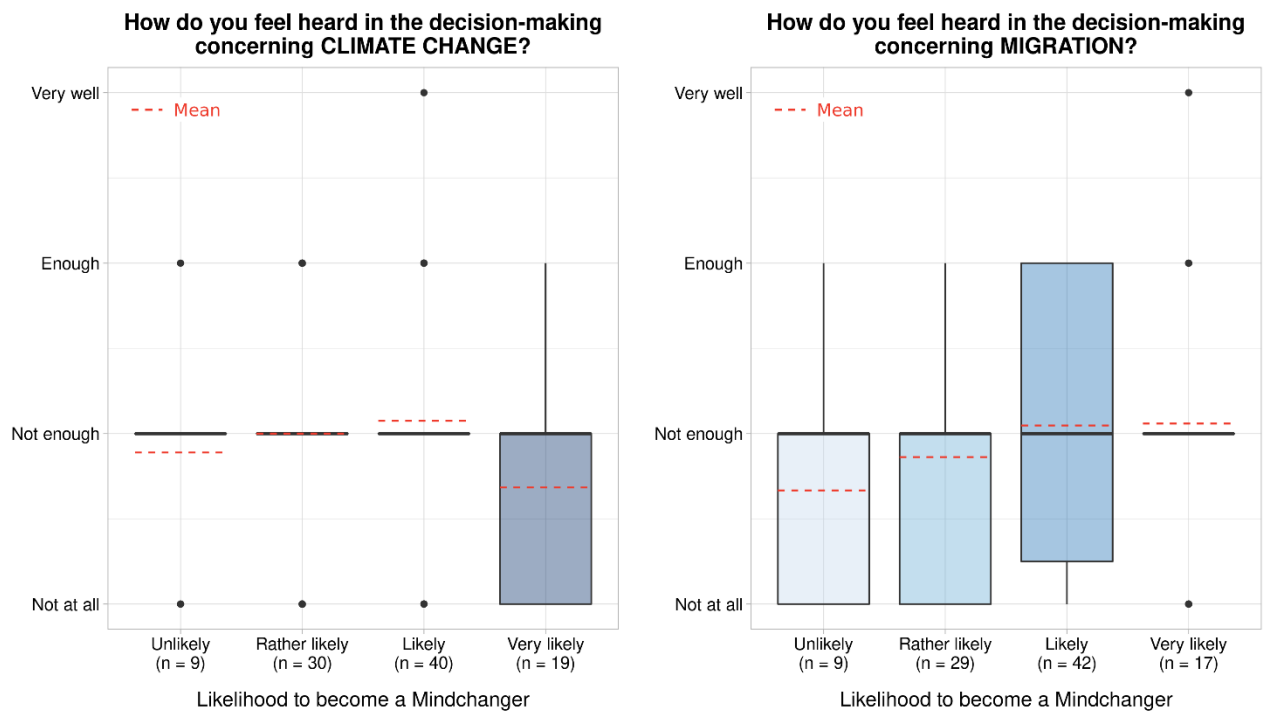


Figure 18 . Locally, how do you feel heard in the decision-making concerning climate change (left) / migration (right)?

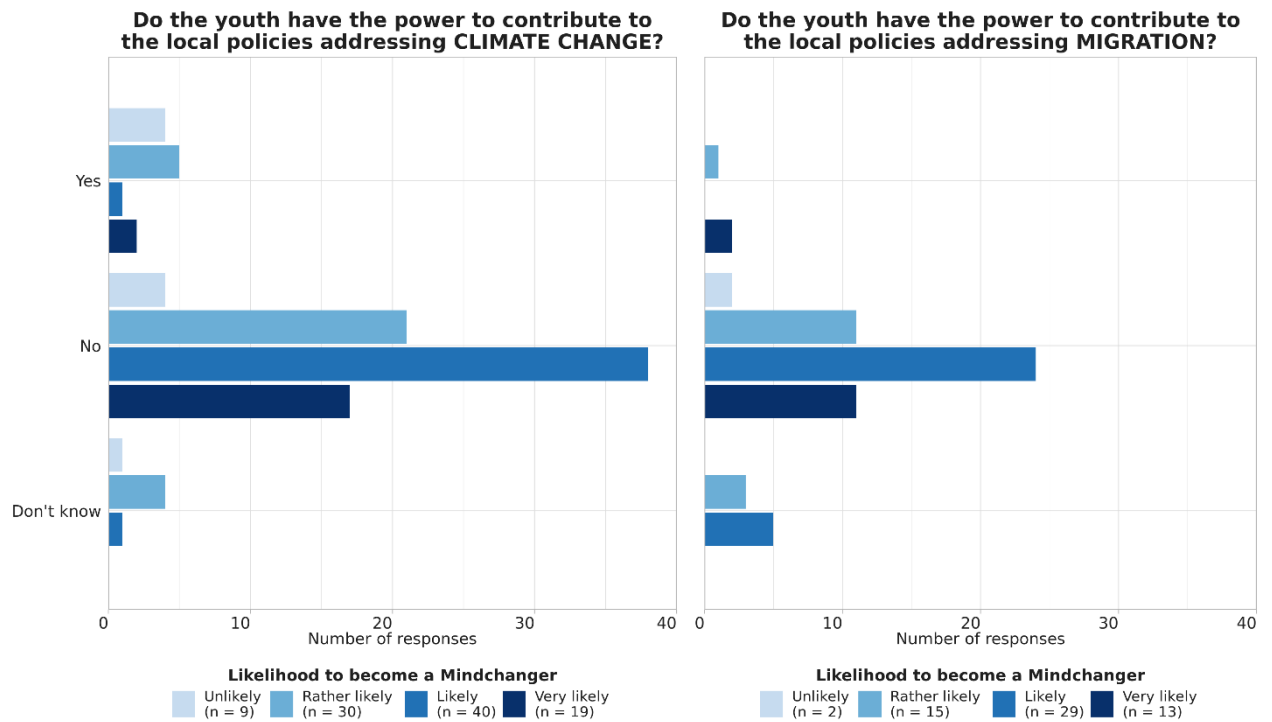


Figure 19 . In your opinion, do the youth have the power to contribute to the local policies addressing climate change (left) / migration (right)?

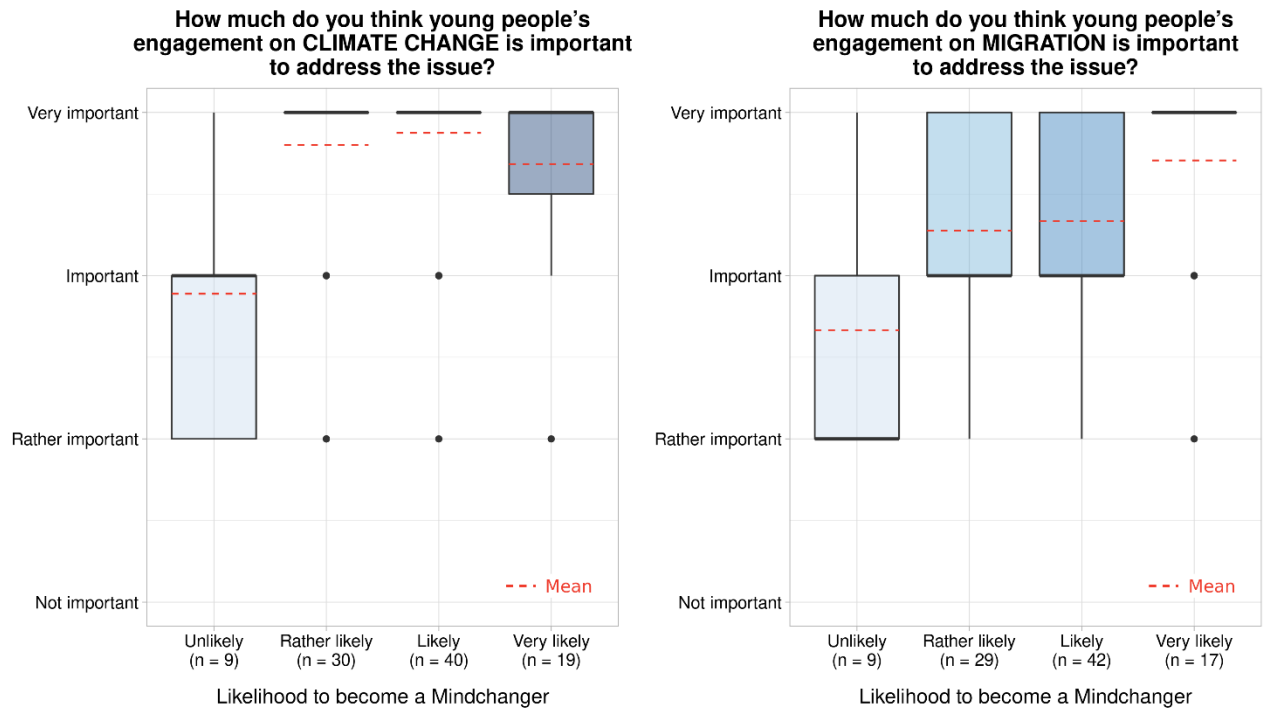


Figure 20 . How much do you think young people's engagement on climate change (left) / migration (right) is important to address the issue?

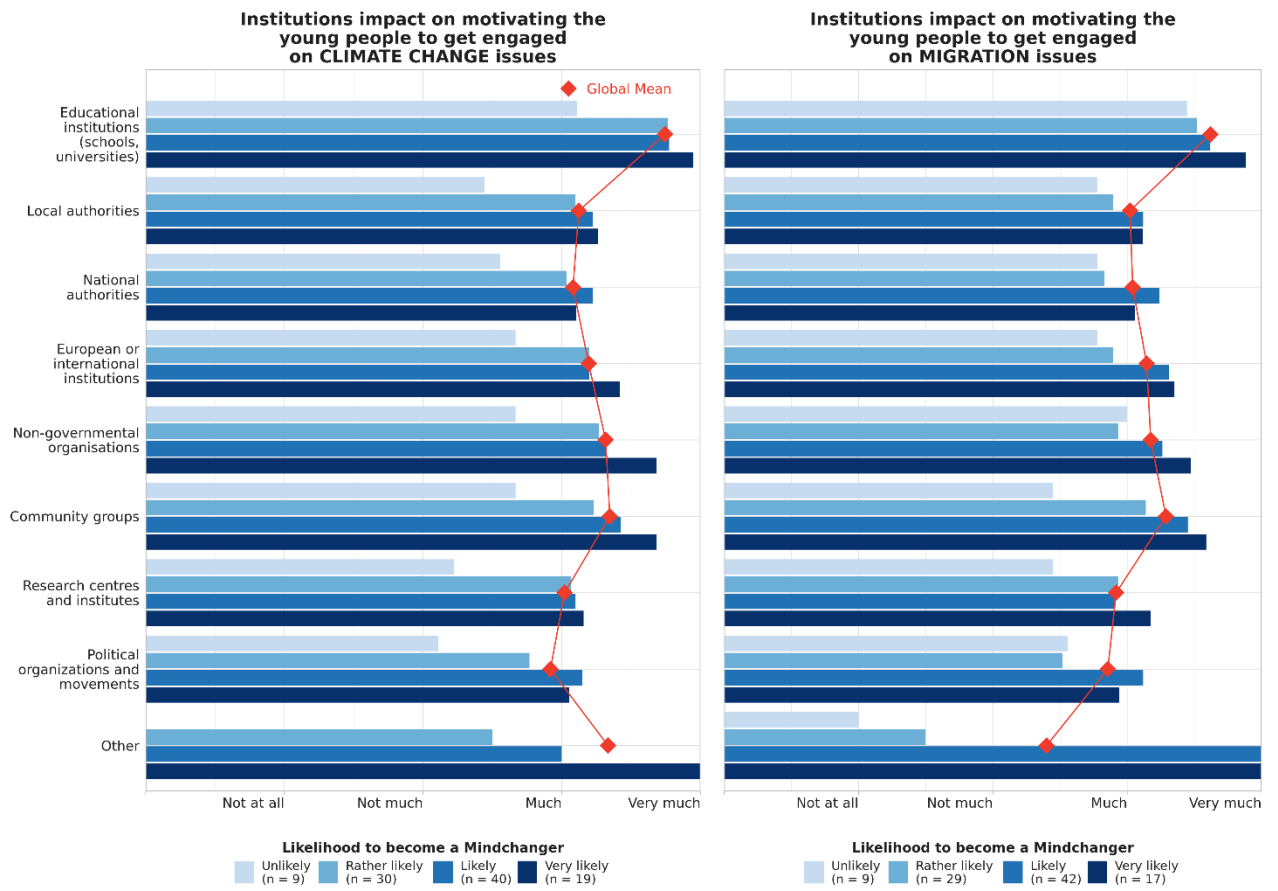


Figure 21 . In your opinion, how much the following institutions could have an impact on motivating the young people to get engaged on climate change issues (left) / migration (right)?

APPENDIX 6.7.

SUSTAINABLE DEVELOPMENT GOALS

Although the majority of respondents (84.3%) have heard or read about the Sustainable Development Goals (SDGs) agreed upon by the international community, only 55.9% know what they are (Figure 22).

The terms 'equality', 'sustainability', 'environment', 'change' and 'future' are the terms that respondents associate most with the 'Sustainable Development Goals' (Figure 23 and Figure 24).

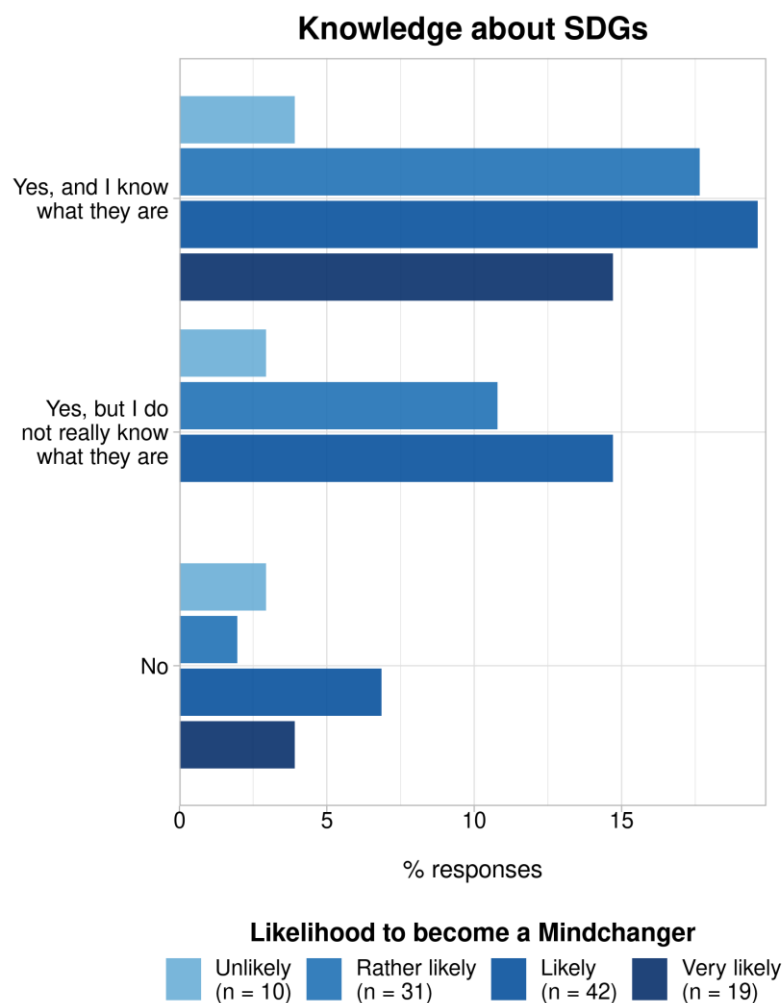


Figure 22 . Have you ever heard or read about the Sustainable Development Goals agreed by the international community? (%).

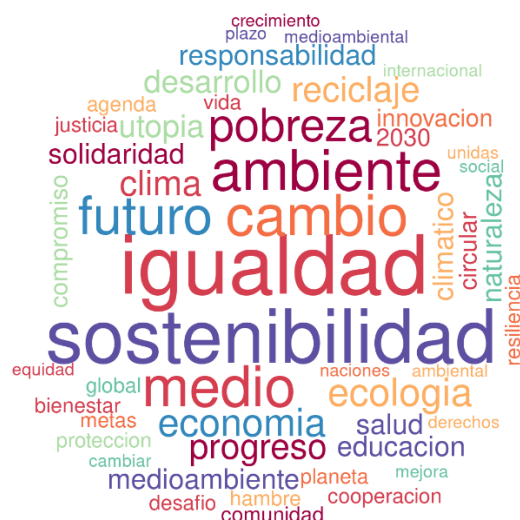


Figure 23 . Wordcloud of the most frequent terms related to SDGs.

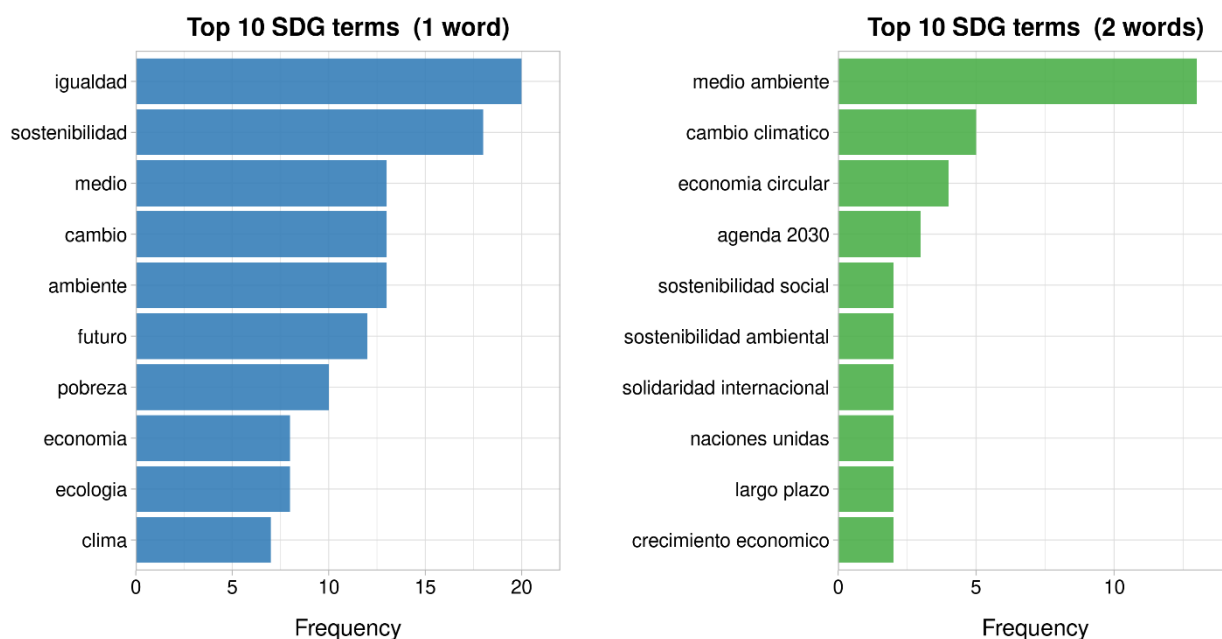


Figure 24 . Most frequent terms related to SDGs.

In La Rioja, respondents consider different SDGs as the most urgent at the international, national and regional levels (Figure 25, left). Thus, while "Zero hunger" (SDG02), "No poverty" (SDG01) and "Climate action" (SDG13) are the most urgent at the international level (voted by 50, 48 and 40.2% of participants, respectively), "Gender equality" (SDG05), "Quality education" (SDG04), and "Decent work and economic growth" (SDG08) are considered most urgent at the national level by 40.2, 39.2 and 34.3% of respondents, respectively. At the local level, 40.2% of respondents consider "Sustainable cities and communities" (SDG11) as the most urgent, followed by "Responsible consumption and production" (SDG12) -30.4%- and "Quality education" (SDG04) -26.5%-.

On the other hand, respondents agree that two of the least urgent SDGs (Figure 25, right) are "Industry, innovation and infrastructure" (SDG09) and "Partnerships for the Goals" (SDG17). At the international level, the third least urgent SDG is "Sustainable cities and communities" (SDG11) (36.3% of respondents). At the national level, "Clean Water and Sanitation" (SDG06) is considered the third least urgent SDG (27.5% of respondents) and, at the local level, respondents consider "Life below water" (SDG14) as the third least urgent SDG (29.4% of responses). At both national and local levels, one in four respondents consider the fourth least urgent SDG to be "Peace, justice and strong institutions" (SDG16).

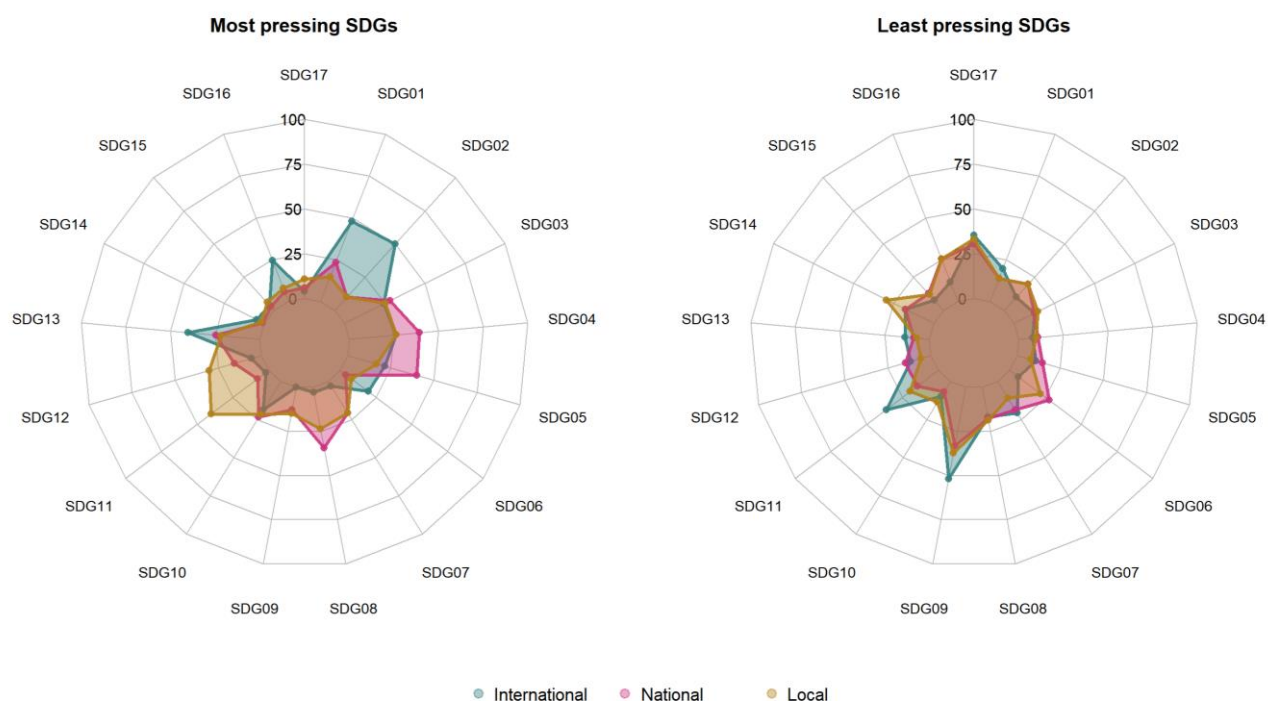


Figure 25 . Most (left) and least (right) pressing SDGs at international, national, and local level (%).

Tables located at the end of this appendix (Table 3 to Table 8) show the 10 SDGs most voted by respondents as most and least urgent at each level (international, national and local). It also shows the perception of respondents according to their socio-demographic characteristics (gender, age, environment, current situation, educational level and likelihood to become a *Mindchanger*), which allows to observe some differences. Thus, for example:

- Although there is a high consensus among participants about the most and least urgent SDGs at the international level – especially in the less urgent SDG -, some groups show a greater diversity of opinions (e.g., high school graduate, diploma or the equivalent).
- At the national level, women perceive "Gender equality" (SDG05) as more important, with 44.6% compared to 29.6% of men. This perception is also higher among those living in rural and semi-urban areas (45.8% and 46.2%, respectively) compared to those living in urban areas (36.9%).

Overall, there is a strong consensus that global inequalities and global poverty should be a top priority for the EU, followed by national authorities and, to a lesser extent, regional authorities (Figure 26). It can also be seen that those who are unlikely to become *Mindchangers* show the greatest differences in their ratings, giving national and, above all, local authorities a lower weight than the rest of the respondents. At the other extreme, those who will become *Mindchangers* with a high probability are those who give the highest scores in all cases.

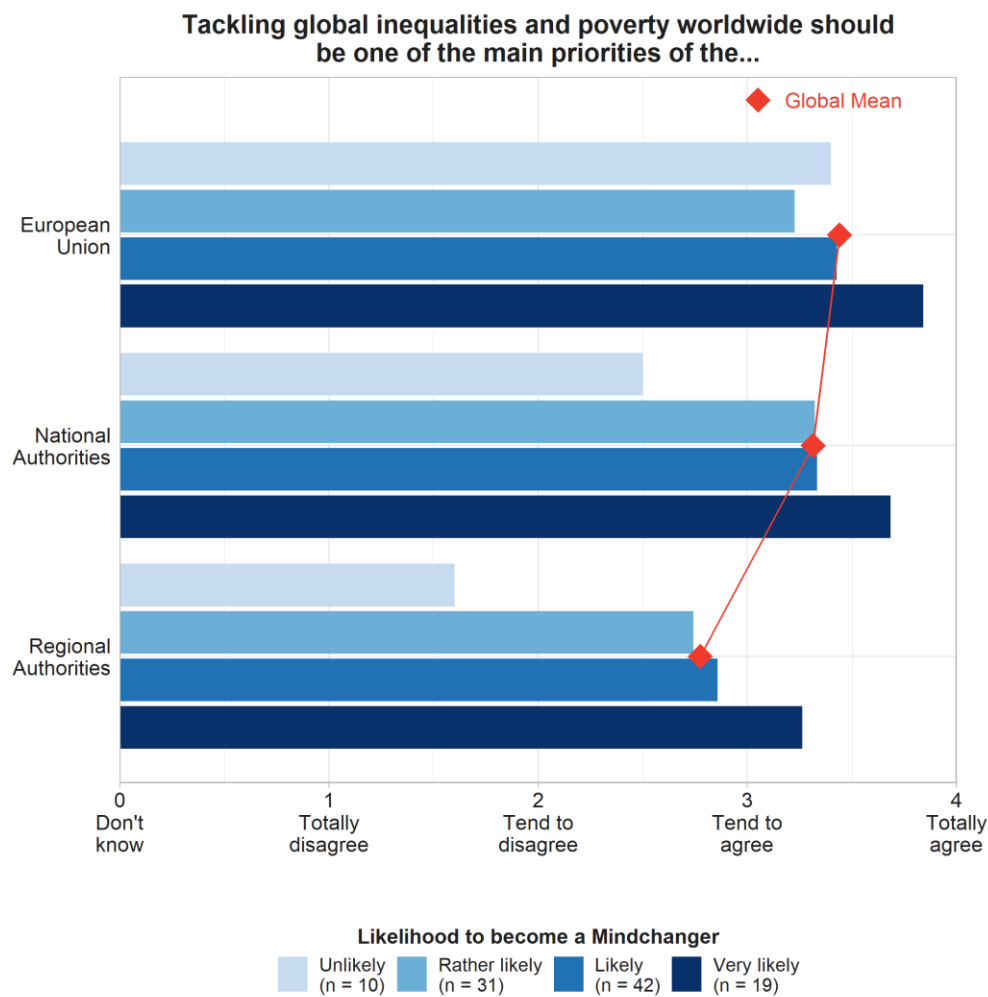


Figure 26 . To what extent do you agree or disagree with the following statement?

The three **activities** aimed at changing global inequalities in **which respondents are most engaged are**, in this order: **considering ethical aspects of their consumption activities** (73.5% of participants), **volunteering individually or for an organization** (49% of respondents), and **supporting or contributing to digital campaigns** (49% of respondents). In this case, those who think they are likely to become *Mindchangers* are the most active in these types of activities (Figure 27).

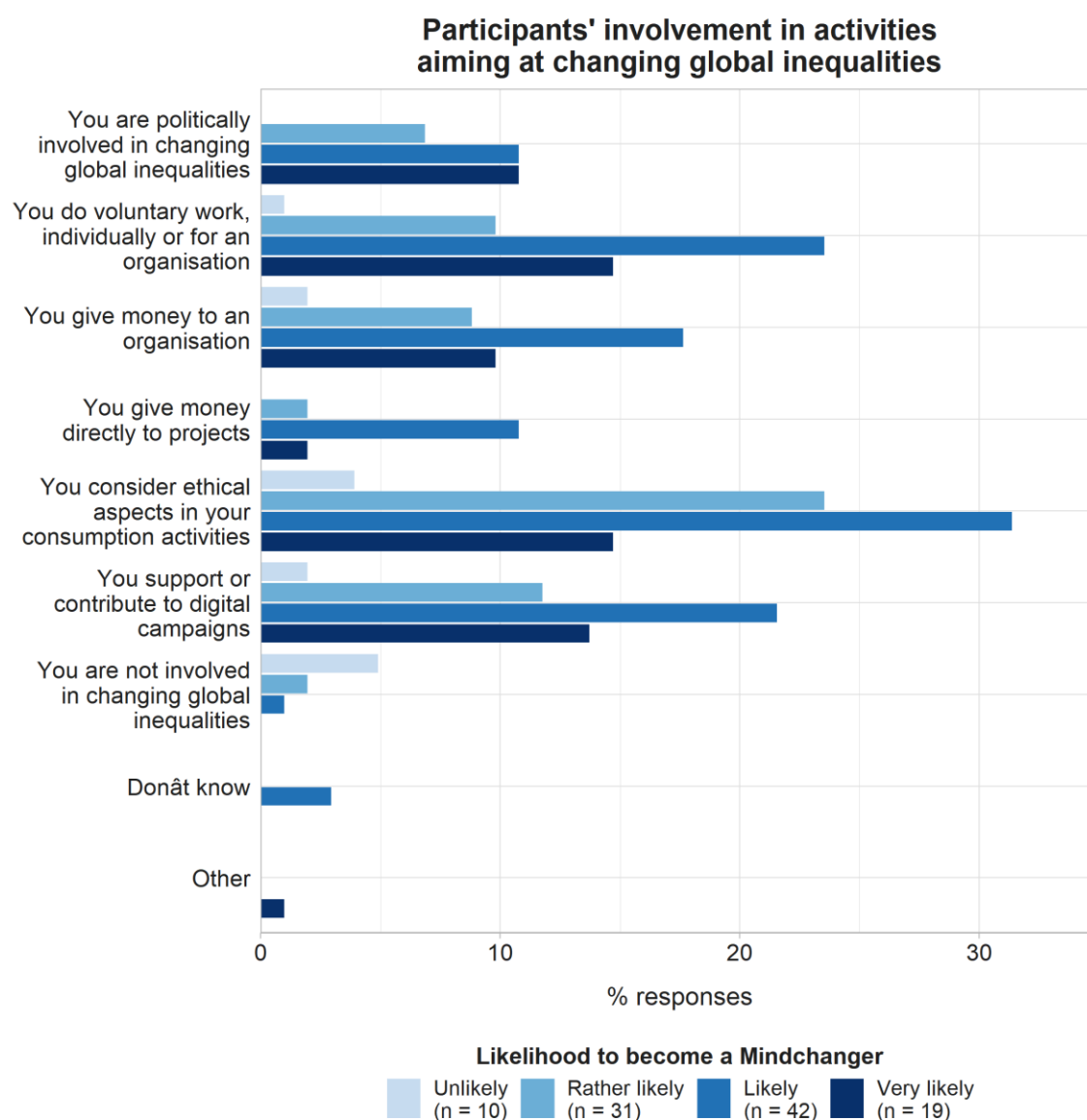


Figure 27 . Are you personally involved in activities aiming at changing global inequalities in any of the following ways? (multiple answers).

Finally, with a few exceptions, all respondents report a willingness to change their own personal behaviour to reduce the impact of global issues, with those most likely to become *Mindchangers* reporting a greater intention to make these changes (Figure 28).

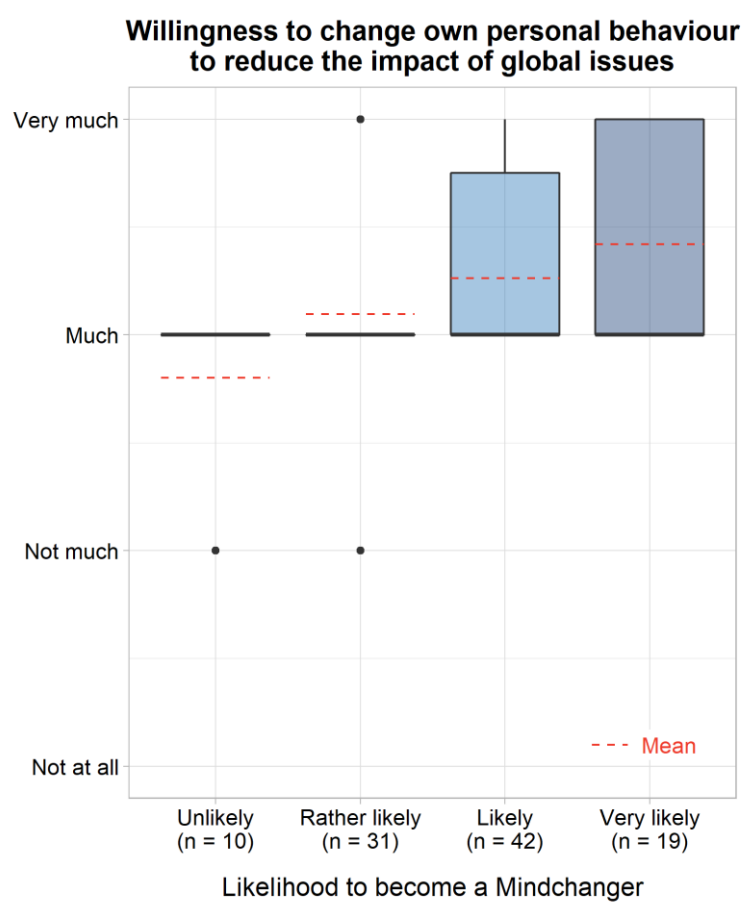


Figure 28 . How much are you willing to change your personal behaviour to reduce the impact of global issues?

Table 3 . Which three SDGs do you consider the "most pressing" at international level? (% of respondents)

	Zero hunger (SDG02)	No poverty (SDG01)	Climate action (SDG13)	Quality education (SDG04)	Good health and well-being (SDG03)	Peace, justice and strong institutions (SDG16)	Gender equality (SDG05)	Clean water and sanitation (SDG06)	Reduce inequalities (SDG10)	Responsible consumption and production (SDG12)
Global (n=102)	50	48	40.2	26.5	24.5	24.5	21.6	19.6	18.6	5.9
Gender										
Male (n=27)	48.1	48.1	48.1	22.2	14.8	29.6	22.2	25.9	22.2	3.7
Female (n=74)	50	48.6	37.8	28.4	28.4	23	20.3	16.2	17.6	6.8
Age										
20-24 (n=55)	54.5	52.7	34.5	27.3	29.1	21.8	25.5	20	14.5	5.5
25-29 (n=22)	50	45.5	54.5	18.2	9.1	27.3	22.7	27.3	13.6	9.1
30-35 (n=23)	43.5	43.5	43.5	30.4	30.4	30.4	8.7	13	30.4	4.3
Environment										
Rural area (n=24)	45.8	54.2	54.2	25	8.3	29.2	37.5	16.7	8.3	4.2
Semi-urban (n=13)	38.5	38.5	30.8	38.5	46.2	15.4	23.1	15.4	7.7	15.4
Urban (n=65)	53.8	47.7	36.9	24.6	26.2	24.6	15.4	21.5	24.6	4.6
Current status										
Student (n=23)	47.8	52.2	26.1	26.1	30.4	21.7	26.1	13	26.1	8.7
Employed permanently full-time (n=9)	55.6	88.9	33.3	33.3	22.2	22.2	11.1	11.1	22.2	0
Employed permanently part-time (n=8)	62.5	50	25	37.5	0	37.5	25	37.5	25	0
Employed temporary full-time (n=17)	58.8	47.1	41.2	17.6	41.2	23.5	11.8	17.6	17.6	11.8
Employed temporary part-time (n=21)	42.9	47.6	52.4	23.8	14.3	28.6	19	23.8	9.5	4.8
Self-employed (n=6)	33.3	16.7	50	33.3	16.7	33.3	16.7	0	33.3	16.7
Unemployed (n=10)	60	40	40	40	30	0	30	30	0	0
Other (n=7)	42.9	28.6	71.4	0	28.6	42.9	28.6	28.6	28.6	0
Educational level										
High school graduate, diploma... (n=13)	23.1	46.2	46.2	46.2	15.4	15.4	46.2	0	7.7	15.4
Technical training (n=12)	41.7	41.7	41.7	16.7	16.7	16.7	33.3	25	16.7	8.3
Bachelor's degree (n=56)	60.7	48.2	37.5	26.8	28.6	26.8	14.3	21.4	21.4	5.4
Master's degree (n=18)	50	55.6	50	11.1	22.2	33.3	16.7	27.8	16.7	0
Likelihood to become a Mindchanger										
Unlikely (n=10)	50	80	20	20	60	10	10	40	10	0
Rather likely (n=31)	41.9	51.6	41.9	25.8	22.6	19.4	25.8	16.1	12.9	6.5
Likely (n=42)	52.4	35.7	40.5	26.2	23.8	31	19	19	23.8	7.1
Very likely (n=19)	57.9	52.6	47.4	31.6	10.5	26.3	26.3	15.8	21.1	5.3

NOTE: Only percentages from groups with n > 2 are included.

Table 4. Which three SDGs do you consider the "most pressing" at national level? (% of respondents)

	Gender equality (SDG05)	Quality education (SDG04)	Decent work and economic growth (SDG08)	Good health and well-being (SDG03)	Climate action (SDG13)	No poverty (SDG01)	Reduce inequalities (SDG10)	Affordable and clean energy (SDG07)	Responsible consumption and production (SDG12)	Industry, innovation and infrastructure (SDG09)
Global (n=102)	40.2	39.2	34.3	28.4	24.5	23.5	23.5	20.6	15.7	12.7
Gender										
Male (n=27)	29.6	40.7	37	18.5	29.6	22.2	25.9	25.9	22.2	18.5
Female (n=74)	44.6	39.2	33.8	31.1	23	24.3	21.6	17.6	13.5	10.8
Age										
20-24 (n=55)	36.4	34.5	27.3	36.4	21.8	29.1	18.2	16.4	14.5	16.4
25-29 (n=22)	45.5	40.9	40.9	22.7	22.7	22.7	27.3	27.3	18.2	9.1
30-35 (n=23)	47.8	52.2	43.5	17.4	26.1	13	30.4	26.1	13	8.7
Environment										
Rural area (n=24)	45.8	41.7	37.5	16.7	20.8	12.5	20.8	29.2	16.7	16.7
Semi-urban (n=13)	46.2	53.8	38.5	38.5	7.7	23.1	23.1	23.1	7.7	15.4
Urban (n=65)	36.9	35.4	32.3	30.8	29.2	27.7	24.6	16.9	16.9	10.8
Current status										
Student (n=23)	30.4	43.5	13	34.8	26.1	39.1	17.4	8.7	13	8.7
Employed permanently full-time (n=9)	55.6	33.3	33.3	55.6	33.3	11.1	22.2	11.1	0	0
Employed permanently part-time (n=8)	37.5	37.5	62.5	12.5	12.5	12.5	12.5	25	25	37.5
Employed temporary full-time (n=17)	35.3	17.6	17.6	29.4	29.4	35.3	29.4	29.4	17.6	11.8
Employed temporary part-time (n=21)	47.6	42.9	42.9	33.3	23.8	19	19	23.8	14.3	9.5
Self-employed (n=6)	50	66.7	33.3	0	33.3	0	50	16.7	33.3	16.7
Unemployed (n=10)	30	40	50	20	10	10	30	50	20	20
Other (n=7)	57.1	57.1	57.1	14.3	14.3	28.6	28.6	0	0	14.3
Educational level										
High school graduate, diploma... (n=13)	30.8	46.2	23.1	30.8	15.4	15.4	23.1	23.1	15.4	23.1
Technical training (n=12)	58.3	41.7	8.3	33.3	33.3	33.3	8.3	33.3	33.3	8.3
Bachelor's degree (n=56)	35.7	37.5	39.3	30.4	17.9	23.2	26.8	19.6	10.7	14.3
Master's degree (n=18)	55.6	38.9	44.4	16.7	38.9	22.2	22.2	16.7	16.7	5.6
Likelihood to become a <i>Mindchanger</i>										
Unlikely (n=10)	40	40	30	40	0	40	10	30	0	10
Rather likely (n=31)	32.3	51.6	41.9	25.8	22.6	25.8	35.5	25.8	9.7	12.9
Likely (n=42)	40.5	35.7	26.2	33.3	31	19	26.2	16.7	21.4	9.5
Very likely (n=19)	52.6	26.3	42.1	15.8	26.3	21.1	5.3	15.8	21.1	21.1

NOTE: Only percentages from groups with n > 2 are included.

Table 5. Which three SDGs do you consider the "most pressing" at local level? (% of respondents)

	Sustainable cities and communities (SDG11)	Responsible consumption and production (SDG12)	Quality education (SDG04)	Good health and well-being (SDG03)	Decent work and economic growth (SDG08)	Reduce inequalities (SDG10)	Climate action (SDG13)	Affordable and clean energy (SDG07)	Gender equality (SDG05)	No poverty (SDG01)
Global (n=102)	40.2	30.4	26.5	25.5	23.5	21.6	21.6	20.6	16.7	14.7
Gender										
Male (n=27)	40.7	25.9	14.8	25.9	29.6	18.5	37	18.5	18.5	11.1
Female (n=74)	39.2	31.1	31.1	25.7	21.6	23	14.9	21.6	16.2	16.2
Age										
20-24 (n=55)	30.9	25.5	32.7	34.5	23.6	16.4	14.5	21.8	20	20
25-29 (n=22)	59.1	31.8	13.6	13.6	22.7	27.3	40.9	18.2	13.6	9.1
30-35 (n=23)	47.8	39.1	21.7	17.4	26.1	26.1	21.7	21.7	13	8.7
Environment										
Rural area (n=24)	37.5	29.2	29.2	20.8	25	25	12.5	25	25	8.3
Semi-urban (n=13)	30.8	15.4	30.8	23.1	30.8	30.8	15.4	30.8	15.4	15.4
Urban (n=65)	43.1	33.8	24.6	27.7	21.5	18.5	26.2	16.9	13.8	16.9
Current status										
Student (n=23)	30.4	26.1	26.1	39.1	26.1	17.4	8.7	17.4	17.4	26.1
Employed permanently full-time (n=9)	44.4	22.2	33.3	55.6	22.2	22.2	22.2	0	11.1	11.1
Employed permanently part-time (n=8)	37.5	37.5	0	0	37.5	37.5	62.5	25	0	0
Employed temporary full-time (n=17)	29.4	41.2	23.5	23.5	23.5	11.8	35.3	23.5	5.9	29.4
Employed temporary part-time (n=21)	52.4	23.8	33.3	19	23.8	23.8	14.3	23.8	28.6	4.8
Self-employed (n=6)	50	0	50	0	16.7	50	33.3	33.3	16.7	0
Unemployed (n=10)	30	40	20	20	30	20	20	20	20	10
Other (n=7)	71.4	57.1	28.6	28.6	0	14.3	0	28.6	28.6	14.3
Educational level										
High school graduate, diploma... (n=13)	38.5	7.7	38.5	23.1	23.1	23.1	23.1	15.4	15.4	7.7
Technical training (n=12)	16.7	16.7	25	25	50	25	16.7	8.3	50	25
Bachelor's degree (n=56)	44.6	44.6	23.2	25	19.6	19.6	21.4	21.4	8.9	16.1
Master's degree (n=18)	50	11.1	22.2	27.8	22.2	22.2	27.8	33.3	22.2	5.6
Likelihood to become a Mindchanger										
Unlikely (n=10)	30	0	0	50	50	10	0	40	10	30
Rather likely (n=31)	32.3	32.3	35.5	22.6	19.4	22.6	19.4	16.1	19.4	16.1
Likely (n=42)	50	33.3	31	23.8	21.4	21.4	21.4	19	16.7	9.5
Very likely (n=19)	36.8	36.8	15.8	21.1	21.1	26.3	36.8	21.1	15.8	15.8

NOTE: Only percentages from groups with n > 2 are included.

Table 6. Which three SDGs do you consider the "least pressing" at international level? (% of respondents)

	Industry, innovation and infrastructure (SDG09)	Sustainable cities and communities (SDG11)	Partnerships for the goals (SDG17)	Affordable and clean energy (SDG07)	No poverty (SDG01)	Life below water (SDG14)	Decent work and economic growth (SDG08)	Climate action (SDG13)	Good health and well-being (SDG03)	Responsible consumption and production (SDG12)
Global (n=102)	52	36.3	35.3	20.6	19.6	17.6	16.7	13.7	12.7	11.8
Gender										
Male (n=27)	55.6	48.1	29.6	14.8	25.9	11.1	22.2	11.1	14.8	11.1
Female (n=74)	50	32.4	36.5	23	17.6	20.3	14.9	13.5	12.2	12.2
Age										
20-24 (n=55)	49.1	34.5	34.5	23.6	18.2	16.4	16.4	12.7	12.7	12.7
25-29 (n=22)	54.5	36.4	36.4	13.6	31.8	9.1	22.7	13.6	9.1	13.6
30-35 (n=23)	56.5	43.5	34.8	17.4	8.7	30.4	13	17.4	13	8.7
Environment										
Rural area (n=24)	62.5	37.5	25	29.2	4.2	16.7	20.8	4.2	8.3	25
Semi-urban (n=13)	30.8	38.5	30.8	23.1	23.1	30.8	15.4	15.4	15.4	0
Urban (n=65)	52.3	35.4	40	16.9	24.6	15.4	15.4	16.9	13.8	9.2
Current status										
Student (n=23)	47.8	34.8	43.5	21.7	17.4	26.1	17.4	21.7	4.3	8.7
Employed permanently full-time (n=9)	55.6	33.3	22.2	33.3	11.1	22.2	11.1	0	11.1	22.2
Employed permanently part-time (n=8)	62.5	75	25	12.5	0	25	12.5	0	0	37.5
Employed temporary full-time (n=17)	41.2	23.5	29.4	5.9	47.1	11.8	11.8	29.4	17.6	5.9
Employed temporary part-time (n=21)	47.6	42.9	47.6	28.6	14.3	14.3	19	4.8	9.5	9.5
Self-employed (n=6)	50	16.7	16.7	33.3	16.7	16.7	33.3	16.7	16.7	0
Unemployed (n=10)	70	40	40	10	10	20	20	20	0	0
Other (n=7)	71.4	28.6	28.6	28.6	14.3	0	14.3	0	57.1	28.6
Educational level										
High school graduate, diploma... (n=13)	23.1	30.8	38.5	23.1	23.1	15.4	30.8	15.4	15.4	15.4
Technical training (n=12)	75	50	16.7	25	8.3	16.7	16.7	8.3	8.3	0
Bachelor's degree (n=56)	50	39.3	37.5	17.9	17.9	17.9	16.1	14.3	10.7	17.9
Master's degree (n=18)	61.1	27.8	38.9	16.7	27.8	22.2	11.1	11.1	16.7	0
Likelihood to become a <i>Mindchanger</i>										
Unlikely (n=10)	40	50	20	0	30	20	10	0	30	0
Rather likely (n=31)	48.4	19.4	32.3	19.4	25.8	25.8	19.4	16.1	19.4	12.9
Likely (n=42)	54.8	38.1	45.2	28.6	16.7	14.3	19	19	2.4	9.5
Very likely (n=19)	57.9	52.6	26.3	15.8	10.5	10.5	10.5	5.3	15.8	21.1

NOTE: Only percentages from groups with n > 2 are included.

Table 7. Which three SDGs do you consider the "least pressing" at national level? (% of respondents)

	Industry, innovation and infrastructure (SDG09)	Partnerships for the goals (SDG17)	Clean water and sanitation (SDG06)	Peace, justice and strong institutions (SDG16)	Zero hunger (SDG02)	Affordable and clean energy (SDG07)	Decent work and economic growth (SDG08)	Life below water (SDG14)	Sustainable cities and communities (SDG11)	Responsible consumption and production (SDG12)
Global (n=102)	33.3	30.4	27.5	25.5	19.6	18.6	17.6	17.6	14.7	14.7
Gender										
Male (n=27)	33.3	29.6	29.6	25.9	29.6	7.4	25.9	11.1	11.1	14.8
Female (n=74)	33.8	31.1	27	24.3	16.2	21.6	13.5	20.3	16.2	14.9
Age										
20-24 (n=55)	38.2	29.1	20	20	16.4	21.8	14.5	16.4	21.8	21.8
25-29 (n=22)	13.6	31.8	40.9	36.4	27.3	9.1	27.3	13.6	9.1	4.5
30-35 (n=23)	39.1	30.4	30.4	30.4	21.7	17.4	17.4	26.1	4.3	8.7
Environment										
Rural area (n=24)	33.3	25	33.3	33.3	25	12.5	12.5	12.5	20.8	25
Semi-urban (n=13)	15.4	38.5	15.4	23.1	15.4	15.4	15.4	46.2	15.4	7.7
Urban (n=65)	36.9	30.8	27.7	23.1	18.5	21.5	20	13.8	12.3	12.3
Current status										
Student (n=23)	34.8	34.8	13	21.7	8.7	21.7	26.1	17.4	17.4	26.1
Employed permanently full-time (n=9)	55.6	22.2	44.4	11.1	22.2	0	11.1	33.3	11.1	22.2
Employed permanently part-time (n=8)	0	37.5	62.5	50	37.5	0	0	50	12.5	12.5
Employed temporary full-time (n=17)	29.4	17.6	29.4	35.3	23.5	17.6	29.4	5.9	5.9	0
Employed temporary part-time (n=21)	23.8	47.6	19	9.5	14.3	19	14.3	19	33.3	14.3
Self-employed (n=6)	66.7	16.7	33.3	66.7	33.3	0	16.7	16.7	0	16.7
Unemployed (n=10)	50	20	30	30	20	20	10	10	10	10
Other (n=7)	28.6	28.6	14.3	14.3	28.6	71.4	14.3	0	0	14.3
Educational level										
High school graduate, diploma... (n=13)	38.5	38.5	15.4	30.8	15.4	15.4	30.8	23.1	15.4	23.1
Technical training (n=12)	58.3	8.3	16.7	16.7	16.7	16.7	25	16.7	16.7	16.7
Bachelor's degree (n=56)	25	35.7	28.6	28.6	21.4	19.6	10.7	19.6	16.1	10.7
Master's degree (n=18)	33.3	22.2	38.9	22.2	22.2	11.1	27.8	11.1	11.1	22.2
Likelihood to become a <i>Mindchanger</i>										
Unlikely (n=10)	0	10	50	10	10	0	10	30	0	50
Rather likely (n=31)	38.7	38.7	22.6	32.3	12.9	12.9	16.1	22.6	9.7	9.7
Likely (n=42)	40.5	33.3	26.2	21.4	19	23.8	26.2	9.5	21.4	9.5
Very likely (n=19)	26.3	21.1	26.3	31.6	36.8	26.3	5.3	21.1	15.8	15.8

NOTE: Only percentages from groups with n > 2 are included.

Table 8 . Which three SDGs do you consider the "least pressing" at local level? (% of respondents)

	Industry, innovation and infrastructure (SDG09)	Partnerships for the goals (SDG17)	Life below water (SDG14)	Peace, justice and strong institutions (SDG16)	Clean water and sanitation (SDG06)	Sustainable cities and communities (SDG11)	Zero hunger (SDG02)	Decent work and economic growth (SDG08)	Good health and well-being (SDG03)	No poverty (SDG01)
Global (n=102)	37.3	33.3	29.4	25.5	21.6	19.6	19.6	18.6	14.7	13.7
Gender										
Male (n=27)	33.3	37	22.2	18.5	25.9	11.1	25.9	25.9	18.5	22.2
Female (n=74)	39.2	32.4	32.4	28.4	18.9	23	17.6	16.2	12.2	10.8
Age										
20-24 (n=55)	45.5	27.3	27.3	25.5	16.4	21.8	16.4	16.4	18.2	14.5
25-29 (n=22)	22.7	31.8	27.3	27.3	27.3	13.6	27.3	22.7	9.1	22.7
30-35 (n=23)	30.4	47.8	39.1	26.1	30.4	13	21.7	17.4	13	4.3
Environment										
Rural area (n=24)	37.5	20.8	20.8	33.3	29.2	12.5	25	16.7	20.8	16.7
Semi-urban (n=13)	23.1	46.2	23.1	23.1	15.4	30.8	15.4	15.4	23.1	7.7
Urban (n=65)	40	35.4	33.8	23.1	20	20	18.5	20	10.8	13.8
Current status										
Student (n=23)	43.5	30.4	26.1	21.7	8.7	34.8	8.7	13	8.7	17.4
Employed permanently full-time (n=9)	33.3	11.1	77.8	22.2	44.4	11.1	33.3	11.1	11.1	11.1
Employed permanently part-time (n=8)	25	87.5	75	25	25	0	12.5	0	12.5	0
Employed temporary full-time (n=17)	29.4	23.5	11.8	47.1	23.5	17.6	17.6	23.5	17.6	17.6
Employed temporary part-time (n=21)	42.9	28.6	19	14.3	19	19	33.3	19	9.5	19
Self-employed (n=6)	66.7	50	0	33.3	16.7	0	33.3	50	16.7	16.7
Unemployed (n=10)	30	30	20	30	20	20	20	20	40	0
Other (n=7)	14.3	42.9	42.9	14.3	42.9	14.3	0	14.3	14.3	14.3
Educational level										
High school graduate, diploma... (n=13)	30.8	38.5	15.4	30.8	15.4	30.8	15.4	30.8	15.4	15.4
Technical training (n=12)	41.7	33.3	25	25	16.7	16.7	0	25	33.3	0
Bachelor's degree (n=56)	37.5	32.1	41.1	25	23.2	12.5	23.2	12.5	16.1	14.3
Master's degree (n=18)	33.3	33.3	11.1	27.8	27.8	27.8	27.8	22.2	0	22.2
Likelihood to become a <i>Mindchanger</i>										
Unlikely (n=10)	20	30	20	10	50	0	20	20	10	40
Rather likely (n=31)	45.2	32.3	22.6	25.8	9.7	25.8	19.4	16.1	16.1	12.9
Likely (n=42)	35.7	35.7	31	28.6	19	21.4	19	26.2	11.9	4.8
Very likely (n=19)	36.8	31.6	42.1	26.3	31.6	15.8	21.1	5.3	21.1	21.1

NOTE: Only percentages from groups with n > 2 are included.

APPENDIX 6.8.

GOOD PRACTICE EXAMPLES

Transformative Educational Practices for Global Citizenship

General information
Project ID: Transformative educational practices for global citizenship
Topic (climate change or migration): Climate change and migration
Region: La Rioja
Promoters: Pioneers Foundation
Other actors/collaborators involved: Secondary Schools, University of La Rioja
Target group (age, size, etc.): Young people from 14 to 22 years old: The young population is the central core of this project, the aim is to raise awareness among young people and also to make them the protagonists of raising awareness among other groups. The profile of young people will be: <ul style="list-style-type: none">- Teenagers and young people from 14 to 22 years old preferably.- Adolescents and young people with special integration needs due to cultural diversity.- Adolescents and young people with special integration needs due to sexual affective diversity.- Adolescents and young people from secondary schools in Logroño.- Priority is given to work with young women because of the emphasis on gender perspective.- Adolescents and young people with special vulnerability due to situations of economic poverty.- Adolescents and young people in social conflict (conflicts in the community, family conflict, judicial measures, etc.). These young people will be part of three specific groups: <ul style="list-style-type: none">- 30 young people from the Youth Leadership School Group of Pioneros Foundation, which is already formed and has 3 years of experience and training for participation.- 150 young people belonging to 3 courses of 4th year of ESO of IES Sagasta- 30 young students from the University of La Rioja. These highly diverse groups will be trained and sensitized to the SDGs, and will design and implement an action plan led by them towards the concrete achievement of one or more of the goals (SDGs).
Duration: from 01/01/2020 to 31/12/2021
Funding: Department for Equality, Participation and Agenda 2030
Level of implementation: Regional
Website: http://educandonos.fundacionpioneros.org/portfolio_page/practicas-educativas/
Contact: José Manuel Valenzuela Pareja

Description of the project
<p>Summary of the project (including motivation that led to the project, previous experiences, particular needs of the target group)</p> <p>The project "Transformative Educational Practices for Global Citizenship" is an initiative of Fundación Pioneros that is based on the pedagogical work carried out since 2013, through the implementation of Youth Facilitation Schools with a community approach (6 editions) and the second level of training of these which is the Training School in competencies for New Leadership, 4 editions.</p> <p>The "School of New Leadership" aims to continue providing training to young people who, having participated in the School of Youth Facilitation, are interested in continuing their training as social agents of change, youth referents for their peers and protagonists of youth participation. Based on the pedagogical accumulated and the baggage of having a good number of young people with training and motivation for youth facilitation and participation, we intend to make a qualitative leap with this project, carrying out a training and awareness-raising work on SDGs with the Leadership School Group, with three courses of 4th year of ESO of IES Sagasta, and with 30 students from the University of La Rioja. This training will be the seed that will germinate into an APS project. Service-learning (SL) is a way of learning by doing a service to the community. Faced with a social and local need that is detected, the boys and girls undertake an action of service to the community that helps them to apply and consolidate learning in knowledge, skills, attitudes and competencies, awakening their talent and putting it to work for the common good. This "PSA will be framed in the work around one or several Sustainable Development Goals and will be designed, planned, executed and evaluated by the project's Driving Group, which will be made up of young volunteers from the three project groups (Pioneers Leadership School, students from IES Sagasta and students from the University of La Rioja).</p> <p>The target audience will be to sensitize companies, civil servants and the media as agents of social multipliers and change.</p>
<p>Activities (including methodology)</p> <p>Activity 1 Design, execution and evaluation of formative and participative workshops in all the courses of 4th year of ESO in IES Sagasta.</p> <p>Activity 2 Dynamization of group awareness-raising sessions in the Leadership School of Fundación Pioneros on the SDGs.</p> <p>Activity 3 Design, execution and evaluation of formative and participative workshops with UR students.</p> <p>Activity 4 Dynamization of group sessions with the Motor Group for the design of the PHC Social Action: workshops with dynamics of analysis of the reality.</p> <p>Activity 5 Dynamization of the implementation of the APS Social Action in the environment carried out by the Driving Group, Companies, Media and Administration.</p> <p>Activity 6.1 Publication of materials to raise awareness and disseminate the actions.</p> <p>Activity 6.2 Dissemination of the actions in the media, social networks, web page, etc...</p>

Results/Impact

We live in a world that is increasingly connected, what a person does or does not do has an impact (positive or negative) on what surrounds them, we are aware of the systemic perspective that surrounds our existence.

The target population of the project are young people from the Leadership School of the Pioneers Foundation, young people from IES Sagasta and young people from the University of La Rioja, as well as the media, companies and civil servants from Education and Health, especially in technical tables. Likewise, the actions that are going to be carried out in PHC format will have an important repercussion in the context where they are carried out, that is, in the community context.

We are aware that if the target population can be approximately 250 people directly involved between young people, media, companies and technicians (civil servants), we will be able to multiply this figure by three where the project has an indirect impact

Sustainability/Follow-up

The viability of the project is based on the profound pedagogical work already done, that is, we already have a strong nucleus of young people who have already been trained and who will become part of the driving force of the project.

On the other hand, we have installed capacities in the methodology to be implemented, not only the part of awareness and training in SDGs but we also have long experience in the implementation of the PHC methodology, since in 2015 we were awarded by the National Network of Learning and Service.

Another aspect that gives solvency to the project is the network that we have already woven, and that translates into permanent collaboration with the IES, the agreement with the University of La Rioja, the network of companies that are part of the "Pioneer Companies", the relationship with the media (newspaper of La Rioja, Ser La Rioja, Onda Cero, etc ...), the assertive relations with the community network, or the support of our Area of Training and Employment for young people. All this means that the project is already on a secure base where we believe that collaborative relationships will contribute in a very positive way to the project's success.

On the other hand, it is a project of continuity, we do not start from scratch but we have the most difficult part of the project done, that is, having a good part of the executing nucleus already committed, such as the Pioneers Leadership Group, which greatly facilitates the implementation and guarantees success in some way.

We are aware that when we train young people in a series of competencies in long processes (2 to 4 years) we see how the fruits are harvested over time, that is, not only do they have an immediate impact, but the installation of these competencies will continue to bear fruit in people beyond the project.

Economic viability:

Regarding the economic aspect, the transversality in the intervention of the Pioneers Foundation programs makes the project more economically sustainable, since although there is a part of staff directly linked to this project, there will be other people and projects directly or indirectly involved in it, thus weaving a stronger network.

It is intended that the young people who participate in the project can become youth volunteers, which means that the project can have a continuity far beyond its funding, being able to generate multiplier effects independent of the project.

Youth engagement

Number of young people involved in the project:

The project is training more than 210 young people directly in Sustainable Development Goals through workshops at the Youth Leadership School of the Pioneers Foundation, in 3 courses of 4th year of ESO of the IES Sagasta and students of the University of La Rioja.

On the other hand, through the community actions (APS) that will be carried out by the Motor Group of young volunteers resulting from the training workshops, we will manage to work with and raise awareness among three groups that will be an active part of the project, such as at least two media, 5 companies from La Rioja and 15 technicians from the administration (teachers, health personnel from health centres, other technicians from the administration).

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up)

The participation of young people in this project has been very important and part of the essence of the project.

The participation of the young people of the leadership school has been carried out through the design of the project's own actions, execution of actions and evaluation.

Young people have a high level of incidence in the development of each action, being the real protagonists of them.

Level of youth engagement attained through the project (cf. pyramid of engagement)

High degree of participation, equivalent to step 6 of Hart's Ladder.

SWOT analysis of the project (from the perspective of youth engagement)

Weaknesses	Threats
<ul style="list-style-type: none"> • Lack of participatory culture of youth. • Little commitment of young people in general to participatory actions. • Lack of consistency in participation. • Little community culture in the way of working. 	<ul style="list-style-type: none"> • Lack of participation and minimal involvement in essential aspects such as politics or the defence of human rights. • Destructuring of spaces for participation. • Little funding for youth and participation projects. • The pandemic as a threat in health and in eliminating or diminishing social relationships.
Strengths	Opportunities
<ul style="list-style-type: none"> • Applied methodology that works and bears fruit. • Young people who get involved. • Size of the city allows for concentrated efforts. • Professionals involved and trained in participation. 	<ul style="list-style-type: none"> • Organizations and administration are committed to participation. • Synergies between organizations. • The pandemic as an opportunity that helps us to value the importance of human relations in the territory.

Incentives for youth engagement

Please include in your answer your recommendations for:

- Engaging disconnected youth
 - The methodology implemented by the program is participatory and has participation strategies for young people who do not necessarily have a broad participatory culture.

The educational team is trained in the implementation of these strategies and has a great background in this regard.

- The participation of older young people themselves act as positive role models for young people who find it more difficult to participate and naturally attract them to the actions.
- How to support sustainable youth participation
 - The best way to support is to create spaces specifically designed for this purpose by providing real opportunities for participation.
 - Training in participation is another of the best ways to support as participation requires training to ensure optimal levels of real participation (through conflict management, dynamization, use of adapted and participatory methodologies, etc...).

DECIDE.TE

General information
Project ID: DECIDE.TE Structured Dialogue for Citizenship. Interculturality. Diversity and Employability through youth participation
Topic (climate change or migration): Both
Region: La Rioja (Spain)
Promoters: Pioneers Foundation
Other actors/collaborators involved: Andalucia Acoge, Asociación Kaua, Fundación Mariano
Target group (age, size, etc.): Adolescents and young people from different areas and neighbourhoods of the city of Logroño, aged between 12 and 22
Duration: from 02/05/2017 to 01/12/2017
Funding: Erasmus+ Programme and its Key Action 3 (KA3) (Support to policy reform, structured dialogue and promotion of meetings between young people and decision-makers in the youth field)
Level of implementation (e.g. local/regional/national/international/European):
Website: http://decide.te.fundacionpioneros.org/
Contact: José Manuel Valenzuela Pareja
Description of the project
<p>Summary of the project (including motivation that led to the project, previous experiences, particular needs of the target group)</p> <p>It aims to promote contact between young people and decision-makers in the youth field through different local assemblies and a national seminar on structured dialogue. Youth participation becomes citizenship if processes that invite adolescents and young people to be true strategic actors in development are really facilitated, and if they are not only considered as recipients of initiatives and projects. Involving young people means sowing an active, responsible, critical and committed citizenship with a diverse social and cultural environment. Therefore, it is essential that youth organizations and groups with experience in the field of participation, establish spaces for meeting, dialogue and exchange of good practices, with participation, youth empowerment and advocacy as strategic pillars that will establish public policies that are truly in line with the needs of youth. Thanks to the support of the Erasmus+ programme, it was possible to implement a cooperation project at national level that included not only local meetings between young people and youth policy makers, but also offered the possibility to gather all of them in a seminar that took place in Logroño and promoted both the exchange of good practices and the implementation of activities for the training of young people and youth professionals attending the seminar</p>
<p>Activities (including methodology)</p> <p>The project has been developed through the use of work methodologies that include participatory techniques that stimulate non-violent communication, active listening, dialogue of knowledge and the collective construction of proposals and alternatives</p>

that promote community development in the different contexts present at the meeting.

The project was developed over a period of one year, with the following activities being carried out:

- Creation of youth delegations for the management of local activities.
- Local meetings in the participating regions between the youth delegations and the youth population.
- Local meetings between young people and youth policy-makers
- Seminar on Structured Dialogue
- Meetings to disseminate results

Results/Impact

The project involved 48 young people, 4 social organizations at the national level, 4 municipalities.

A bank of participation initiatives was created and made available on the project's website.

Materials related to the project were elaborated and made available in open access through the internet.

A video summary of the project activities was made.

The results of the project are synthesized in the achievement of the following objectives:

- To expose, socialize and exchange experiences of active and critical youth participation from the participating entities.
- Generate spaces that have contributed to the formation of young people as agents of change and social transformation and have enabled them to transfer what they have learned to their closest community context.
- To stimulate equal opportunities in youth participation through the promotion and positive adolescent development, especially for those who are socially disadvantaged.
- To stimulate capacities and competences to develop advocacy strategies that allow young people to become protagonists of their present and future through structured dialogue with social actors at different levels.
- To debate and transfer to those responsible for public and municipal administrations specific demands in terms of youth public policies and improvements to existing ones, primarily at the local level.
- To promote the recognition, respect and positive vision of cultural diversity, gender equality, conflict management and, in short, the rights approach, all of which are positive educational elements for personal and social development.
- To foster the visibility of the European Erasmus+ programme and promote its use to attract youth and public entities to cooperate through it.
- To achieve diverse views on youth participation based on the application of practices already tested in areas that, while belonging to the youth participation movement, are not yet in place, but are still in the process of being implemented.

Sustainability/Follow-up

The entity develops youth leadership and values education projects through the Educándonos programme. In 2018, the Youth in La Rioja Report was produced by the young people in the programme through a participatory research process.

Youth engagement	
Number of young people involved in the project: 48 with direct participation	
Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up) Youth participation has been the main core of the project, which has been articulated through the creation of youth delegations and their direct activity in all phases of the project. The national meeting was designed by the young people of each province.	
Level of youth engagement attained through the project (cf. pyramid of engagement) High degree of participation, equivalent to rung 6 of Hart's Ladder.	
SWOT analysis of the project (from the perspective of youth engagement)	
Weaknesses <ul style="list-style-type: none"> • Lack of participatory culture of youth. • Little commitment of young people in general to participatory actions. • Lack of consistency in participation. • Little community culture in the way of working. 	Threats <ul style="list-style-type: none"> • Lack of participation and minimal involvement in essential aspects such as politics or the defence of human rights. • Destructuring of spaces for participation. • Little funding for youth and participation projects. • The pandemic as a threat in health and in eliminating or diminishing social relationships.
Strengths <ul style="list-style-type: none"> • Applied methodology that works and bears fruit. • Young people who get involved. • Size of the city allows for concentrated efforts. • Professionals involved and trained in participation. 	Opportunities <ul style="list-style-type: none"> • Organizations and administration are committed to participation. • Synergies between organizations. • The pandemic as an opportunity that helps us to value the importance of human relations in the territory.
<i>Incentives for youth engagement</i> Please include in your answer your recommendations for: <ul style="list-style-type: none"> - Engaging disconnected youth <ul style="list-style-type: none"> ○ The methodology implemented by the program is participatory and has participation strategies for young people who do not necessarily have a broad participatory culture. The educational team is trained in the implementation of these strategies and has a great background in this regard. ○ The participation of older young people themselves act as positive role models for young people who find it more difficult to participate and naturally attract them to the actions. - How to support sustainable youth participation <ul style="list-style-type: none"> ○ The best way to support is to create spaces specifically designed for this purpose by providing real opportunities for participation. ○ Training in participation is another of the best ways to support as participation requires training to ensure optimal levels of real participation (through conflict management, dynamization, use of adapted and participatory methodologies, etc...). 	

Literary competition

General information	
Project ID:	Literary contest. A Post for a Butterfly
Topic (climate change or migration):	Social awareness
Region:	Logroño (La Rioja)
Promoters:	CONGDCAR
Other actors/collaborators involved:	The NGDO partners of the NGDO Coordinating Committee, writers from La Rioja who are members of the Jury
Target group (age, size, etc.):	The Society at a global level disseminated through social networks. An average of around 90 people are presented
Duration (from ... to...):	From the publication of the call for entries to the award ceremony, between 3 and 4 months elapse, depending on the edition
Funding:	The Government of La Rioja and the collaboration of the company Knet.
Level of implementation (e.g. local/regional/national/international/European):	Global (although most participation comes from Spanish-speaking countries)
Website:	https://congdcar.org/concurso-literario/
Contact:	sonia.pereyra@congdcar.org
Description of the project	
<p>Summary of the project (including motivation that led to the project, previous experiences, particular needs of the target group)</p> <p>It is a literary contest created in 2012 that has been developed biennially. It is designed to be disseminated through social networks.</p> <p>With this contest, from CONGDCAR we want to provoke the sum of those small positive flutters that generate impacts in people's lives. Human beings from any part of the planet, reaffirming their conviction that all people have the same human rights and between all of us we have to make them come true. The aim of the contest is to encourage participation, reflection and citizen responsibility in relation to the current eco-social situation and the necessary fulfilment of human rights, fighting for a just and inclusive future for all people. Through everyday acts, such as writing, we can set a different course. Daily behaviours have consequences that go beyond our environment.</p>	
<p>Activities (including methodology)</p> <p>As mentioned the philosophy of this project is that small everyday acts have an impact on other places and other people. All this philosophy is channelled through a literary contest, since writing is an everyday thing that most people do.</p>	
<p>Results/Impact</p> <p>We conceived this contest so that everyone who wanted to could participate from any corner of the planet, leaving their ideas on how to build day by day, flap by flap, a more equitable, just and supportive world. You can see how this goal has been achieved, for example, the last year, 2020, 113 people from 10 different countries participated. All</p>	

this range of writings offer us a more humane and realistic vision of the world and the situation of each country/city.
Sustainability/Follow-up It is held every two years and has already had five editions
Youth engagement
Number of young people involved in the project: We do not know as unfortunately we do not ask for age in the registration of participants
Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up) It has not been a project designed for youth, although young people participated in it.
Level of youth engagement attained through the project (cf. pyramid of engagement) Don't know
SWOT analysis of the project (from the perspective of youth engagement) Weakness: The project was not designed for a specific age group such as youth. The age of the participants was not measured either. Threats: Not knowing how to move through the appropriate communication channels according to the audience to be reached. The awards ceremony in the context of the pandemic lost impact. Strengths: It is a channel of participation and expression available to all audiences (of all ages, genders and backgrounds). It favours the deep knowledge of the theme on which each edition revolves (e.g. volunteering, Agenda 2030, human rights, gender equality). Through an artistic expression - and therefore an emotional tool (strongly sensitizing and empathy-generating) you can express your opinion, give ideas, complain, denounce, make a problem or a solution visible, etc. Opportunities: if the contest were adapted to the youth population, it could capture their attention and involvement, as often young people have a lot to say but no one listens to them. Although the contest would have to be adapted to Tik Tok and Instagram instead of Facebook.
Incentives for youth engagement Please include in your answer your recommendations for: <ul style="list-style-type: none"> - How to engage the disengaged youth To know the channels of communication that youth use, speak in their language, with their cultural aesthetics. Send messages from youth to youth. It is very important to address issues that motivate them: climate change, its denunciation and solutions are aspects of reality that motivate them. The fight for gender equality as well (especially for young women). - How to support sustainable youth engagement In order for younger people to remain in civil organisations or social movements, they must feel a sense of ownership of the organisation's goals. They must be able to participate on an equal footing with older people. If they cannot approach the problems from their point of view they will not understand them and if they cannot design the solutions themselves (even if other people guide and advise them) they will not feel that they belong to them and they will be discouraged.

Butterfly Effect

General information	
Project ID: Butterfly Effect	
Topic (climate change or migration): Social awareness	
Region: Logroño (La Rioja)	
Promoters: CONGDCAR	
Other actors/collaborators involved: NGDO partners of the NGDO Coordinating Committee, other associations in La Rioja, volunteers	
Target group (age, size, etc.): The society of Logroño and La Rioja. Taking an average of the different years, it would be estimated that around 1000 people took part in the activity	
Duration (from ... to...): The project lasts for a whole day	
Funding: Government of La Rioja	
Level of implementation (e.g. local/regional/national/international/European): Local	
Website: https://congdcar.org/efecto-mariposa-2017/	
Contact: sonia.pereyra@congdcar.org	
Description of the project	
<p>Summary of the project (including motivation that led to the project, previous experiences, particular needs of the target group)</p> <p>The idea and design of this event came from a group of students of a training course between 25 and 30 years old. Several of them were also responsible for its execution. In the event, most of the workshops were led by young people, many of the public performances were also developed by young people.</p> <p>This project, carried out during a whole day in the town of Logroño, has as main objective to make known to the whole population the different activities and projects carried out by NGDOs and the Sustainable Development Goals outlined in the UN Agenda for the year 2030. It is a day where we try to raise awareness and / or educate through recreational activities such as theatre, face painting, henna, art exhibitions and art workshops that seek to raise awareness of values such as environmental respect, the fight against poverty and inequality, the Sustainable Development Goals and Human Rights. The ultimate goal is to get the participating citizens involved and active in the activities proposed by the NGDOs. The underlying message is POSITIVE: things can be changed, NGDOs have an impact on the lives of real people and ordinary citizens can collaborate and/or help to make this happen</p>	
<p>Activities (including methodology)</p> <p>During the appointed day several workshops are held where people are encouraged to participate. These workshops are educational in nature, providing information about the 2030 Agenda from a gender and environmental perspective. There is also music, theatre, etc. In addition, before starting the workshops, the NGDOs set up information tables (nicely decorated and with posters, brochures, photos, exhibitions, etc.) where they explain what they do and answer questions and concerns of the participants about their</p>	

organizations.

A Solidarity Passport is handed out, which has to be stamped at each visit to a NGDO; in order for them to stamp it beforehand, the person is informed about the projects of that entity. After the passport is completed, it is deposited on the table of CONGDCAR and, in exchange, a certain prize is given to raise awareness: for example, participating in a raffle for a basket of Fair-Trade products or giving away plants prepared in gardening workshops for young people at risk of social exclusion.

The general tone of the event, in addition to making NGDOs and their development or education projects for global citizenship visible, is to interact with other social organizations in the area (associations of immigrants, people with disabilities, youth at risk of exclusion, social volunteering), in order to demonstrate that all struggles and demands are connected and can mutually strengthen each other

Results/Impact

The activity wanted to achieve three complementary results; To inform: that people know that what NGDOs do is not ASSISTANCE, but that they are accompanying development processes, which means that there are people who improve their life opportunities. This objective was achieved as each participant carried a passport and was filled in and stamped at each stand. Favouring participation, this objective was fulfilled since in all the days that took place, the number of participants was higher than expected. The last objective, also achieved, was the improvement of the Coordination and Strengthening of the NGDO sector (networking is fundamental to modify social behaviours, to learn from each other, to be more consistent and Stronger), and it can be seen in the intensity of personal relationships and in all those attendees who asked for the contact of the partner NGDOs

Sustainability/Follow-up

In 2017 was the V edition of the project, taking place every two years

Youth engagement

Number of young people involved in the project: About 50 approximately

Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up)

This was achieved through working with youth associations. They led most of the workshops aimed at children. On one occasion, the person who energised the whole day was a young Roma girl; not only did she do it really well, but you could see how proud and empowered she felt.

Level of youth engagement attained through the project (cf. pyramid of engagement)
Don't know

SWOT analysis of the project (from the perspective of youth engagement)

Weaknesses: It is very complex to organize an event with so many NGDOs that are mostly composed of volunteers and have problems with schedules and time to execute all the previous actions necessary to make everything go well.

Threats: Some people carry a lot of responsibility on their shoulders and run the risk of getting "burnt out"; as there are so many entities and people involved, the responsibility is diluted ("someone else will do it"). Tiredness of the public if the same thing is offered in each edition (it is necessary to innovate in the proposals).

Strengths: Society learns about the existence of NGOs and the work they do, networks are woven with other entities and within CONGDCAR, relationships are strengthened and the group identity is reinforced (the development cooperation sector is united and consistent), competitive relations between NGOs are broken and a collaboration mechanism is promoted and set in motion. It is very open and plural: everyone can participate and get involved as far as they want and can. It is entertaining and invites to have fun at the same time that it raises awareness and sensitizes about problems and solutions to poverty in the world.

Opportunities: recovering the public space after 2 years of confinement. People will want to participate in events where they can meet other people, listen to music, taste tapas from around the world, participate in workshops with values, etc. The NGOs are demanding activities that favour their meeting, collective work and the generation of synergies.

Incentives for youth engagement

Please include in your answer your recommendations for:

- Engaging Disengaged Youth: Offering Novel and Engaging Activities for Youth
- How to support the sustainable participation of young people: encourage them to participate in a continuous way in some NGO, give them training and motivation, take care of them, involve them in the planned actions and also make them part of the evaluation processes.

WE ARE CRACKs

General information	
Project ID: "We are CRACKs"	
Topic (climate change or migration): Climate Action	
Region: La Rioja	
Promoters: Educational Innovation Centre of La Rioja (Government of La Rioja)	
Other actors/collaborators involved: Rural Grouped Schools	
Target group (age, size, etc.): Teachers and students. 12- 60	
Duration (from ... to...): February - May 2021	
Funding: own	
Level of implementation (e.g. local/regional/national/international/European): Regional	
Website: https://www.larioja.org/educarioja-centros/es/noticias-centros-ee3c0/concurso-cracks	
Contact: Jesús Castellano Latorre	
Description of the project	
<p>Summary of the project (including motivation that led to the project, previous experiences, particular needs of the target group)</p> <p>The "We are CRACKs" project aims to promote knowledge and respect for the Sustainable Development Goals (SDGs), contributing to them from the active commitment that permeates the living space of each participant. On this basis, the creation of a video by the students and teachers of the Rural Grouped Schools of La Rioja - which integrate school units located in towns with small populations - serves as a support to disseminate and make the SDGs visible, as well as to encourage dialogue, initiative and participation of all members of the educational communities of the participating populations. The teachers involved in the educational action -mostly located in the 18-35 age group- thus become agents of constructive change within rural contexts, and promoters of actions aimed at valuing the importance of these contexts in climate action, from the awareness of the influence of both natural spaces and sustainable lifestyles as a means to curb the climate emergency.</p>	
<p>Activities (including methodology)</p> <p>Starting from the hybridization between methodological alternatives such as Project-Based Learning -from the generation of a production in the form of a video-, Problem-Based Learning -from the approach of the ways in which the school and the community within which this is integrated can contribute to the fulfillment of the SDGs- and Service Learning -combining learning processes with service to the community-, teachers and students produced, as a final product, a video on the situation and the impact that in their immediate rural environment has the development of any of the SDGs. The video served as a support to generate processes of reflection and active commitment among the students. And it opened up the possibility that its</p>	

dissemination, both within the community in whose context it was produced, as well as in the rest of the participating educational communities, would make it possible to move towards critical analysis, shared reflection and action linked to protection against climate change.
Results/Impact This project trained nearly 300 teachers in the Autonomous Community of La Rioja. Through the trainings carried out in ODS, video editing and environment.
Sustainability/Follow-up The project has the potential to last over time, opening the door to the treatment of new SDGs and generating a bank of resources that can be shared, both between schools located in rural areas in different places at regional and national level, as well as between others located in urban contexts.
Youth engagement
Number of young people involved in the project: The number of young people involved in this project was close to 400, as there were 7 participating CRAs.
Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up) <ul style="list-style-type: none"> • In the case of the young people involved as teachers, their participation as agents of transformation and change had an important weight in all phases: • In the implementation of the project, guiding the didactic action implicit in it, from the interaction with the students and from the promotion of reflection both in the school environment and in the heart of the community. • In the monitoring during its development, in order to verify that progress was being made towards the project's objectives. • In the evaluation of this, both in what has to do with the process itself, as well as in the results materialized in the final production and in the opportunities that this opened up to generate reflection and changes in the ways of doing things.
Level of youth engagement attained through the project (cf. pyramid of engagement) Don't know
SWOT analysis of the project (from the perspective of youth engagement) In terms of strengths , it is worth highlighting the transformative capacity of the actions initiated by the teachers with their students to transform reality. It is also worth highlighting the motivational potential of the project in the generation of an audiovisual production, as well as the extension of this potential to the possibility of generating critical analysis and assessment of the contribution of the rural environment to the implementation of actions to curb climate change. As far as opportunities are concerned, it is necessary to highlight the possibilities that open up, so that they can act on the basis of positive change, acting in cascade within their family environment and in other nearby social spaces. In terms of weaknesses , the specific nature of the action in CRAs - which focus on primary education - means that the scope of influence may be limited, although this influence could be extended if the project is extended to secondary education centres, which are a reference for each CRA, so that it can involve young teachers and young

students who attend these centres on a daily basis and return to their home town after the school day. It was also perceived as a weakness that the focus was not placed on specific SDGs, which placed the participants in a very broad spectrum of action. Finally, there were no perceived **threats** from the participants

Incentives for youth engagement

Please include in your answer your recommendations for:

- How to engage the disengaged youth
- How to support sustainable youth engagement

Given that the young people involved work as teachers, the stimulation for participation can be associated with the perception of the transforming effect of their actions.

On the other hand, the inclusion of the SDGs in the curriculum associated with the LOMLOE (which will be implemented next year) can also act as an agent of involvement.

If the proposal is extended to young people living in rural communities, support can come from the coordination of actions between educational institutions, local institutions and NGOs that focus on the SDGs

GeT: Gamification for education in sustainable alternatives and Global Citizenship

General information	
Project ID: 2020-3-FI01-KA205-092472 " GeT ".	
Topic (climate change or migration): Climate change	
Region: La Rioja	
Promoters: Neo Sapiens (ES), EETTI (FI), Südwind (AT), LVIA (IT)	
Other actors/collaborators involved:	
Target group (age, size, etc.): young people between 13 and 30. Educators or social workers working with young people	
Duration: from 03/03/2021 to 30/11/2022	
Funding: Key Action 2, Erasmus+ programme of the European Commission	
Level of implementation (e.g. local/regional/national/international/European): European	
Website: https://www.neo-sapiens.com/portfolio/get/	
Contact: info@neo-sapiens.com	
Description of the project	
<p>Summary of the project (including motivation that led to the project, previous experiences, particular needs of the target group)</p> <p>The "GeT" project responds to the need for innovative methods to explore sustainable consumption and the links between local actions and global impacts that can occur on this topic within youth work and Global Citizenship Education. This initiative aims to increase youth awareness and action on sustainable consumption alternatives in an innovative, fun and engaging way. In addition, it will provide youth workers and educators with tools and materials to foster active citizenship among youth while raising awareness on the issues the project aims to promote.</p>	
<p>Activities (including methodology)</p> <p>During its implementation, the four GeT partner organisations will work with young people and staff from NGOs and educational centres in Finland, Austria, Spain and Italy to collect, analyse and disseminate good practices in the use of games and "gamification" to address complex sustainability and consumption issues linked to climate change and its effects/impacts.</p>	
<p>Results/Impact</p> <p>The results of this work will be published in a toolkit that will include these practices as well as guidelines for staff and professionals to develop their own educational activities based on gamification. In addition to this, the project partners will use their expertise to develop a board game that will allow the younger population to learn about sustainable consumption in a fun and engaging way.</p>	
<p>Sustainability/Follow-up</p> <p>To be defined</p>	

Youth engagement
Number of young people involved in the project: 8 at the moment (aiming to involve 40-60)
Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up) Co-creation and evaluation of products
Level of youth engagement attained through the project (cf. pyramid of engagement) Initiated but conditional on shared decisions.
SWOT analysis of the project (from the perspective of youth engagement) <ul style="list-style-type: none"> - Weaknesses: still in construction phase, no clear economic sustainability line yet, efficiency of its products still in testing process, previous work in English that reduces local participation. - Threats: too much supply of board games, changes in the social context that make the content of the products obsolete, lack of a future financier for the production chain of the game. - Strengths: fun and playful approach, versatility in the use of products, European cooperation, promoters with varied profiles, promotion of active participation and of the acquisition of soft and other competences linked to the ECG, dynamic and flexible team - Opportunities: offers new cooperation and networking opportunities for its partners, can lead to new educational games through its materials, new synergies between youth workers and educators who will test the products, could contribute to modernization of youth work
Incentives for youth engagement Please include in your answer your recommendations for: <ul style="list-style-type: none"> - How to engage the disengaged youth - How to support sustainable youth engagement - Non-formal and proactive methodologies. - Use of fun and participative educational approaches (gamification). - Awareness through critical thinking and play. - Establishment of links between play and education. - Development of open-use products and self-training tools for youth workers that can lead to new educational materials. - Transnational and intersectoral cooperation and interaction.

Glocal move: local action, global impact

General information	
Project ID: 2020-2-PT02-KA205-007036	
Topic (climate change or migration): SDGs and their cross-cutting themes (participation, migrations, climate change, social exclusion, etc.)	
Region: La Rioja	
Promoters: Neo Sapiens (ES), Pista Mágica and Movimento Transformers (PT), Cardet (CY), Südwind (AT)	
Other actors/collaborators involved:	
Target group (age, size, etc.): young people between 15 and 29 years old. Educators or social workers working with young people.	
Duration: from 01/09/2020 to 31/01/2023	
Funding: Key Action 2, Erasmus+ programme of the European Commission	
Level of implementation (e.g. local/regional/national/international/European): European	
Website: https://www.neo-sapiens.com/portfolio/glocal-move/	
Contact: info@neo-sapiens.com	
Description of the project	
<p>Summary of the project (including motivation that led to the project, previous experiences, particular needs of the target group)</p> <p>The idea for this project stems from the verification of two facts: 1) only two European countries - Ireland and Germany - are among the ten where civic participation is highest globally and 2) the level of civic participation among the youngest - aged 15-29 - has not increased significantly globally in the last 7 years (Charities Aid Foundation (CAF) World Giving Index October 2018 Report, A Global View of Giving Trends).</p>	
<p>Activities (including methodology)</p> <p>Product development for youth organisations, transnational partner meetings, events for dissemination of project results, local meetings and workshops with young people and youth workers to test project products, online challenges promoted by youth.</p>	
<p>Results/Impact</p> <p>"Glocal Move: Local Action, Global Impact" is a partnership whose purpose is to develop two main products. The first is a "gamified" digital platform for youth civic participation, with two main objectives: 1) to generate challenges that can be carried out at local, national and European level and that contribute to the achievement of the SDGs goals and targets and 2) to increase the involvement and civic participation of young people, at local, national or European level. The second product is a guide to support the use of the platform that will allow professionals working with young people to develop techniques of dynamization and use of the first product. This new platform is intended to be a space in which young people and organizations whose work is aimed at young people can organize themselves in a collaborative way, in a "Gamified" format, to allow active participation in actions that can range from small gestures of solidarity, carried out individually and punctually, to organized actions, such as participation in public or political affairs, including support for specific causes, obtaining information from public authorities, associative participation or volunteering.</p>	

Sustainability/Follow-up To be defined
Youth engagement
Number of young people involved in the project: it is intended to involve 60-100 young people
Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up) Co-creation and evaluation of products
Level of youth engagement attained through the project (cf. pyramid of engagement) It is intended to delegate to young people the initiation and decision making in their participation through the project platform
SWOT analysis of the project (from the perspective of youth engagement) <ul style="list-style-type: none"> - Weaknesses: in construction phase, products still in testing, work in English reducing local involvement - Threats: online products that require constant updating - Strengths: allows linking actions to social networks and online participation/activism, allows joint online interaction of young people from different countries, its gamification promotes proactive and attractive cooperation of young people according to their interests, will lead to social initiatives on various topics. - Opportunities: offers cooperation and networking opportunities for its partners, can lead to youth participation actions promoted by young people, new synergies between youth workers and educators who will test the products, could contribute to the modernisation of youth work
Incentives for youth engagement Please include in your answer your recommendations for: <ul style="list-style-type: none"> - How to engage the disengaged youth - How to support sustainable youth engagement - Non-formal and proactive methodologies. - Use of fun and participative educational approaches (gamification). - Promotion of challenges by the young people themselves on topics of interest to them - Development of open-use products and self-training tools for youth workers that can lead to new local and international ideas for social development. - Cooperation and collaboration and interaction among youth.

Programme of International Experiences for Sustainable Development (EIDeS)

General information	
Project ID:	Programme of International Experiences for Sustainable Development (EIDeS)
Topic (climate change or migration):	Climate change
Region:	La Rioja
Promoters:	University of La Rioja
Other actors/collaborators involved:	ANACAONA, Kaipacha Inti, Médicos Mundi Rioja, and Setem Rioja: collaborating and co-financing entities of the project. Facilitators of contacts with organisations in the countries of destination. Coordinator of Development NGOs of Autonomous Community of La Rioja: collaborating entity in the organisation of the previous training
Target group (age, size, etc.):	
Duration:	from 2016 to 2019
Funding:	Regional funds Teaching innovation project of the University of La Rioja Own funds of the collaborating entities Development cooperation project of the Government of La Rioja Support from the University of La Rioja through the donation of funds from the Campus Race to the collaborating entities. Ibercaja Foundation (intended for the 2020 programme, but which could not be developed due to the pandemic.
Level of implementation (e.g. local/regional/national/international/European):	Regional
Website:	The information is disseminated through the website of the Sustainability Office of the University of La Rioja.
Contact:	emma.juaneda@unirioja.es
Description of the project	
Summary of the project (including motivation that led to the project, previous experiences, particular needs of the target group) Motivation: To encourage young people's interest in sustainable development and to develop skills so that they are able to cope in multicultural contexts. Previous experiences: II Conference on Social Economy . Particular needs of the target group: Knowledge about development cooperation and sustainable development, knowledge about the context in which they would develop the activity, internship agreement/contract. The incorporation of the SDGs (Sustainable Development Goals) in the curricula requires an awareness of the university community and a mainstreaming of aspects related to education for development (EdS) in the curricula. One of the most effective ways of raising awareness and learning is through experience, which is why this project aimed at students offers them the possibility of participating in real development projects to bring our students closer to the challenges facing the international community in the immediate future.	

Different actions have been carried out by the members of the team and in collaboration with different institutions, faculties and services.

Initially a proposal was made as volunteering activities, but after a survey of students, one of the barriers that was detected was the lack of time available during the development of their training program, so it was decided to link it directly as an activity that could be integrated into their curricular activities or linked to their studies.

In addition, it was also considered relevant that they should be students of the University of La Rioja when travelling to the projects assigned in third countries.

The end result of this project is that 15 students from different degrees have developed professional experiences in projects of NGOs of La Rioja in Ecuador, El Salvador, Peru and the Dominican Republic

Activities (including methodology)

1) Informing and raising awareness - Training programmes aimed at different groups.

2) Research- Factors that contribute to the promotion of more sustainable behaviours.

3) Internship program for a direct contact with real activities of cooperation for development and sustainable development in an international context.

Young people activities:

Complete the full training programme (training course and specific training with the collaborating entity).

Completion of a full programme of activities planned for their stay, established by the host entity in collaboration with the collaborating entity and approved by the university.

Participation in the dissemination activities organized by the entity to publicize the experience in the project.

Participation in the programme's communication activities in the year following the year of participation.

Results/Impact

Carrying out a curricular or extracurricular internship or Final Degree Project in an international context.

Development of project management competences, communication skills and intercultural skills.

In the 2017-18 academic year, a student association was created with the aim of raising awareness of the importance of development cooperation and sustainable development.

Also, as a result:

- Collaboration agreements have been signed - Networking with external agents to promote international activities.
- A training course on Sustainable Development and Development Cooperation has been carried out.

ECoDeS- Instrument for the diagnosis of students' interest in sustainable development has been created in order to design appropriate programmes and activities for the campus.

Sustainability/Follow-up

The financial sustainability of the project was achieved from the second year onwards through the support of the campus career, which guaranteed funds for two academic years. For the fourth edition, an agreement had been signed for the financing of the project, although it had to be suspended due to the outbreak of the global pandemic.

Follow up

The monitoring of the project was carried out in several phases:

- 1) Intermediate evaluation during the development of the stay: project manager and collaborating entities.
- 2) Final evaluation carried out with the students: project leader and each student.
- 3) Evaluation with the collaborating entities: responsible for the project, CONGD CAR and collaborating entities.

Suggestions for improvement: project manager, CONGD CAR and the Sustainability Office.

Youth engagement
Number of young people involved in the project: 15
Stage of youth involvement in the project activities (e.g. implementation, co-creation, evaluation, monitoring, follow-up) Participation focuses on the implementation phase of the project. Students prepare a report evaluating the experience in the programme, identifying areas for improvement and proposing improvements for subsequent editions.
Level of youth engagement attained through the project (cf. pyramid of engagement) Level 6 of the HART ladder
SWOT analysis of the project (from the perspective of youth engagement) Lack of stable funding for the project. Lack of specific personnel for the dynamization of the project. Strengths: Learning from real experiences. Networking with collaborating entities (NGDOs in La Rioja). Long history of NGDOs in the projects and relationships of trust with the recipient entities. Threats: Uncertainty and political instability in some of the territories where the projects are developed. Overload of work for teachers and students. Opportunities: The interest of NGDOs of La Rioja in bringing their activities closer to the young people of La Rioja. Direct contact with reality in an international context.
Incentives for youth engagement Please include in your answer your recommendations for: <ul style="list-style-type: none"> - How to engage the disengaged youth - How to support sustainable youth engagement Linking the activity with the academic curriculum. Apply their knowledge in a practical way, being able to collaborate in the improvement of other people/communities. Possibility of having an international experience and getting to know another culture through living with people from different backgrounds. Although the decision to participate in the program could be the possibility of doing their internship in a project in another country, most of them emphasized the satisfaction with the experience because of the relationships with the people they had met and the feeling of being "useful" by improving the life of the communities they visited. Projects: Educational support to children in a batey and participation in a programme for the promotion of women's rights (Dominican Republic) Construction of water well managed by the beneficiary community through the Junta de Aguas (El Salvador). Evaluation and proposal of improvement plans for a sustainable coffee production cooperative (Peru) Environmental awareness and recycling program (Ecuador). Proposal for the development of ecotourism (Ecuador) Water sanitation programme (Ecuador). Support for sexual and reproductive education project (El Salvador).

Help it to fly

General information
Project ID: Help it to fly
Topic (climate change or migration): Climate change
Region: La rioja
Promoters: Government of La Rioja
Other actors/collaborators involved:
Target group (age, size, etc.): Responsible and committed people with enough time to dedicate to the chickens. <ul style="list-style-type: none"> - Individuals and families (always in charge of an adult) who want to contribute to the care of the birds in their immediate environment. - Centres that work with the elderly, people with functional diversity, groups at risk of social exclusion.
Duration: from April to September (every year)
Funding: Regional funds
Level of implementation (e.g. local/regional/national/international/European): Regional
Website: https://www.larioja.org/medio-ambiente/es/voluntariado/interesa/ayudale-volar
Contact: ayudaleavolar@larioja.org
Description of the project
Summary of the project (including motivation that led to the project, previous experiences, particular needs of the target group) Volunteer programme that seeks to encourage citizen participation in the care of orphaned baby birds that have fallen from their nests. It consists of taking these chicks into private homes, centres or residences for several weeks, feeding them and preparing them for their return to the natural environment. The project aims to involve the population in the protection of biodiversity and care for the environment.
Activities (including methodology) Taking in a baby bird for a period of time and taking responsibility of its care and maintenance. Monitoring the care and maintenance of the young bird. Training of volunteers to carry out the care. Dissemination on social networks.

APPENDIX 6.9.

CHARACTERISTICS OF THE YOUNG PEOPLE INTERVIEWED

Id.	Initials for interview identification	Sex	Age	Country of origin of the family	Studies	Work Dedication	Organisations in which it collaborates or has collaborated with	Remarks
1.	M.B	Woman	29	Spain	D. student; Graduate in Environmental Sciences	Environment area of a City Council	Friends of the Earth; Spanish Youth Council	At this moment his participation is low due to the vital moment he is in and the exhaustion he is carrying after years of activism.
2.	L.	Woman	27	Spain	PhD student: Graduate in Law	Researcher and university lecturer.	None	His environmental commitment is in its most personal facet, without having collaborated directly in any entity.
3.	S.M.	Woman	28	Spain	Graduate in Teaching Primary Education	Primary Education Teacher	Scout Group; La Puerta Gótica; Hospital Imaginario; Sahara.	She participates in various entities, with different degrees of commitment. Her work as a volunteer began when she was 17 years old.
4.	IG.	Man	25	Spain	PhD student; Graduate in Biotechnology	Researcher and university lecturer.	Friends of the Earth; Welcome Refugees; Extinction Rebellion; Fridays for the future;	He has collaborated very actively in several environmental and social organizations. At present, he continues to receive information and collaborate on a regular basis, but without so many links due to his disappointments with the environmental movement.
5.	N.	Woman	17	Colombia	Baccalaureate Student	Not working	Pioneers Foundation	Participates in the projects of the Pioneers Foundation.
6.	AN.	Man	23	Spain	Graduate in Primary Education Teaching Degree	Sports instructor	EDF	He implements his value system through football and his teaching in the classroom.
7.	AR.	Woman	18	Colombia	Baccalaureate Student	Catering	Pioneros Foundation; LGTBI Entities	He participates both in the Pioneers Foundation and in organizations in defense of the LGTBI collective.
8.	M. L	Man	16	Spain	Baccalaureate Student	Not working	The Unit	It has created an entity and actively participates in it. The aim is the reflection and implementation of actions in favour of the environment and social values.
9.	C.Z	Woman	16	Spain	Baccalaureate Student	Not working	The Unit	It has created an entity and actively participates in it. The aim is the reflection and implementation of actions in favour of the environment and social values.
10.	H.R	Man	16	Pakistan	Baccalaureate Student	Not working	The Unit	It has created an entity and actively participates in it. The aim is the reflection and implementation of actions in favour of the environment and social values.



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APPENDIX 7

Questionnaire on Youth Engagement in Climate Change and Migration Issues (YECCM)

Questionnaire on Youth Engagement in Climate Change and Migration Issues (YECCM)

This questionnaire is drawn up within the DEAR-funded project “Mindchangers: Regions and youth*

for Planet and People” (no. CSO-LA/2020/415-010) with the aim to investigate the youths’ awareness about SDGs and their engagement as active agents of development and change at regional level, in the field of global challenges, specifically climate change and migration.

The questionnaire is administered to a sample group consisting of young people aged 15-35 from the project partner regions: Wallonie-Bruxelles (Belgium), Auvergne-Rhône-Alpes (France), Baden-Württemberg (Germany), Piemonte (Italy), Dolj County (Romania) and La Rioja (Spain).

We kindly invite you to fill in the questionnaire. Your answers will help the community to better understand young people perceptions of and dynamics of engagement on global issues. The questionnaire should take approximately 30-40 minutes to be filled.

** DEAR - Development Education and Awareness Raising is a programme of the European Commission that “supports projects that engage the European Union public in worldwide issues of social, economic and environmental development” (<https://europa.eu/capacity4dev/dear>).*

PRIVACY POLICY

Pursuant to EU Reg. 2016/679, we inform you that: the data collected will be processed and disclosed only in aggregate form, i.e. without examining or describing in any way the characteristics and opinions of individual individuals; the results obtained will be used only for research purposes; the data collected will be stored in a protected place, and will not be disseminated in any way outside the research group.

In relation to the data provided, you will be able to exercise the rights of: confirmation of the existence of the data, origin, purpose, updating, cancellation, right of opposition.

Please note that accepting the filling in of the questionnaire, which can be revoked at any time, also means authorizing the use of the data for the sole purpose of the research, always in compliance with the privacy law.

Q0. Pursuant to EU Reg. 2016/679 I AUTHORIZE THE USE OF DATA: yes/no

In case of non-authorization, we thank you and ask you not to go on with the compilation.

SECTION 1

Q.1.1. Year of birth:

.....

Q.1.2. Gender

- M
- F
- Other:...
- Prefer not to answer

Q.1.3.a. Where do you currently live (the place you spend most of your time)?

- Rural area (small village, countryside)
- Semi-urban (small city, close to countryside)
- Urban (large city)
- If you know it, provide the postal code: ...

Q.1.3.b. Have you spent most of your life in this environment?

- Yes
- No

Q.1.4. Where were you born (country)?

Dropdown menu

Q.1.5. Are there any recent migration stories in your family (example: some of your family members lived/worked in another country)?

- Yes
- No
- I don't know
- Prefer not to answer

Q.1.6. Current status (multiple answer)

- High-school pupil
- Student
- Employed permanently
 - full-time
 - part-time
- Employed temporary
 - full-time
 - part-time
- Self-employed
- Unemployed
- Other (please specify): ...

Q.1.7. What is your highest degree/level of education? *If currently enrolled, highest degree received.*

- 12th grade or less
- High school graduate, diploma or the equivalent (for example: Abitur, Bacalaureat)
- Trade/technical/vocational training
- Bachelor's degree
- Master's degree
- Professional degree
- Doctorate degree
- Other....

Q.1.8. What is the highest degree/level of education in your family? *If currently enrolled, highest degree received.*

- 12th grade or less
- High school graduate, diploma or the equivalent (for example: Abitur, Bacalaureat)
- Trade/technical/vocational training
- Bachelor's degree
- Master's degree
- Professional degree
- Doctorate degree
- Other....

Q.1.9. How would you describe yourself? Please rate how much the following characteristics apply to you, with 1 = the lowest and 5 = the highest:

- Open-minded
- Well-informed on local and international issues
- Actively engaged in community life
- Creative
- Empathic
- Critical thinker
- Responsible
- Sociable
- Promoter of change
- Good communicator with young people from my own culture
- Good communicator with young people from other cultures
- Flexible
- Leadership skilled
- Extraverted
- Open to new challenges
- Conscientious
- Able to solve complex problems
- Active on social media
- Open to international solidarity
- Interested in global issues
- Optimistic
- Open to accept multiple perspectives
- Consistent with my values
- Digitally skilled

SECTION 2 - SDGs

Q.2.1. Have you ever heard or read about the Sustainable Development Goals agreed by the international community?

- Yes, and I know what they are
- Yes, but I do not really know what they are
- No

Q.2.2. What are the first 3 words that come to your mind with “Sustainable Development Goals”?

-
-
-

Q.2.3. The international community agreed on a set of universal goals that cover issues that affect us all and meet the urgent environmental, political and economic challenges facing our world (Sustainable Development Goals).

Which of these SDGs do you consider the most pressing? Please select three SDGs that you consider the “most pressing” and three you consider the “least pressing”.

3a. At the international level

3b. At the national level (in your country)

3c. At the local level (in your city or region)

- No poverty
- Zero hunger
- Good health and well-being
- Quality education
- Gender equality
- Clean water and sanitation
- Affordable and clean energy
- Decent work and economic growth
- Industry, innovation and infrastructure
- Reduce inequalities
- Sustainable cities and communities
- Responsible consumption and production
- Climate action
- Life below water
- Life on land
- Peace, justice and strong institutions
- Partnerships for the goals

Q.2.4. To what extent do you agree or disagree with the following statement?

(Totally agree; Tend to agree; Tend to disagree; Totally disagree; Don't Know).

Tackling global inequalities and poverty worldwide should be one of the main priorities

- of the EU?
- of the national authorities?

- of the regional authorities?

Q.2.5. Are you personally involved in activities aiming at changing global inequalities in any of the following ways? (multiple answers)

- You are politically involved in changing global inequalities, e.g. by being a member of a political party or an NGO or taking part in demonstrations;
- You do voluntary work, individually or for an organisation (NGOs, charities, etc.);
- You give money to an organisation (NGOs, charities, etc.);
- You give money directly to projects (“crowdfunding”);
- You consider ethical aspects in your consumption activities (groceries, clothing, etc.);
- You support or contribute to digital campaigns (N);
- You are not involved in changing global inequalities;
- Others (please specify):
- Don’t Know.

Q.2.6 How much are you willing to change your personal behaviour to reduce the impact of global issues?

1 not at all – 2 not much – 3 much - 4 very much

SECTION 3 – CLIMATE CHANGE

Q.3.1. How important do you consider the issue of climate change?

1 not at all important – 2 rather important – 3 important - 4 very important

Q.3.2. How much do you feel concerned about climate change?

1 not at all – 2 not much – 3 much - 4 very much

Q.3.3. What are the first 3 words that come to your mind with regard to climate change?

-
-
-

Q.3.4. How much do you feel informed on climate change?

1 not at all – 2 not much – 3 much - 4 very much

Q.3.5. Do you keep up with the news about climate change?

1 never – 2 rarely — 3 often – 4 always

Q.3.6. Please tell how often you use each of the channels below to keep informed about climate change issues:

1 never – 2 rarely — 3 often – 4 always

- Family, friends or colleagues
- School/Teachers
- Specialized websites, blogs and apps
- Newspapers or magazines (paper)
- Digital newspapers and magazines

- Official local/national websites
- Social networks (Facebook, Instagram, Twitter, YouTube a.o.)
- Radio and television
- Events, campaigns brochures or leaflets
- Others (please specify): ...

Q.3.7. Have you already been involved in actions addressing climate change?

- Yes, often (at several occasions in the last 3 years)
- Yes, a few times (once or twice in the last 3 years)
- No, never

[IF respondent answer YES, OFTEN => scenario A

IF respondent answer YES, A FEW TIMES => scenario B

IF answer is “no” => scenario C]

Section 3 – Scenario A

Q.3.A.1. Have you participated in the following activities addressing climate change in the last 3 years?

- Volunteer service
- Punctual voluntary actions
- School project
- Outside school project (youth / sport clubs or socio-cultural associations)
- Personal project (on your own or with members of your family / friends)
- Regular voluntary work
- Donations
- Municipal / regional council
- Demonstrations, sit-in, or protest action
- Petitions (sign & share)
- Conferences, workshops
- Debates, discussion groups
- Training program (1 week - 1 month)
- Graduate studies (1 year - 3 years)
- Direct action (example: change your own habits, recycle, consume less etc.)
- Join a NGO
- Join a political organization
- Other (specify):....

Q.3.A.2 How much your participation in activities related to climate change has been stimulated by:

1 not at all - 2 not much - 3 much - 4 very much

- Your family
- Your friends
- Your colleagues
- Your teachers
- Sport coaches
- Social workers / youth workers

- Social media influencers
- Political figures
- A specific organization or NGO
- The local authorities
- Information on matters related to climate change (news, books, social media etc.)
- Your personal values / beliefs
- Your professional projects
- Your own past activities

Q.3.A.3. What have you gained from your actual and/or past actions on matters related to climate change?

1 not at all – 2 little – 3 much - 4 very much

- Self-control / self-expression
- Self-esteem / self-confidence
- Professionally rewarding experience
- Sense of responsibilities / organization & planning skills
- Team work / team building skills
- Communication skills
- Open-mindedness & tolerance
- Critical thinking
- Strategic thinking
- Creativity
- Recognition from your peers
- Formal recognition (e.g. certificate, diploma, credits)
- Enlarging your personal network
- Other (please specify): ...
- No benefits

Q.3.A.4. When you think about your own engagement on climate change, how would you describe your highest level of engagement? Pick the most appropriate answer:

- I keep up with news regularly
- I keep up with news and participate in events occasionally
- I keep up-to-date with projects and events
- I support projects and take on small actions (e.g. sign a petition, go to meetings, spread information)
- I am committed to project and participate often in activities
- I am committed to project, participate and systematically promote the issues among my peers and community
- I initiate project and actively contribute to its follow up (recruitment, promotion, create activities etc.)

Section 3 – Scenario B

Questions from Scenario A + Scenario C

Section 3 – Scenario C

Q.3.C.1. To what extent do you agree that your participation in actions addressing climate change has been discouraged by the following reasons?

1 totally disagree – 2 rather disagree – 3 rather agree – 4 totally agree

- I lack support from my friends, family or colleagues
- I don't feel competent enough
- I don't have enough time
- I am not interested in the issue
- I don't know any NGO or organization
- I don't know any competent local authority on the matter
- I don't know about any project I could participate in
- There is not enough support (organisational or financial) from the authorities or institutions
- No one asked me to participate
- There are not enough activities organised in my locality
- There are not enough activities organised in my school/university
- These problems are so far in the future, so there is no need to act
- What happens at the industrial level makes my changing insignificant
- These issues are important to me but it's too hard to change my habits
- Making this change would be criticized by those around me
- I previously have made important effort in this, so there is no need for me to make further changes.
- Other (please specify):

[\[back to common questionnaire\]](#)

Q.3.8. How attractive is the idea of participating in actions addressing climate change in the future?

1 not at all - 2 not enough – 3 enough – 4 a lot

Q.3.9. In the future, how likely are you to participate in the following activities addressing climate change?

1 Unlikely – 2 Rather likely – 3 Likely – 4 Very likely

- Volunteer service (6 months - 1 year)
- Punctual voluntary actions
- School project
- Outside school project (youth/sport clubs or socio-cultural associations)
- Personal project (on your own or with members of your family / friends)
- Regular voluntary work
- Donations
- Demonstrations, sit-in, or protest action
- Petitions (sign & share)
- Conferences, workshops
- Debates, discussion groups
- Training program (1 week - 1 month)
- Graduate studies (1 year - 3 years)
- Direct action (example: change your own habits, recycle, consume less etc.)
- Join an NGO
- Join a political organization
- Other (specify):....

Q.3.10. Are you aware of some measures / projects addressing climate change?

1 not aware – 2 little aware – 3 aware – 4 well-aware

- At the local level (in your city or region)
- At the national level (in your country)
- At the international level

If you want to give examples, please do:

Q.3.11. How likely are you to take part in the following types of projects addressing climate change?

1 Unlikely – 2 Rather likely – 3 Likely – 4 Very likely

- A project initiated by a school, educational institute
- A project initiated by a local civil society organisation
- A project initiated by a national civil society organisation
- A project initiated by an international civil society organisation
- A project initiated by your local authorities/government
- A project initiated by your national authorities/ government
- A project initiated by international/European authorities

Q.3.12. How likely are you to get engaged in a project addressing climate change?

1 Unlikely – 2 Rather likely – 3 Likely – 4 Very likely

- At local level
- At national level
- At international level

Q.3.13. Locally, how do you feel heard in the decision-making concerning climate change:

1 not at all - 2 not enough – 3 enough – 4 very well

Q.3.14. How much do you think young people's engagement on climate change is important to address the issue?

1 not important - 2 rather important - 3 important - 4 very important

Q.3.15. In your opinion, do the youth have the power to contribute to the local policies addressing climate change?

Yes / No / Don't know

Q.3.16. In your opinion, how much the following institutions could have an impact on motivating the young people to get engaged on climate change issues?

1 not at all – 2 not much – 3 much -4 very much

- Educational institutions (schools, universities)
- Local authorities
- National authorities
- European or international institutions
- Non-governmental organisations

- Community groups
- Research centres and institutes
- Other (please specify): ...

Q.3.17. If you think of youth engagement as the active involvement of young people in activities empowering them to take part in decision making in matters that affect their lives and to take action on issues they care about, on a scale from 0 (not engaged at all) to 10 (very engaged), how would you describe:

- Your own level of engagement on climate change in the last 3 years
- The level of engagement of young people around you on climate change in the last 3 years

Q.3.18. Are you willing to answer questions related to migration?
Yes/No

SECTION 4 – MIGRATION

Q.4.1. How important do you consider the issue of migration?

1 not at all important – 2 rather important – 3 important - 4 very important

Q.4.2. How much do you feel concerned about migration?

1 not at all – 2 not much – 3 much -4 very much

Q.4.3. What are the first 3 words that come to your mind with regard to migration?

-
-
-

Q.4.4. How much do you feel informed on migration?

1 not at all – 2 not much – 3 much - 4 very much

Q.4.5. Do you keep up with the news about migration?

1 never – 2 rarely – 4 often – 5 always

Q.4.6. Please tell how often you use each of the channels below to keep informed about migration:

1 never – 2 rarely — 3 often – 4 always

- Family, friends or colleagues
- School/Teachers
- Specialized websites, blogs and apps
- Newspapers or magazines (paper)
- Digital newspapers and magazines
- Official local/national websites
- Social networks (Facebook, Instagram, Twitter, YouTube a.o.)
- Radio and television
- Events, campaigns brochures or leaflets
- Others (please specify): ...

Q.4.7. Have you already been involved in actions addressing migration?

- Yes, often (at several occasions in the last 3 years)
- Yes, a few times (once or twice in the last 3 years)
- No, never

[IF respondent answer YES, OFTEN => scenario A

IF respondent answer YES, A FEW TIMES => scenario B

IF answer is “no” => scenario C]

Section 4 – Scenario A

Q.4.A.1. Have you participated in the following activities addressing migration in the last 3 years?

- Volunteer service
- Punctual voluntary actions
- School project
- Outside school project (youth / sport clubs or socio-cultural associations)
- Personal project (on your own or with members of your family / friends)
- Regular voluntary work
- Donations
- Municipal / regional council
- Demonstrations, sit-in, or protest action
- Petitions (sign & share)
- Conferences, workshops
- Debates, discussion groups
- Training program (1 week - 1 month)
- Graduate studies (1 year - 3 years)
- Direct action (organise welcome activities for migrants, welcome migrants at your home etc.)
- Join an NGO
- Join a political organization
- Other (specify):

Q.4.A.2. How much your participation in activities related to migration has been stimulated by:

1 not at all – 2 not much – 3 much -4 very much

- Your family
- Your friends
- Your colleagues
- Your teachers
- Sport coaches
- Social workers / youth workers
- Social media influencers
- Political figures
- A specific organization or NGO
- The local authorities
- Information on matters related to migration (news, books, social media etc.)

- Your personal values / beliefs
- Your professional projects
- Your own past activities

Q.4.A.3. What have you gained from your actual and/or past actions on matters related to migration?

1 Not at all - 2 Little - 3 Much - 4 Very much

- Self-control / self-expression
- Self-esteem / self-confidence
- Professionally rewarding experience
- Sense of responsibility / organization & planning skills
- Team work / team building skills
- Communication skills
- Open-mindedness & tolerance
- Critical thinking
- Strategic thinking
- Creativity
- Recognition from your peers
- Formal recognition (e.g. certificates, diploma, credits)
- Enlarging your personal network
- Other (please specify): ...
- No benefits

Q.4.A.4. When you think about your own engagement on migration in general, how would you describe your highest level of engagement? Pick the most appropriate answer:

- I keep up with news regularly
- I keep up with news and participate in events occasionally
- I keep up-to-date with projects and events
- I support projects and take on small actions (e.g. sign a petition, go to meetings, spread information)
- I am committed to project and participate often in activities
- I am committed to project, participate and systematically promote the issues among my peers and community
- I initiate project and actively contribute to its follow up (recruitment, promotion, create activities etc.)

Section 4 _Scenario B

Questions from Scenario A + Scenario C

Section 4 – Scenario C

Q.4.C.1. To what extent do you agree that your participation in actions addressing migration has been discouraged by the following reasons?

1 totally disagree – 2 rather disagree – 3 rather agree – 4 totally agree

- I lack support from my friends, family or colleagues
- I don't feel competent enough

- I don't have enough time
- I am not interested in the issue
- I don't know any NGO or organization
- I don't know any competent local authority on the matter
- I don't know about any project I could participate in
- There is not enough support (organisational or financial) from the authorities or institutions
- No one asked me to participate
- There are not enough activities organised in my locality
- There are not enough activities organised in my school/university
- These problems are so far from me, so there is no need to act
- What happens at the political level makes my actions insignificant
- These issues are important to me but it's too hard to change my habits
- Making this change would be criticized by those around me
- I previously have made important effort in this, so there is no need for me to make further actions
- Other (please specify):

[\[back to common questionnaire\]](#)

Q.4.8. How attractive is the idea of participating in actions addressing migration in the future?

1 not at all - 2 not enough - 3 enough - 4 a lot

Q.4.9. In the future, how likely are you to participate in the following activities addressing migration?

1 Unlikely - 2 Rather likely - 3 Likely - 4 Very likely

- Volunteer service
- Punctual voluntary actions
- School project
- Outside school project (youth / sport clubs or socio-cultural associations)
- Personal project (on your own or with members of your family / friends)
- Regular voluntary work
- Donations
- Demonstrations, sit-in, or protest action
- Petitions (sign & share)
- Conferences, workshops
- Debates, discussion groups
- Training program (1 week - 1 month)
- Graduate studies (1 year - 3 years)
- Direct action (e.g. organise welcome activities for migrants, welcome migrants at your home etc.)
- Join a NGO
- Join a political organization
- Other (specify):....

Q.4.10. Are you aware of some measures / projects addressing migration?

1 not aware - 2 little aware - 3 aware - 4 well-aware

- At the local level (in your city or region)
- At the national level (in your country)
- At the international level

If you want to give examples, please do :

Q.4.11. How likely are you to take part in the following types of projects addressing migration?

1 Unlikely – 2 Rather likely – 3 Likely – 4 Very likely

- A project initiated by a school, educational institute
- A project initiated by a local civil society organisation
- A project initiated by a national civil society organisation
- A project initiated by an international civil society organisation
- A project initiated by your local authorities/government
- A project initiated by your national authorities/ government
- A project initiated by international/European authorities

Q.4.12. How likely are you to get engaged in a project addressing migration?

1 Unlikely – 2 Rather likely – 3 Likely – 4 Very likely

- At local level
- At national level
- At international level

Q.4.13. Locally, how much do you feel heard in the decision-making concerning migration?

1 not at all - 2 not enough – 3 enough – 4 very well

Q.4.14. How much do you think young people's engagement on migration is important to address the issue?

1 not important 2 rather important 3 important 4 very important

Q.4.15. In your opinion, do the youth have the power to contribute to the local policies addressing migration?

Yes / No / Don't know

Q.4.16. In your opinion, how much could the following institutions have an impact on motivating the young people to get engaged on migration issues?

1 not at all – 2 not much – 3 much -4 very much

- Educational institutions (schools, universities)
- Local authorities
- National authorities
- European institutions
- Non-governmental organisations
- Community groups
- Research centres and institutes
- Other (please specify): ...

Q.4.17. If you think of youth engagement as the active involvement of young people in activities empowering them to take part in decision making in matters that affect their lives and to take action on issues they care about, on a scale from 0 (not engaged at all) to 10 (very engaged), how would you describe:

- Your own level of engagement in activities addressing migration in the last 3 years
- The level of engagement of young people around you in activities addressing migration in the last 3 years

Q.4.18. Are you willing to answer questions related to climate change?

Yes/No

SECTION 5 – Mindchangers

Q.5.1. Young Mindchangers have the power to change mentalities in the society they live in and to trigger the active engagement of their peers. Please rate how much the following characteristics apply to a Mindchanger, with 1 = the lowest and 5 = the highest:

- Open-minded
- Well-informed on local and international issues
- Actively engaged in community life
- Creative
- Empathic
- Critical thinker
- Responsible
- Sociable
- Promoter of change
- Good communicator with young people from his/her own culture
- Good communicator with young people from other cultures
- Flexible
- Leadership skilled
- Extraverted
- Open to new challenges
- Conscientious
- Able to solve complex problems
- Active on social media
- Open to international solidarity
- Interested in global issues
- Optimistic
- Open to accept multiple perspectives
- Consistent with his/her values
- Digital skilled

Q.5.2. How likely are you to become a Mindchanger?

1 Unlikely – 2 Rather likely – 3 Likely – 4 Very likely