



REGIONS
AND YOUTH
FOR PLANET
AND PEOPLE

YOUTH ENGAGEMENT ON THE 2030 AGENDA

A PRACTICAL GUIDE FOR LOCAL AUTHORITIES AND
CIVIL SOCIETY ORGANISATIONS



Co-funded by
the European Union



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This guide was developed by the University of Craiova in collaboration with the partners of the EU project “Mindchangers: Regions and Youth for Planet and People”.

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Special thanks to the young people who dedicated their time to answer the questionnaires and to be interviewed, as well as to the tens of people who participated in the collective drafting and revision of this Guide on behalf of:



Graphic design: Chiara Cuatto

Version: June 2022

Disclaimer:

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ABBREVIATION LIST

ARA: Auvergne-Rhône-Alpes (France)

BW: Baden-Württemberg (Germany)

CONGDCAR: Coordinadora de Organizaciones No Gubernamentales para el Desarrollo de la Comunidad Autónoma de La Rioja

COP: Consorzio delle Ong Piemontesi

CSOs: Civil Society Organisations

DEAR: Development Education and Awareness Raising Programme

DJ: Dolj County (Romania)

EU: European Union

FWB: Fédération Wallonie-Bruxelles (Belgium)

LAs: Local Authorities

LR: La Rioja (Spain)

PIE: Piedmont (Italy)

RESACOOP: Réseau Auvergne-Rhône-Alpes d'appui à la coopération internationale

SEZ: Die Stiftung Entwicklungs-Zusammenarbeit Baden-Württemberg (SEZ)

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1. THE MINDCHANGERS PROJECT

“Mindchangers: Regions and youth for Planet and People” (CSO-LA/2020/415-010) is a European project led by Regione Piemonte (Italy) within a consortium composed by Region Baden-Württemberg-DE, Fédération Wallonie-Bruxelles-BE, La Rioja-ES, RESACOOOP-FR, COP-IT, CONGDICAR-ES, SEZ-DE and University of Craiova-RO.

It is financed by the European Commission within the call EuropeAid/160048/DH/ACT/Multi “Raising public awareness of development issues and promoting development education in European Union (DEAR) - Lot 3: Focussed and strategic pan-European campaigns on targeted priorities bringing EU Development policy and EU answers to global challenges closer to citizens led by a Local Authority or Association of LAs, from all EU member states”.

Mindchangers started in October 2020 and will end in September 2024.

OBJECTIVES AND ACTIVITIES

The overall objective of Mindchangers is to strengthen the engagement of EU young citizens and increase awareness of the general public towards the 2030 Agenda and the European Consensus on Development in 6 EU countries, through communication actions and capacity building of LAs and small and medium CSOs.

The specific objectives are:

1. To foster youths as active agents of development and change, by mobilising them locally and at international level.
2. To innovate LAs and CSOs’ strategies to reach and engage youths, on the topics of sustainable development and international cooperation, specifically on the focus areas of Climate Change and Migration.

The core activity of the Action is subgranting, in order to fund projects realised by LAs and CSOs aimed at youth engagement on SDGs and in particular on two focus areas: Climate Change and Migration.

FOCUS AREAS

Climate Change is a threat for societies all over the world, but often its major consequences are in countries and territories that have less contributed to the phenomenon. It is also one of the causes of migration, along with poverty, conflicts, and inequalities. Migration itself is a global challenge that has effects locally. More and more people are on the move. This requires a better understanding of the phenomenon, fighting the root causes and promoting a collective effort towards inclusion.

TARGET GROUPS AND BENEFICIARIES

At least 3 million EU citizens (at least 700.000 aged 15-35) will be informed about Mindchangers activities and more aware of their personal role and impact in global issues.

The subgranted projects will reach at least 300.000 youths (aged 15-35), of which 10.000 will be actively engaged.

THE CAMPAIGN

The objective of Mindchangers will be achieved mainly through a pan-European, innovative campaign, youth-oriented, aimed at raising awareness and engagement, built together by communication experts and youth, both online and in the field.

PROJECT WEBSITE AND SOCIAL MEDIA

To find out more about Mindchangers and to stay updated on the activities carried out in Europe, visit www.mindchangers.eu and follow the Mindchangers channels on [Facebook](#) and [Instagram](#).

Official hashtags: [#mindchangers](#) [#mindchangersproject](#)

- Youth as agents of change
- The 2030 Agenda
- The Sustainable Development Goals (SDGs)
- The EU Consensus on Development

2. THE RESEARCH “HOW TO SHIFT FROM AWARENESS TO ACTIVE ENGAGEMENT ON THE 2030 AGENDA”

One of the main objectives of the project Mindchangers is to support LAs and CSOs to design successful future projects engaging youth.

More and more studies on youth education at European and international level emphasise the importance of youths' involvement in non-formal environments in direct collaboration with the LAs and CSOs. In this context, a team of researchers from the 6 EU target countries, partners in the project, carried out a research activity about how to shift from awareness to engagement. The results of this research led to drawing up a Practical guide for youth engagement which includes recommendations adapted for LAs and for CSOs, rooted in the comparative analysis of the research results.

This publication, available in the languages of the project, will be the basis for the capacity building activities.

OBJECTIVES OF THE RESEARCH

Overall objectives

1. To identify effective means of fostering the shift from awareness to active engagement of young people for LAs and CSOs;
2. To strengthen the engagement of EU young citizens and the awareness of the general public towards the 2030 Agenda through communication actions and capacity building of LAs and small and medium CSOs.

Specific objectives

1. To investigate the youths' awareness about SDGs and their role as active agents of development and change at regional level;
2. To identify the level of youth engagement in all partner regions in the field of global challenges, specifically climate change and migration;

3. To review the LAs and CSOs' strategies to reach and engage youths, on the topics of sustainable development and international cooperation, specifically on challenges such as climate change and migration at regional level;
4. To identify the challenges/barriers which emerged in shifting from awareness to action, as well as the ways to overcome them;
5. To identify and analyse examples of good practices that supported the shift from awareness to action, including online good practices;
6. To formulate practical indications on planning youth engagement activities and programmes that actually work.

METHODOLOGY | The sample of young people

The research investigated a sample of 740 young people, of which 680 respondents filled in the questionnaire and 60 participated in the interviews.

country	total number of respondents	average age of the respondents	age distribution 20-30 years old	gender distribution	level of education			number of young people who have recent migration stories in their families
					Up to high school diploma	Technical/ professional degree	Bachelor's degree or more	
Belgium	99	24 y/o	75%	62% F - 38% M	35%	23%	41%	49 (49.4%)
France	104	26 y/o	63%	76% F - 19% M	19%	14%	66%	65 (62.5%)
Germany	95	31 y/o	66%	64.2% F - 33.7% M	39%	5%	56%	34 (35.7%)
Italy	180	26 y/o	63%	77% F - 23% M	28%	26%	46%	44 (24.4%)
Romania	100	24 y/o	70%	71% F - 29% M	42%	1%	57%	53 (53%)
Spain	102	25 y/o	76%	73% F - 27% M	15%	12%	74%	43 (42%)

Numbers and percentages showed in the tables refer to data collected in the target regions. In order to make the tables and the information more readable, the authors used the names of the countries instead of the names of the regions.

3. WHAT WE MEAN BY “YOUTH ENGAGEMENT”

Youth engagement refers to the direct or indirect participation of young people in a variety of actions addressing issues of local or global interest. Engagement is a step-by-step process that allows for the manifestations of interests, beliefs and convictions, and that becomes a pattern of thought, experience and action - in other words, a way of living.

As put forward by young people themselves, engagement presupposes a good level of awareness, but also a certain profile defined by a set of specific personal traits and competences that can be developed through various forms of education. Young people must change themselves, in order to be able to change others and the world they live in, therefore engagement should be both attitudinal and behavioural. Another important trigger for engagement is the existence of a social context which motivates and encourages young people to act at both social and private level. Thus, engagement becomes part of who they are, since it induces a sort of permanent behaviour, not limited to social action, but extended to their personal lives.

An engaged young person must be able to motivate other young people to get engaged, and act as a multiplier in order to mobilise them collectively. Moreover, young people make the difference between mere participation and active engagement. Actively engaged young people are those for whom engagement acquires an ideological value, acting as a set of ideas that govern their lives and the lives of others, within the society they live in.



NOW LET ME TELL YOU ABOUT MY ENGAGEMENT

The point of view of the young people who answered the questionnaires and were interviewed on their engagement can be summarized according to the following axes: why, what, how, when.

WHY

- I am interested and concerned about the SDGs
- I am responsible and open to international solidarity
- I am willing to change my behaviour to reduce the impact of global issue
- I feel the need to do something concrete and useful for the world I live in
- I care about my planet
- I know my voice matters
- I am aware of the need to take immediate action
- I want to set an example and motivate the others to get actively engaged in matters of global concern

WHAT

- A large variety of actions (from online petitions and family discussions to involvement in a political movement)
- Any action matters, since there are various degrees of engagement, equally important
- I am committed to my actions, irrespective of obstacles or difficulties
- My actions are supported by constant training and up-to-date information
- I systematically inform my peers about my actions
- I am active on social media
- I strive to create multiplier effects
- I constantly try to raise awareness about global issues
- My private life echoes my engagement
- I equally take action at local, national and international levels
- I adjust my actions according to my age and my personal experience
- I also tailor my actions according to time and financial resources
- My engagement is not necessarily linked to an NGO or a project
- I clearly formulate my objectives and I organise my actions accordingly
- My engagement is more effective when socially and financially supported
- I follow up on the results of my actions
- I actively contribute, mainly by direct actions and voluntary activities, to fighting inequalities and to promoting sustainable behaviour
- Individual and collective actions are equally important

HOW

- My engagement is a non-linear dynamic lifelong process (saw-toothed)
- My engagement is a step by step process:
 1. I identify the subject and its topicality;
 2. I develop my awareness on the issue;
 3. I formulate the objectives of my engagement and identify the ideal set of actions;
 4. I determine the implementation stages;
 5. I investigate the others' feedback;
 6. I draw up the final set of actions and start implementing them
- My engagement is supported by cooperation and effective communication

WHEN

- anytime
- all my life
- an early start

READ ABOUT:

- Youth engagement according to the United Nations
- Global Citizenship Education and Youth Engagement

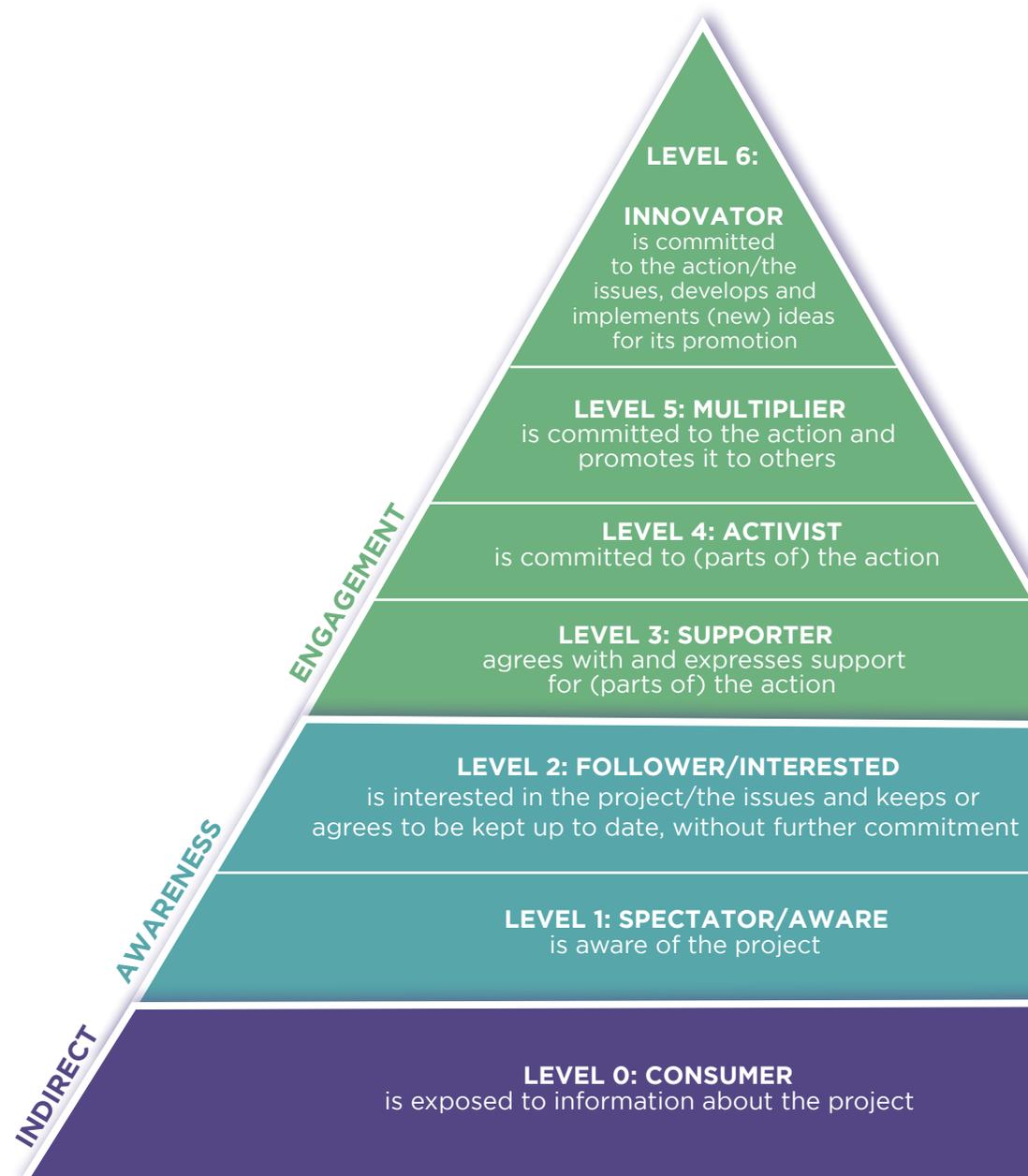
4. THE PYRAMID OF ENGAGEMENT

The Development Education and Awareness Raising Programme (DEAR), managed by the European Commission, Directorate-General for International Partnerships, promotes active citizenship and critical understanding of sustainable development issues, the interdependent world and people's roles as change-makers. With calls for proposals, it supports European Civil Society Organisations and Local Authorities in engaging people to address global challenges (europa.eu/capacity4dev/dear).

But as engagement can mean a lot of different things - from the casual forwarding of a friend's email to deep involvement on a board of directors of an organization, to the creation of a youth group, the organization of a fundraising initiative and so on - LAs and CSOs need to use appropriate tools to measure the different levels of civic participation and to understand the differences between being informed, becoming aware and engaging directly in action.

This is particularly needed since collecting data on this issue risks being meaningless, as they say nothing about the depth of engagement of the people enumerated: reading a newspaper article resulting from a project's activity is not the same as signing a petition and taking part in a training workshop is not the same as being a long-term advocate-multiplier for the project or its ideas.

The DEAR Support Team introduced in 2016 the Engagement Pyramid as a common tool for DEAR projects to support the collection of data, according to the level of engagement. The following table summarizes the 3 macrolevels of engagement and for each one, details sub-levels of involvement, from the lighter (level 0) to the most intense (level 6):



KNOW MORE HERE

europa.eu/capacity4dev/dear/documents/engagement-pyramid-2pager

5. THE STATISTICS ABOUT EUROPEAN CITIZENS' AWARENESS AND ENGAGEMENT

The starting point of the Mindchangers project and the research on “How to shift from awareness to active engagement on the 2030 Agenda” were the Eurobarometers, the polling instruments used by the EU institutions to regularly monitor the state of public opinion on subjects of political or social nature.

Particularly, it was important to analyse the situation in the six target countries, in order to correctly interpret the results of the Research based on the survey on the sample of 740 young people, of which 680 respondents filled in questionnaires and 60 participated in interviews.

At European level, two main surveys were considered:

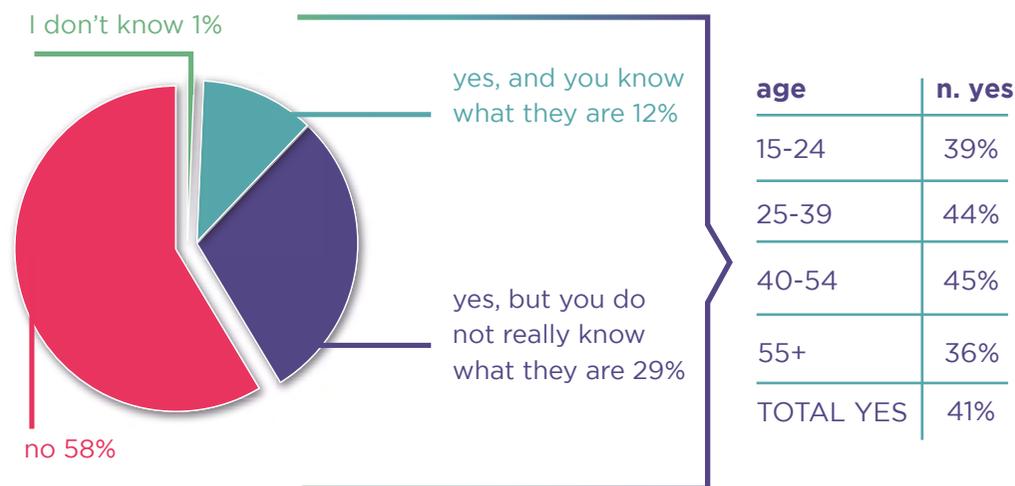
1

The level of awareness of European citizens about the Sustainable Development Goals (SDGs). In Special Eurobarometer 455: **EU Citizens views on development cooperation and aid (455 - April 2017)**

2

The level of personal commitment and involvement of European citizens in development. In Special Eurobarometer 476: **EU citizens and development cooperation (476 - September 2018)**

1 HAVE YOU EVER HEARD OR READ ABOUT THE SUSTAINABLE DEVELOPMENT GOALS AGREED BY THE INTERNATIONAL COMMUNITY?



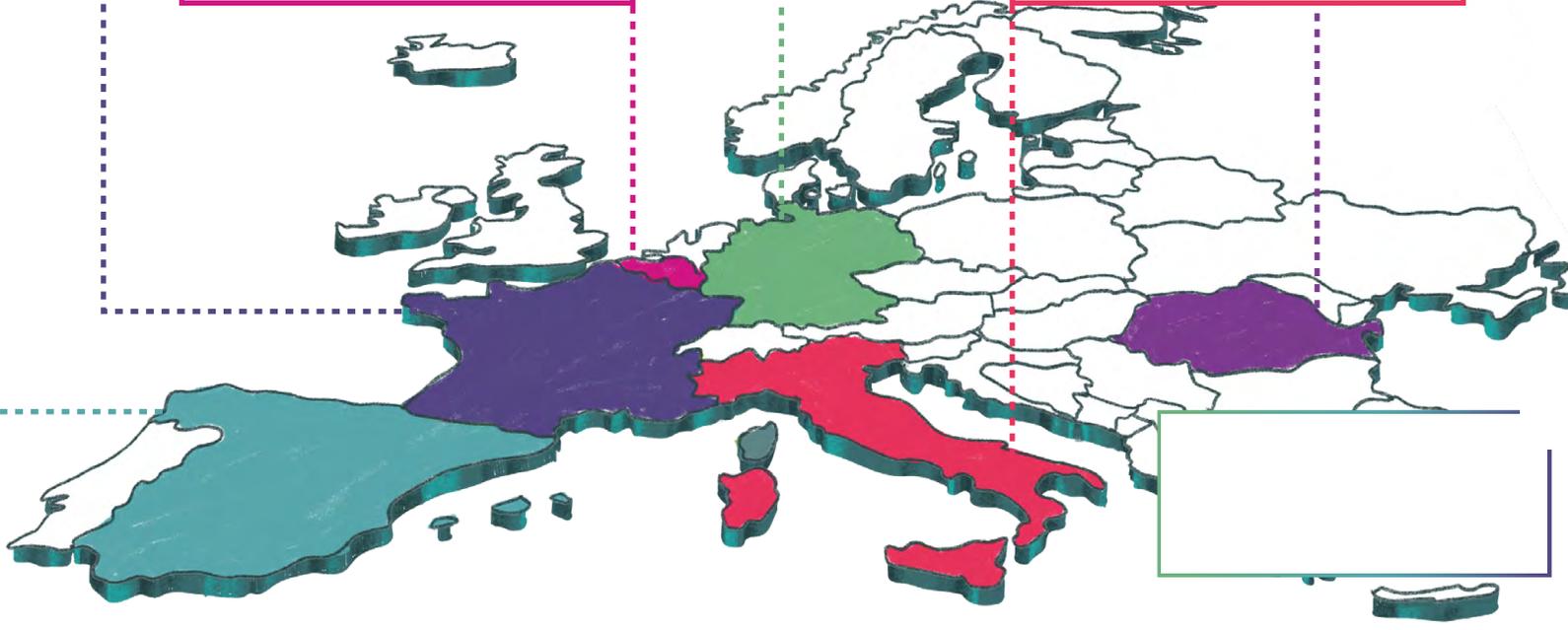
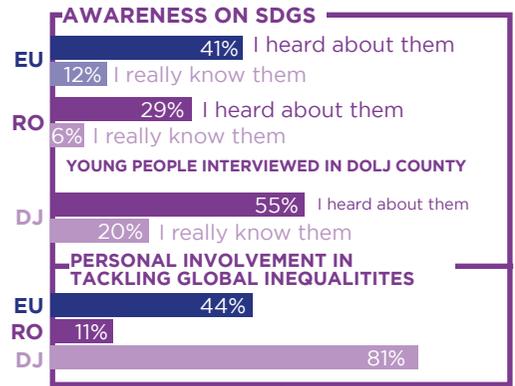
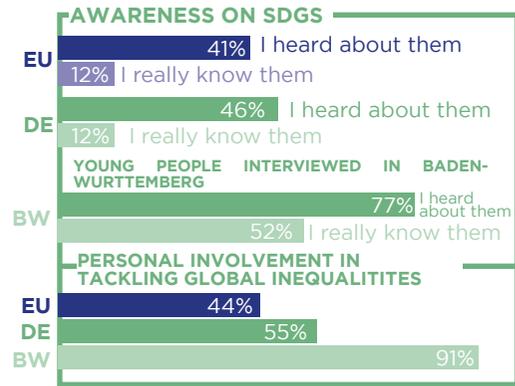
More than four in ten say they have heard of the Sustainable Development Goals, although awareness varies widely across Member States. Overall, 41% say they have heard of the Sustainable Development Goals (SDGs), although respondents are more likely to say they have heard of them but do not really know what they are (29%) than to say they know what they are (12%).

2 ARE YOU PERSONALLY INVOLVED IN HELPING DEVELOPING COUNTRIES IN ANY OF THE FOLLOWING WAYS? (% - EU)



6. AWARENESS AND ENGAGEMENT OF YOUNG PEOPLE PARTICIPATING IN THE RESEARCH

The research within Mindchangers has highlighted the level of awareness of young people from the 6 EU target regions, as well as their personal involvement in actions addressing SDGs, thus complementing with the national data provided in the Eurobarometers with an insight at regional level.



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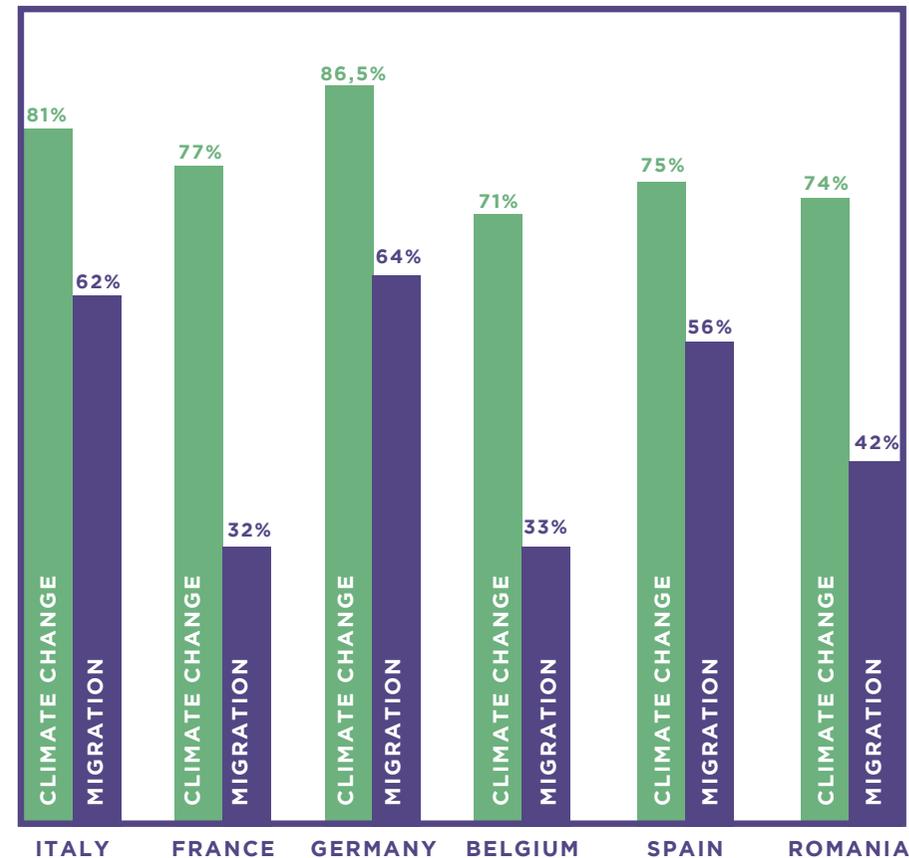
1. WE FEEL CONCERNED AND ARE WILLING TO ENGAGE!

Young people have a positive attitude towards being actively involved in reducing the impact of global issues. They have the willingness to change their behaviour so as to reduce the effects of global issues in the world they live in. Almost all of them are ready to make changes at a personal level in order to take action in their community.

Young people are very concerned about climate change issues. In almost all the European regions participating in the project, young people are worried about climate change and declare that they feel very much concerned about it. They feel less concerned about migration issues. The level of concern is lower for migration in most of the regions.

Young people are willing to participate in actions addressing climate change and migration issues. Most of them feel that the idea of participating in future activities addressing climate change is attractive and very attractive for them. Though they feel less attracted to the idea of participating in actions addressing migration than climate change in the future, they are still willing to take part in such actions too. Young people in Piemonte and La Rioja have the highest level of interest in getting involved in actions addressing migration.

IMPORTANCE OF CLIMATE CHANGE AND MIGRATION



% of respondents who consider climate change and migration to be, in general, important or very important.



I feel that I want to be active for the change of my territory. I had left, I distanced myself, but then I realized that I have a strong connection with my territory and I want to engage to improve it...

Interviewee PIE
@ Regione Piemonte / COP



It's hard to say for sure [what drives me], but I want to feel useful, to have the feeling of doing something concrete for this world

Interviewee PIE
@ Regione Piemonte / COP



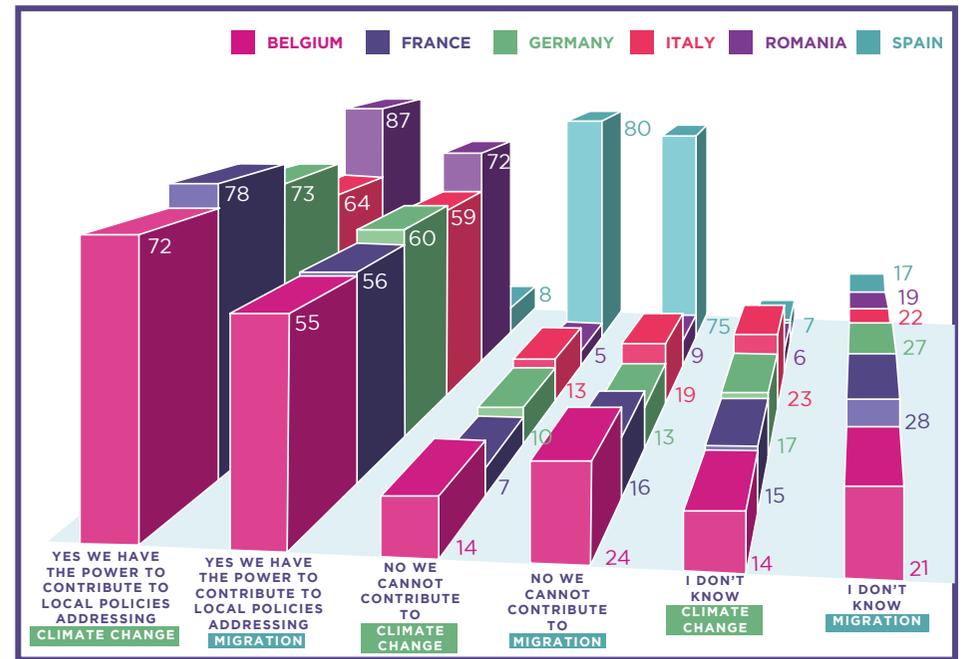
2. WE CAN PROVIDE A FRESH PERSPECTIVE ON THE DESIGN OF NEW LOCAL POLICIES!

Young people strongly agree they have the power to contribute to local policies regarding climate change or migration. They are confident in their capability to induce changes in local policies, more in the case of climate change, and slightly less for migration. The only exception are the young people in La Rioja, where only a fraction are of the opinion that they have the power to contribute to policy making locally in addressing climate change and migration. Such low values may indicate that, in this region, adults are most often at the forefront of the decision-making process, with little discussion or input from youth.

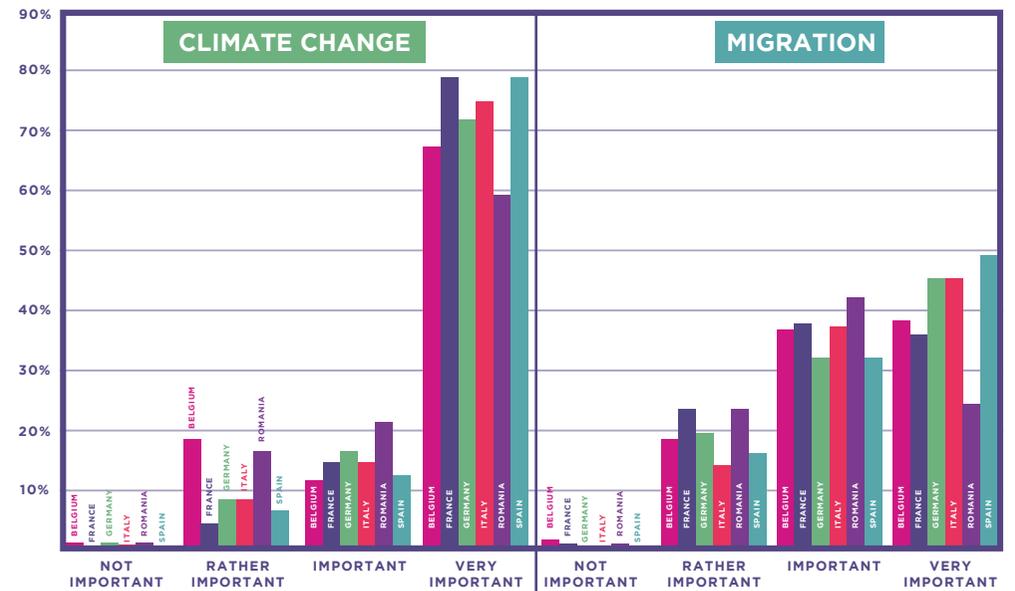
OUR ENGAGEMENT ON CLIMATE CHANGE AND MIGRATION ISSUES CAN MAKE A CHANGE!

Young people acknowledge the importance of youth engagement in addressing issues related to climate change and migration. In their opinion, their engagement matters less when dealing with migration than with climate change. Their engagement is important because it gives them the feeling of belonging to a group or to an important project, on the one hand, and the opportunity to express themselves, to make their voice heard, on the other hand.

YOUNG PEOPLE'S PERCEPTIONS OF THEIR POWER TO CONTRIBUTE TO LOCAL POLICIES ADDRESSING CLIMATE CHANGE AND MIGRATION IN DECISION MAKING AT LOCAL LEVEL



IMPORTANCE OF YOUTH ENGAGEMENT ON CLIMATE CHANGE AND MIGRATION





3. WE CAN BE PART OF THE SOLUTION, LISTEN TO US!

Young people are not satisfied with their with their level of inclusion in decision making at the local level. They feel that they are not enough or not at all heard in decision-making concerning climate change or migration. They also consider their voice to be better heard in matters related to climate change than to migration. Nevertheless, there are regions where young people feel enough heard in a higher percentage for migration issues than for climate change (Baden-Württemberg, La Rioja). The little attention given to their voices made young people feel as they do not have the power to change the world, and this may discourage their engagement.

Do you feel heard in the decision-making concerning climate change and migration issues?

country				
	very well	enough	not enough	not at all
Italy	1%	20%	59%	20%
	2%	14%	54%	30%
France	1%	21%	52%	26%
	1%	12%	43%	44%
Germany	3%	17%	67%	13%
	2%	26%	45%	27%
Belgium	2%	16%	55%	27%
	0%	17%	46%	37%
Spain	1%	15%	62%	22%
	1%	20%	52%	27%
Romania	1%	19%	56%	24%
	0%	14%	49%	30%

climate change
 migration

YOUNG PEOPLE'S PERCEPTIONS OF THEIR CAPABILITY TO INDUCE CHANGE



If we go out into the streets, I don't think anyone would hear or listen to us and then the young people would say that all is just a nuisance since nothing happens anyway, that is, it is not up to us, clearly we cannot do anything. I mean, we have this mentality that we can't do anything at first, in other words we don't even try, because we know for sure that we cannot solve a problem, and thus do nothing about it. [...] We should change this mentality and say 'why not try?'. In the end, it is in our favour to try to get what we want as students or as citizens. To do small things, to organize ourselves, go out in the streets, post everywhere on social media. But we don't. Eventually, all we do is talk to a friend and say to him: 'Oh, I'm not comfortable with this' and do nothing about it. That's it

Interviewee DJ
@ University of Craiova



4. MANY BARRIERS HINDER OUR PARTICIPATION, HELP US TO REMOVE THEM!

Even though young people are willing to get engaged in matters related to climate change and migration, there are still many barriers for them to overcome. Young people may not get engaged because they lack the time to do it or the trust in their own power, but the main barriers are mostly external. Thus, they declare to be mainly discouraged by the inadequate organizational and financial support from local authorities or institutions. They also complain about the lack of appreciation and follow-up for their actions, especially at the political level. In the absence of political decisions, young people are confronted with the impossibility to develop successful actions. This is something that they are perfectly aware of and something that they are vocal about when questioned. They have ideas and desires, but they need to be backed by political decisions. Another obstacle which discourages their engagement is the insufficient number of activities or projects organized in their localities, as well as in their schools or universities. The lack of an invitation to get involved in actions, the lack of information on projects or activities they could take part in also act as deterrents to their engagement. On the other hand, almost all young people agree that the least important barriers are 'these problems are far in the future' or 'I am not interested in the issue'.

Discouragement from educational institutions

Even if some education actors can be the source of participation and commitment for young people, the educational institutions themselves can generate serious constraints: "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 that 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."

Interviewee ARA
@ RESACOOP

Lack of trust in their own power

"They [young people] might either be unaware of the potential of volunteering or they do not perceive themselves able to take individual action. Both may just be a result of the lack of experience."

Interviewee BW
@ Baden-Württemberg / SEZ

Risk of physical and mental burn-out

"Engagement sometimes requires a lot of time and energy, and can lead to frustration and fatigue, both physical and mental: "At one point I had... not a burnout at all but I was a bit fed up with always reading things that make you feel down." "It's very tiring. Once, we were busy with the legal aid services in front of the Foreigners' Office and I was the only delegate managing three volunteers. Now, I am going to take a little break so that I can concentrate on my master's thesis."

Interviewees FWB
@ Fédération Wallonie-Bruxelles

Young people spoke about how much overwhelmed they feel sometimes by the magnitude of international issues, and how much this leads to discouragement and disengagement in the medium to long term: "The more I listen to the news, the more I get actually depressed. It really takes 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."

Interviewee ARA
@ Resacoop

Unequal distribution of resources

"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."

Interviewee DJ
@ University of Craiova

Discouragement for newcomers

In some cases, associations and militant spaces can produce barriers and disengagement too, or can be obstacles for commitment: "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 onto things."

Interviewee ARA
@ Resacoop



5. THINK GLOBALLY, ACT LOCALLY? WE AGREE!

Young people think that tackling global inequalities and poverty worldwide should be one of the main priorities of the EU

There is a strong consensus among young people that the European Union has a high responsibility in tackling global inequalities and poverty worldwide. They give the national authorities a lower weight in the matter and the regional authorities a much lower one. This opinion may be correlated with a complementary point of view according to which socio-economic issues should be a priority at international and national level, whereas local authorities should rather focus on building more sustainable cities and communities.

YOUNG PEOPLE THINK THAT TACKLING GLOBAL INEQUALITIES AND POVERTY WORLDWIDE SHOULD BE ONE OF THE MAIN PRIORITIES OF (MEAN VALUES 1-5):			
	EUROPEAN UNION	national authorities	local authorities
Belgium	3.18	3.06	2.67
France	3.28	3.00	2.40
Germany	3.73	3.26	2.53
Italy	3.41	3.31	2.49
Romania	3.69	3.00	2.99
Spain	3.60	3.31	2.77

Young people show a preference for actions at local level

Most young people admit to getting more likely engaged in projects at the local level. Thus, they picture themselves more involved locally for both climate change and migration, rather than nationally or internationally. They favour the initiatives and actions promoted by CSOs, which involve them as active actors.

MOST PRESSING SDGs			
	international	national	regional
Belgium	no poverty	quality education	sustainable cities and communities
France	zero hunger	no poverty	affordable and clean energy
Germany	zero hunger	climate action	sustainable cities and communities
Italy	climate action	decent work economic growth	sustainable cities and communities
Romania	no poverty	no poverty / quality education	no poverty
Spain	zero hunger	gender equality	sustainable cities and communities

- Respondents clearly differentiate between the three levels of power.
- Priorities linked with SDGs are different depending on levels. Environmental issues are generally ranked first (climate action, sustainable cities and communities, affordable and clean energy). Issues related to inequalities are prioritized, too, especially on international and national levels (no poverty, zero hunger).
- The selection no poverty at all the three levels by the Romanian respondents may be justified by the economic national context.
- Quality education is a priority only for Belgium and Romania and only at national level.
- Spanish respondents are the only one to mention gender equality as a priority (at national level).

YOUNG PEOPLE'S LIKELIHOOD TO PARTICIPATE IN LOCAL PROJECTS RELATED TO CLIMATE CHANGE AND MIGRATION (MEAN VALUE 1-4)		
	CLIMATE CHANGE	migration
Belgium	2.82	2.26
France	3.13	2.26
Germany	2.72	2.49
Italy	3.09	2.96
Romania	2.75	2.16
Spain	3.02	2.76

■ highest likelihood to engage ■ lowest likelihood to engage



6. WE WANT TO BE PERSONALLY AND DIRECTLY INVOLVED IN ACTIONS!

Young people prefer direct actions to other forms of involvement. The commitment against world inequalities first means caring about ethical aspects of their consumption. This is the very first area where young people can actually act and have a real impact. They are also active on the internet and show in a way or another their support or their participation in online campaigns. The political involvement is the least preferred by most of the respondents, which shows a certain form of disengagement with political parties.

Young people are involved in a variety of actions in relation to both climate change and migration.

For climate change, they favour direct actions, such as changing habits, recycling, consuming less etc. and signing or sharing petitions. There may be a difference between the preferred activities based on the level of engagement. For instance, young people in Baden-Württemberg with less frequent or no involvement in the past, would prefer passive involvement in the future (e.g. giving donations), whereas those with more frequent participation would rather be actively involved by taking part in demonstrations or punctual voluntary actions.

For migration, signing or sharing petitions is the activity most frequently chosen by young people, followed by punctual voluntary actions and direct actions, such as organizing welcome activities for migrants or accommodating migrants at home etc. Other activities favoured by young people include participation at conferences or workshops addressing this topic.

Direct actions give young people a higher level of satisfaction and motivation. As pointed out by young people of Fédération Wallonie-Bruxelles, in order to get and/or stay actively engaged, they need to “see” or “feel” the impact of their actions. This impact could be “more easily” felt in the case of engagement around migration than in the case of climate

change. Indeed, forms of engagement undertaken by young people active on migration generally allow for direct contact with migrants, refugees, or asylum seekers – in addition to direct actions in schools (thematic activities around issues of interculturality). Therefore, there remains the satisfaction of having “helped people”, as suggested by a young person who was involved in activities related to climate change before shifting to active engagement in humanitarian aid for migrants in Brussels.



TYPES OF ACTIVITIES		
	CLIMATE CHANGE	MIGRATION
Belgium	direct actions 51% petitions 48% demonstrations, sit-ins, protests 25%	petitions 32% punctual voluntary actions 17% debates, discussions group 14%
France	direct actions 21.15% petitions 21.15% conference, workshops 15.28%	petitions 29% punctual voluntary actions 26% demonstrations, sit-ins, protests 21% conference, workshops 21%
Germany	direct actions 70.4% petitions 55.6% donations 33.3%	petitions 78.6% punctual voluntary actions 35.7% demonstrations, sit-ins, protests 32.1%
Italy	direct actions 32.2% petitions 30% conference, workshops 20.1%	direct actions 22.2% petitions 20.3% direct actions 18.7%
Romania	punctual voluntary actions 46.4% school project 40.6% petitions 43.5% direct action 40.6%	debates, discussions group 50% punctual voluntary actions 29.2% conference, workshops 33.2%
Spain	direct actions 66.7% petitions 72.2% conference, workshops 56.9%	petitions 69.5% debates, discussions group 50.8% conference, workshops 47.6%

7. NEW GLOBAL CHALLENGES REQUIRE NEW CHANNELS TO COMMUNICATE WITH US!



Young people's favourite channels of information are represented by the new media (specialized websites, blogs and apps, digital newspapers and magazines) and social networks. Social media is the preferred channel for both information and communication. Young people admit that it plays quite important roles in the shift from awareness to action, in the sense that it helps them to identify concrete opportunities for active engagement. Moreover, "using" other young people's voice to activate and support the "active engagement" of young people constitutes a key element in youth discourse on best communication practices to initiate action among youth.

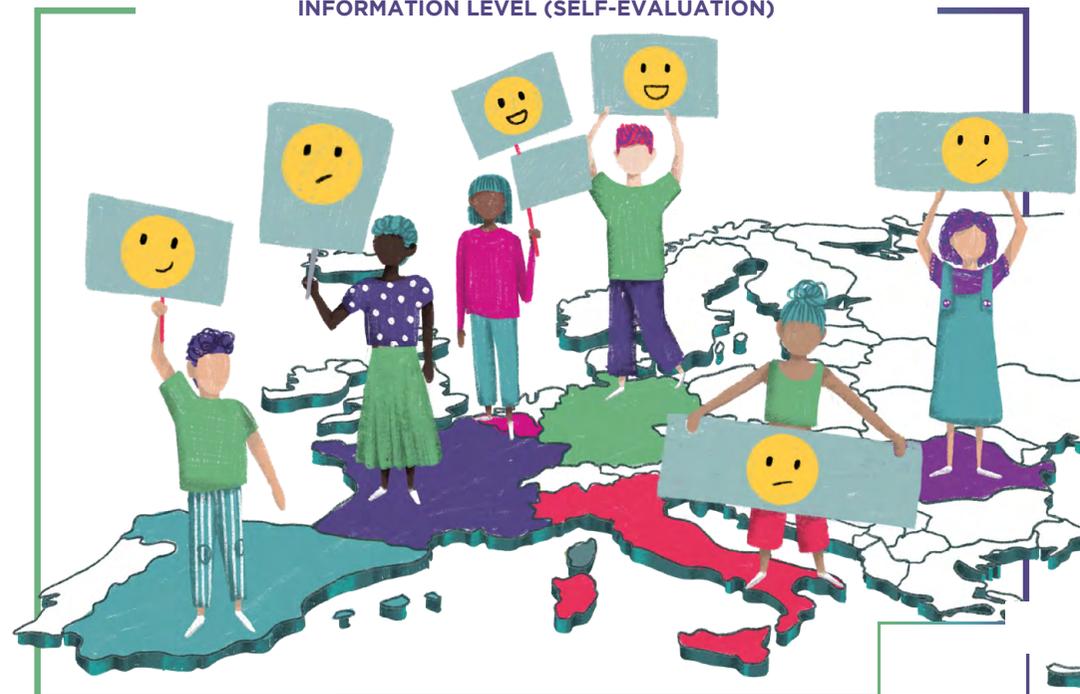
Young people feel well informed and fairly up to date on news related to climate change, but somewhat less so in relation to migration. They use social media to disseminate information, mobilize other young people, sign petitions or organise protests, and they also think social media should be used more for sensitizing people about global issues or for presenting good practice examples.

There are also particular regional preferences for certain channels of information. More specifically, young people in Baden-Württemberg declare they have a preference for radio and television, whereas the young people of Dolj county declare they get their information from official local/national websites. Interestingly, educational institutions and actors (i.e. schools, teachers etc.) are not among the preferred channels of information. Moreover, the least preferred channels of information are events, campaigns brochures and leaflets. Some young people in Fédération Wallonie-Bruxelles spoke about the need to adapt the selection of social media to the age group targeted and to use channels that encourage voluntary interaction,

such as "Facebook live" and "Twitch". They also underline the fact that there is a need to complement social media actions with word-of-mouth and direct mobilization in schools.

Young people also think that social media can also be a source of disinformation, since it sometimes lacks the dissemination of scientific reports that provide evidence of the devastating effects of climate change. Social media is criticized by some interviewees from Spain for the lack of impartiality of information. These claim that it needs to be complemented by other sources of information.

INFORMATION LEVEL (SELF-EVALUATION)



It's important to go through people who are activists. For example, if I see something on social media, like a partnership that comes out of nowhere, I never read it. However, if it's a post from an activist, I listen, because I know that if the person is talking about it, they're on board with it and so I'll be able to relate to it.

Interviewee FWB
@ Fédération Wallonie-Bruxelles

In my opinion, the important thing for young people is to use other young people. It might sound silly, but young people usually listen to young people more than to older people.

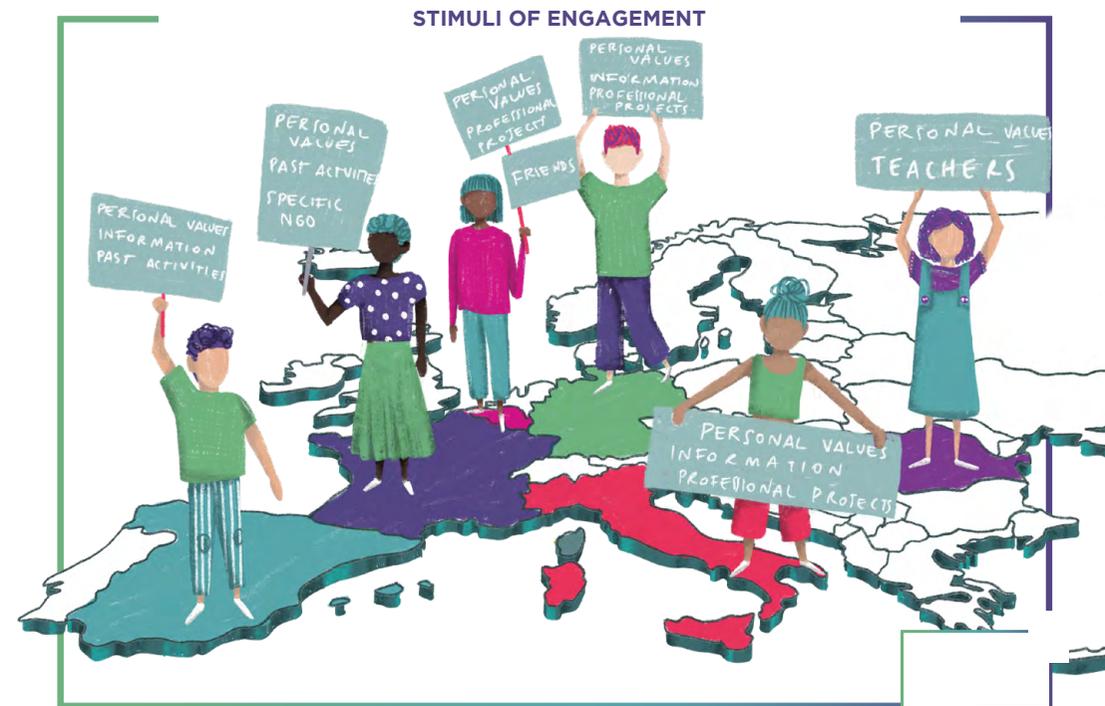
Interviewee PIE
@ Regione Piemonte / COP



8. THIS IS WHAT MOTIVATES US TO GET ENGAGED!

Frequently or often engaged young people feel stimulated thanks to both internal and external factors, with no significant difference for climate change or migration.

Their actions are mostly determined by their own personal values or beliefs. It is important for them to be effective, to reach concrete results, to feel that they are useful, that their actions matter and that they can play a role in shaping future generations of engaged young people. Engagement can also be stimulated by their personal interest in developing communication with people from other cultures or by the increase of their social well-being. Volunteerism is related to a variety of benefits, not only for the community but for the volunteers as well. By openly communicating those benefits, more participation could be achieved. A correlation between their professional or educational projects and global issues such as climate change or migration can lead to the enhancement of both their level of awareness and of engagement. Activism may also arise from a long-standing participatory process that has been present throughout a person's life since childhood. Young people's engagement can also be triggered by external factors, such as the input of a specific of a specific CSO or the information they receive on stringent aspects related to climate change or migration via their preferred channels of information. Young people do not perceive local authorities (Auvergne-Rhône-Alpes, Baden-Württemberg, Dolj) or political figures as stimuli for their engagement. Some of them are highly motivated by their family or friends (Fédération Wallonie-Bruxelles) or by their teachers (Dolj). Moreover, the acknowledgment of a reference figure who knows how to keep the group together and launch new stimuli also plays an important role for their active engagement (Piemonte).



Being part of a 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.

Interviewee BW
@Baden-Württemberg / SEZ



I love training others, making them discover themselves. I feel that my actions have an impact.

Interviewee DJ
@University of Craiova





9. BOTH CLIMATE CHANGE AND MIGRATION ARE IMPORTANT ISSUES, BUT WE FEEL MORE CONCERNED ABOUT CLIMATE CHANGE

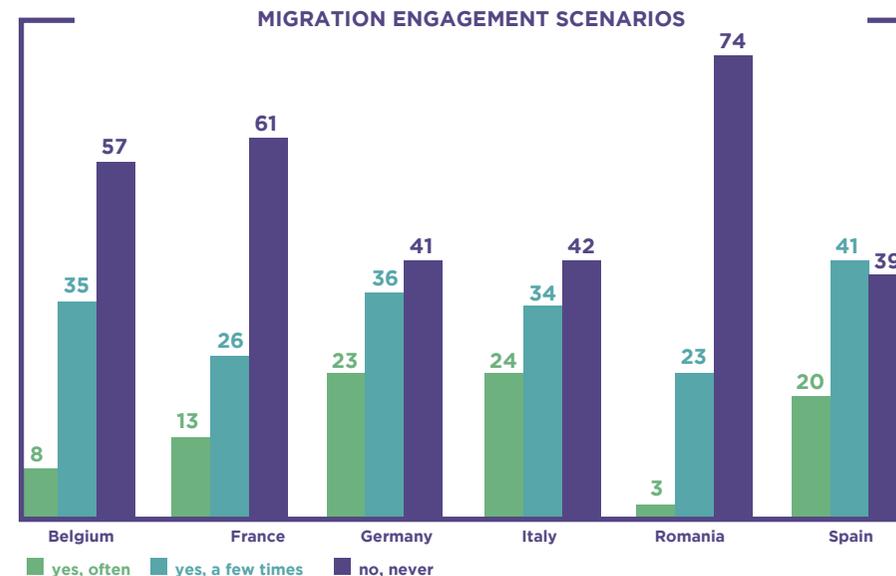
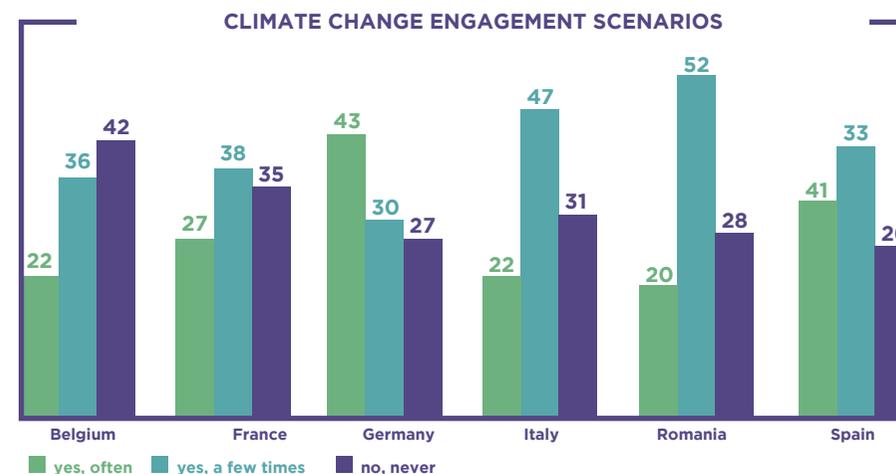
Young people attribute a greater general and personal importance to the issue of climate as opposed to migration.

They consider both climate change and migration to be important or very important issues, although there is less overall concern about migration than climate change. In other words, almost all young people who consider climate change an important topic feel personally concerned about it, so the level of concern is close to the level of importance attributed to climate change issues. On the other hand, in the case of migration, the level of concern is significantly lower compared to the level of importance attributed to this issue. Overall, the level of personal concern is lower than the level of the importance they attribute, in general, to both climate change and migration.

Besides the quantitative difference in perception between climate change and migration, there are also differences from the qualitative point of view.

In the field of climate change, they consider pollution and global warming as urgent issues for present and future generations. They also agree that immediate action is needed so as to diminish or eliminate the negative effects of climate change (extreme weather, species extinction, glacier melting, disasters, calamities).

With regard to migration, the most stringent issues from the point of view of the youth are on the one hand related to the causes of migration (war, poverty, misery, need for jobs) and, on the other hand, to the possible solutions that can be adopted and to which they can themselves contribute (migrants rights, reception of migrants, fight inequalities, integration, solidarity).



In terms of actions, participants were asked whether they had been involved in actions addressing climate change or migration.

The answers also included frequency based options applicable in the last 3 years. IF respondents answered YES, OFTEN => they would enter scenario A of the questionnaire.

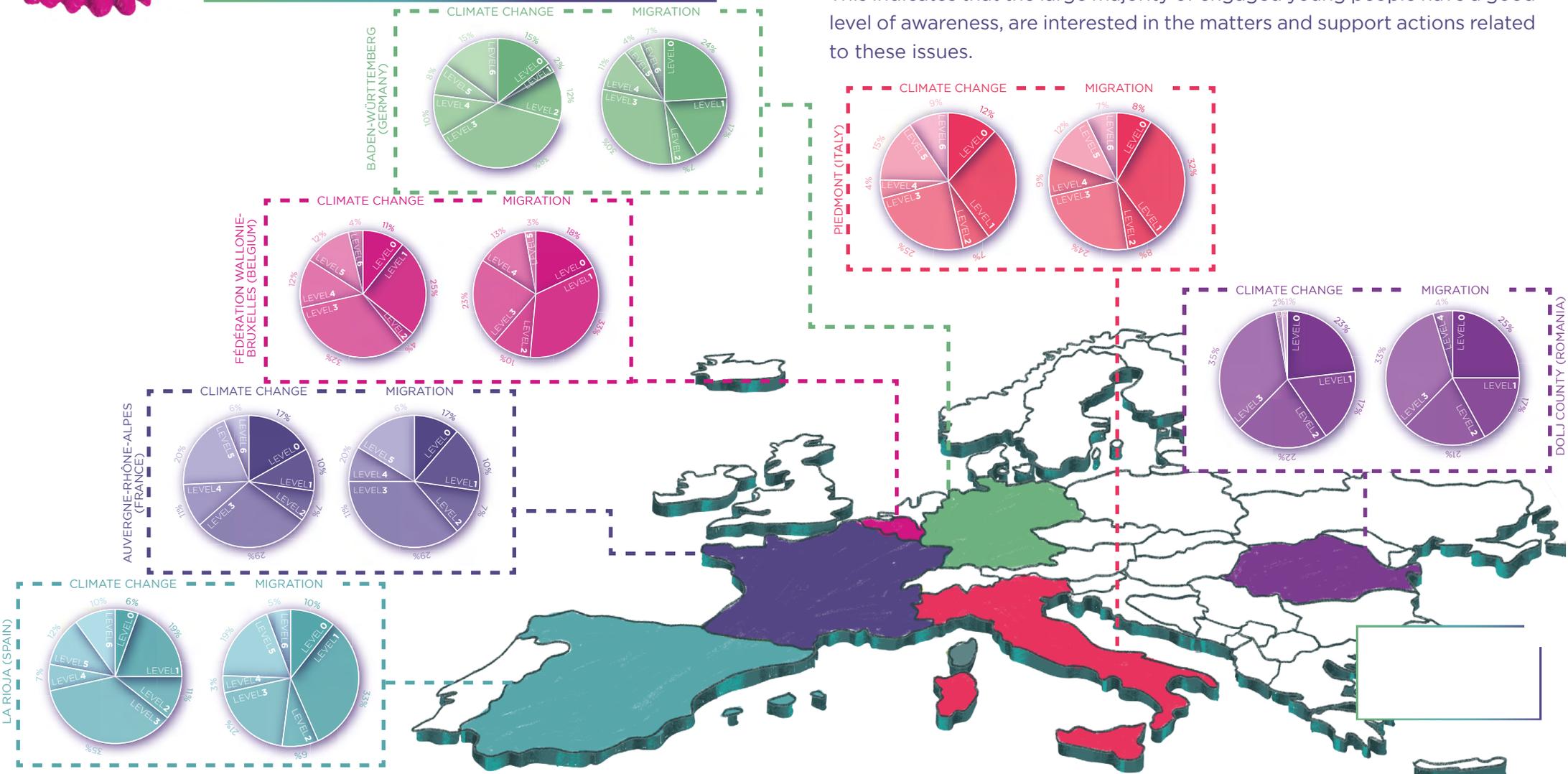
IF they answered YES, A FEW TIMES => they would go to scenario B (with questions from both A and C).

IF their answer was "no" => they would be directed to the questions in scenario C. The two tables above show the percentages of young people obtained for each of the three scenarios for each territory.

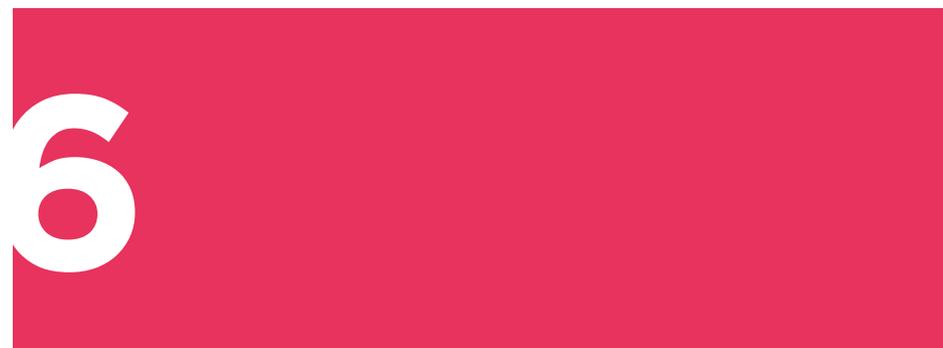
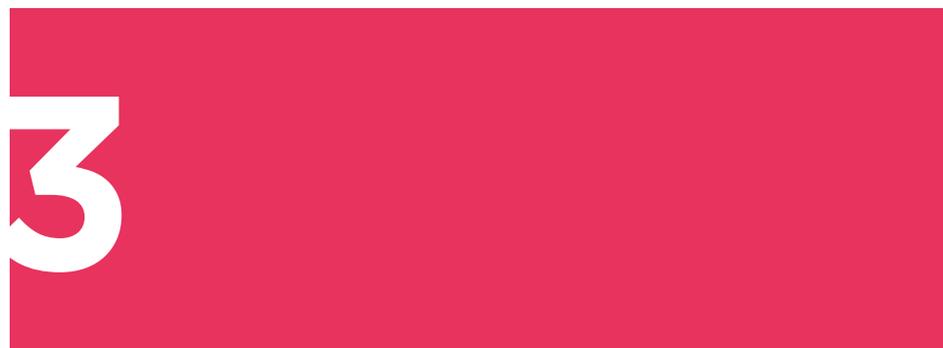
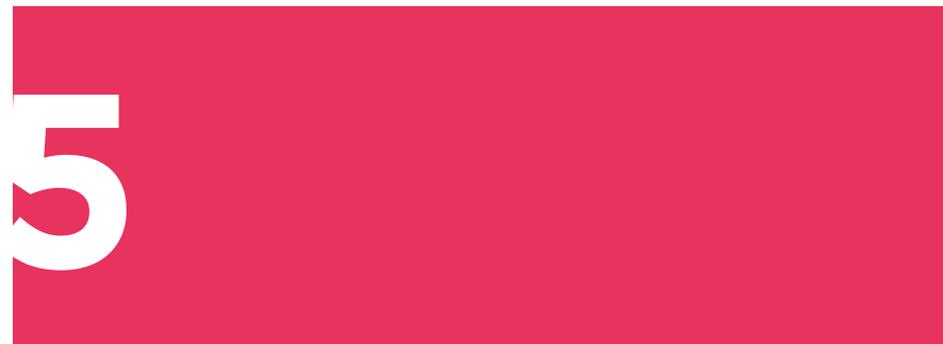
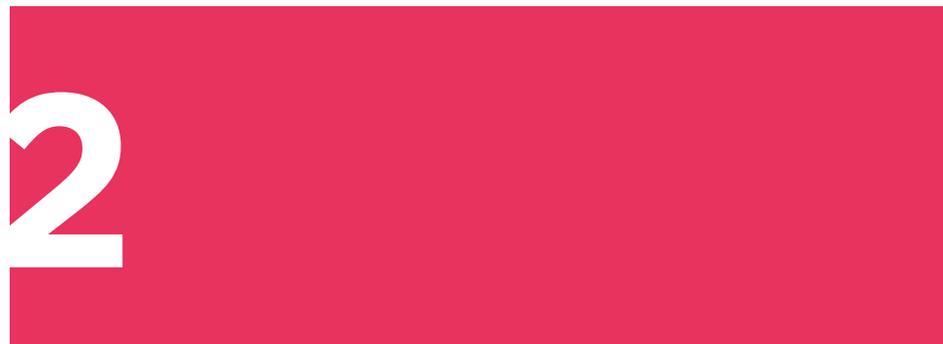
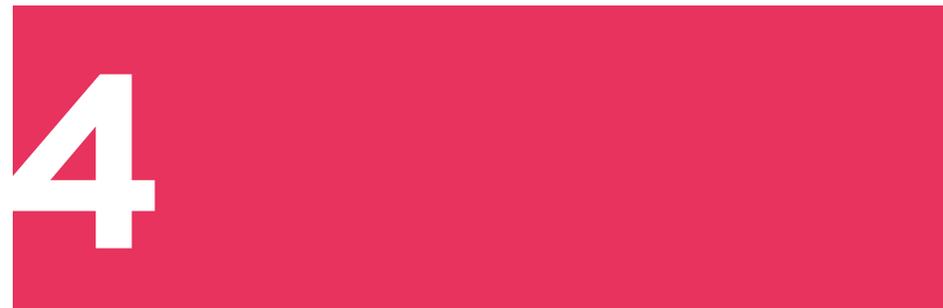
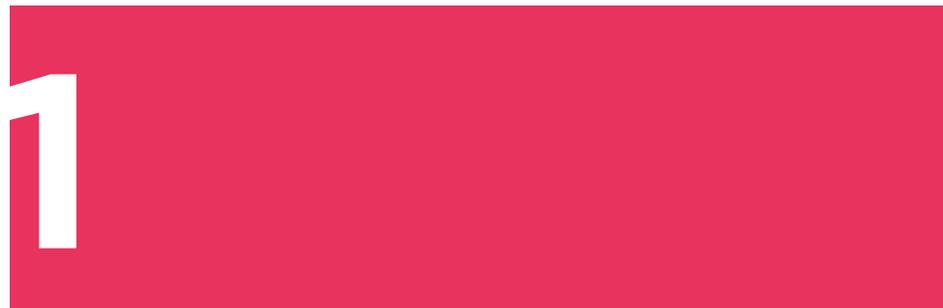


10. WE FIND IT EASIER TO GET ENGAGED IN ACTIONS ADDRESSING CLIMATE CHANGE THAN MIGRATION

Young people prefer getting engaged in actions addressing climate change rather than migration. This can be explained by (1) a better level of awareness; (2) the numerous opportunities provided to young people to join groups, actions and initiatives dealing with climate change; (3) better-known types of actions that can be undertaken. Nonetheless, the level of engagement in actions addressing climate change or migration is similar. The self-evaluation of their level of engagement based on the levels described in the Pyramid of engagement (from Level 0 to Level 6) shows that the levels 1, 2 and 3 have a much wider coverage. This indicates that the large majority of engaged young people have a good level of awareness, are interested in the matters and support actions related to these issues.



INDEX 3



1. BEAR IN MIND THAT SOME ACTIVITIES ARE MORE APPEALING AND EFFECTIVE THAN OTHERS!

Young people are willing to get engaged in actions addressing SDGs, and particularly climate change and migration. There are many types of activities and projects that you can propose to them. Some of these activities can be organised so as to reach the specific objectives of a project, but also to respond to the personal interest of the young participant. If local authorities and civil society organisations wish to reach out and engage young people, they must take into account their voices and preferences for action. The pyramid of engagement offers examples of concrete actions that can be organised in correlation with the level of participation.

When it comes to engagement on climate change, young people prefer organising or participating in demonstrations, engaging in direct actions (such as changing habits), promoting advocacy/lobbying actions, and contributing to sensibilization on social media. Forms of engagement related to migration are more voluntary work-oriented, with young people helping to provide medical, social, logistical and/or legal assistance to migrants, asylum seekers, refugees, and sometimes also participating in demonstrations and protests.

TYPES OF ACTIONS

- Informational and educational activities
- Cultural exchanges at the local level
- International projects and mobility
- Voluntary work in the region
- Participation in collective mobilising actions

RECOMMENDATIONS

1. Remember that youth are mostly engaged by youth
2. Give young people a voice and allow them to access actions they can build and develop
3. Adopt non-formal approaches
4. Keep your offer up-to-date and always renew your activities
5. Offer positive examples, as well as positive and consistent reference figures
6. Emphasise the value of the actions in everybody's life
7. Create actions that address all young people, not only those bound to CSOs
8. Encourage a critical reflection on some key issues that can then be transformed into concrete actions in everyday life
9. Involve youth at every stage of the project, not just as final beneficiaries
10. Always offer a different perspective on the topic you address
11. International experiences can lead to a higher level of engagement: develop exchange projects allowing young people to discover other countries and cultures
12. Remember that young people are attracted to novel, creative and exciting activities (e.g. guerrilla communication)
13. Whenever travelling is not possible, use alternative ways of communication (e.g. storytelling, Peters maps)
14. Involve young people who are directly affected by climate change or/and have a direct history of migration to share
15. Constantly remind young people that even small-scale actions can induce large scale changes
16. Propose short or medium-term commitment, since in the long term the desire to commit may fade away

2. GET THE YOUTH INSPIRED BY DIRECT, OPEN AND HONEST COMMUNICATION!

The way you communicate has a big impact on getting young people engaged in the actions you propose. Many young people are not aware of competent local authorities or projects taking place in their region. A large fraction misses an invitation to participate. By means of effective communication, their sense of connection increases and they become part of the society they live in. Therefore, effective communication is a prerequisite for a meaningful engagement. New communication approaches make planning more exciting for the youth and better explain the role they play as actors of change. The use of their preferred channels of communication and of messages tailored to their needs and expectations helps strengthen participation in addressing community challenges and finding solutions to successfully respond to them. Moreover, young people should have a clear understanding of what needs to be done, by whom and how.

Being asked about ideas to foster youth engagement, one German interviewee mentioned the lack of some sort of platform to pool ideas and experiences.

“ Good ideas and possibilities to take action should be spread 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. [...] If you want to initiate something similar in your own city, the existing structures can be really helpful for orientation and really motivating at the same time.

Interviewee BW
@Baden-Württemberg / SEZ

RECOMMENDATIONS

1. Keep up-to-date with young people's communication preferences
2. Train your communicators so as to effectively communicate with the youth
3. Use youth engaging forms of media to inform and promote your activities (specialised websites, blogs and apps, digital newspapers and magazines, social networks)
4. Partner with local media
5. Create platforms or other tools to collect all engagement opportunities and spread the word
6. Involve young people as your testimonials
7. Collaborate with young trusted communicators
8. Advertise engagement options appropriately to your target groups
9. Create brief and clear messages
10. Be honest and positive
11. Use colourful, powerful visual elements in your messages

- The project “Selfie portrait. Migrant imagery”, realised in Piemonte and in Pikine (Senegal)
- The project “Literary contest. A Post for a Butterfly”, realised in La Rioja

3. FACILITATE ACCESS TO ALL THE RESOURCES NEEDED!

If your CSO or your LA aims to engage youth in programmes, projects or simple activities contributing to SDGs and focusing on climate change or migration, your target groups could not only decide to participate and engage in the actions you propose, but they might also prefer starting to plan and implement their own activities. In this case, you could become for them either a “donor” willing to fund their causes, or a simple allied organization/institution available to help them find the funds needed to implement their planned activities. In both cases, the task will not be so easy, because youth-led organisations, especially if still informal or newly created, can face a variety of issues when fundraising, which range from not having staff or volunteer capacity or limited knowledge about the donor landscape to working in contexts or on topics where funding is limited.

Nevertheless, they rightly ask to be trusted by donors, to set their own agenda, to feel listened to, to be taken seriously and to have time to implement activities without pressure, possibly getting access to spaces for learning.

If you want to create with them and for them a link between support, stability and sustainability in order to design impactful and lasting projects, you will have in some way to adapt the rules especially for these kinds of organisations, considering that they normally find it very hard to meet the conditions normally set by donors for obtaining funds (such as legal registration of the organisation, clear governance structures, a bank account, a budget above or below a certain amount, have previously received donor funding, appropriate financial controls, etc.).

Moreover, they will particularly appreciate capacity building and technical assistance, in particular sharing tools and best practices on monitoring and evaluation and project management.

RECOMMENDATIONS

1. Try to offer all the necessary support, financial included, to youth organisations
2. Be clear about the objectives of the call for proposals or of the programme
3. Provide tools to facilitate the designing of activities, for example
4. Implement strategies and distribution of funding irrespective of political affiliations
5. Develop the conditions for participation and commitment by ensuring that young people have an overall stable financial situation and enough time to get engaged
6. Reduce bureaucracy in order to facilitate access to the funds
7. Design the call according to the type of CSOs you want to involve
8. Make sure to give enough time for drafting the application, especially to facilitate small and grassroot CSOs
9. Plan several sessions to present the call
10. Use the subgranting as a way to involve CSOs and LAs in a capacity building programme
11. Once the activities are granted, your job is not over! Continue to give support (e.g. coaching sessions, regular mutual updates etc.)
12. During the implementation of the projects, train the grantees on how to assure the sustainability of the project

4. LOOK FOR COHERENCE AND SYNERGIES ACROSS YOUR POLICIES AND ACTIVITIES!

One of the main challenges of the Sustainable Development Goals is for governments (at any level, from national to local authorities) to reconcile domestic policy objectives with broader international and global ones. To meet this challenge, LAs should try to design more effective policies that avoid impacts which adversely affect other countries. At the same time, they should enhance their capacities to promote coherence and exploit synergies across different policy areas with important cross-border dimensions, such as trade, agriculture, health, education, environment, migration and development cooperation. Since, at the local level, the direct involvement of citizens, and in particular of the youth, is fundamental in order to implement any of those policy areas, synergies should be also built across different sectors so that, for instance, young people, informed and engaged on environmental or migration policies, can also be involved in international cooperation, and vice-versa. The same kind of efforts should obviously be made by CSOs whenever their local activities on social issues - or, if NGOs, their activities abroad, in international cooperation - can be positively exploited to engage target groups and beneficiaries of Global Citizenship Education activities. Finding new ways to offer to European youth the opportunity to visit foreign countries and/or to exchange ideas and points of view with young people from the “Global South” or from the Diaspora can be an incentive for their engagement, generating very interesting and enriching experiences.

RECOMMENDATIONS

1. Put in place mechanisms, processes, and tools to produce effective, efficient, sustainable and coherent policies in all sectors within your organisation/institution
2. Try to promote interactions among various policies in the economic, social, environmental, legal and political domains
3. Involve in your Global Citizenship Education activities colleagues and people responsible for other sectors of intervention
4. Look for collaborations from other sectors of your organisation/ institution in order to improve and develop evidence-based analysis, by getting sound data and finding reliable indicators to evaluate your actions
5. Don't forget to translate political commitment into practice
6. Look for multi-stakeholder policy dialogue to identify barriers and catalysts for change
7. Create adequate spaces of interaction and discussion with young people (for instance, promoting thematic youth councils relevant to the local context)
8. Try to find concrete links between what you are doing locally and your international cooperation activities, especially as regards the possibility of engaging youth
9. Look for potential synergies between your activities, projects, programmes or similar, implemented by other sectors of your organisation/institution
10. Don't forget that your colleagues from other sectors who can be very “useful” in reaching your objectives, could also consider you to be very “useful” in attaining theirs!
11. So don't be shy, but be creative and always check if something new and good can be done



5. REACH OUT AND FIND NEW PARTNERS!

Partnerships can lead to finding open and better solutions for incentivising youth engagement. A thorough understanding of the different roles of LAs and CSOs forms the basis for successful and complementary collaboration. On the one hand, CSOs reflect society's point of view on current issues, being visible in public debates, and functioning as inspirational actors for political changes. On the other hand, LAs are part of the political system and function as an important connecting point between the state and the civil society. Moreover, LAs possess system knowledge concerning the political complexity with levers for societal change, whereas CSOs have experience in motivating young people to volunteer. They enable immediate self-efficacy experiences and allow project- and event-related participation with no need for long-term obligation. By successfully addressing low participation thresholds with short-term projects and campaigns, CSOs may function as inspirational examples for LAs to alter their requirements for participation, especially since CSOs are the preferred project promoters from the young people's perspective.

In order to successfully induce changes, CSOs and LAs should not only share their strategies and experiences, demonstrating the power and advantages of complementary collaboration, but also initiate partnerships with other stakeholders, like educational institutions, and with the young people themselves.

RECOMMENDATIONS

1. Build alliances in your territory
2. Keep in mind that meaningful partnerships take time
3. Maintain an open dialogue between partners
4. Build inclusive and accessible partnerships
5. Develop operational, strong and sustainable partnerships
6. Create partnerships for capacity building
7. Engage youth as partners in decision making and give them the opportunity to be active citizens
8. Cooperate with schools to build youth skills and abilities, to inform and educate children and young people on issues of sustainable development and migration
9. Think outside the box and reach out to formal education actors and less structured grass-root initiatives as well
10. Create a dynamic and competitive environment for volunteering by means of networks and partnerships between local actors for a more effective collaboration and initiation of joint programmes
11. Set up resource spaces easily identifiable all around the territory (environment centre, house of students, initiatives centres dealing with environment, etc.)
12. Decentralise your programmes and promote activities also in rural areas, with low population density
13. Foster partnership with non-institutionalized groups and bottom-up, spontaneous initiatives, as they can have an important mobilising capacity
14. Listen to your partners' needs and provide premises to respond to them
15. Enact the existing legal framework to nurture youth action
16. Disseminate successful partnerships as best practice examples
17. Organise networking events frequently
18. Pool respective strengths of all partners

6. ACTIVELY PROMOTE THE POSITIVE EFFECTS OF ENGAGEMENT!

Young people are willing to change their behaviour to reduce the impact of global issues, but they need to be motivated to get directly and actively involved. In this context, highlighting the variety of benefits of their actions - not only for the community, but also for the volunteers themselves, at personal, social and professional levels - could play a crucial role in enhancing their engagement and making them true Mindchangers.

Personal beliefs and values, identified as main stimuli for engagement by young people, can be shaped and developed through education. Indeed, young people consider that, in order to act as Mindchangers in the world they live in, they need to be open-minded, promoters of change, open to international solidarity and interested in global issues - all these being features that can be educated. Through an interplay of informal, formal and non-formal activities, young people can be made more aware and more willing to get engaged. Consequently, all educational actors should strive to ensure that young people acquire the adequate skills so as to successfully engage in solving stringent issues of the world they live in.

In conclusion, strengthening the partnerships between CSOs, LAs and educational actors and institutions can be beneficial for a clear identification and formulation of all opportunities offered to young people as a result of their active engagement.

RECOMMENDATIONS

1. Include the personal growth of the volunteers among the objectives of your actions
2. Clearly communicate the personal benefits gained from your actions
3. Emphasise that engagement on social issues generates new skills beneficial for young people's personal and professional life
4. Enable and advertise flexibility, openness, and self-efficacy
5. Make sure that engagement is accessible for everyone
6. Cooperate with educational institutions to jointly find ways to encourage young people's engagement
7. Acknowledge the value of youth engagement and give official recognition as part of a lifelong learning process
8. Offer incentives to stimulate engagement (e.g. transport cards, free tickets for concerts, etc.)
9. Advocate that long-term commitment is great, but it is not compulsory
10. Show young people that volunteering can be fun
11. Emphasise the fact that engagement leads to discovering new people and places
12. Explore and promote the use of innovative and alternative forms of participation
13. Advertise the role of volunteering in fighting eco- and social anxieties
14. Evaluate and offer recognition for knowledge, skills and competences resulting from your actions (cf. European Guidelines for Validating Non-Formal and Informal Learning, 2015, www.cedefop.europa.eu/files/3073_en.pdf)
15. Keep the list of benefits up-to-date

The SDGs should be “global in nature and universally applicable to all countries while taking into account different national realities, capacities and levels of development and respecting national policies and priorities” (sustainabledevelopment.un.org).

This Practical Guide started from this premise and outlined, on the one

hand, the common points of view of young people from six European regions with regard to youth engagement and, on the other hand, the specificities at the level of each region. The data collected by the regional research teams led to the formulation of precise recommendations for LAs and CSOs aimed at increasing the level of youth engagement.

THE OVERALL CONCLUSIONS ARE:

YOUNG PEOPLE HAVE THE WILL TO GET ENGAGED

so...

HELP THEM FIND THE WAY!

Most young people have a good level of awareness about the SDGs, but they need to be better informed about what they can do and about the activities in which they can get involved so as to initiate a first active commitment.

There is still the need to continue and intensify the information not only about the importance of climate change or migration issues, but also about the projects or activities to which they can contribute.

They are willing to change their behaviour to reduce the impact of global issues, but many have not reached a high level of engagement and are not yet prepared to become agents of change.

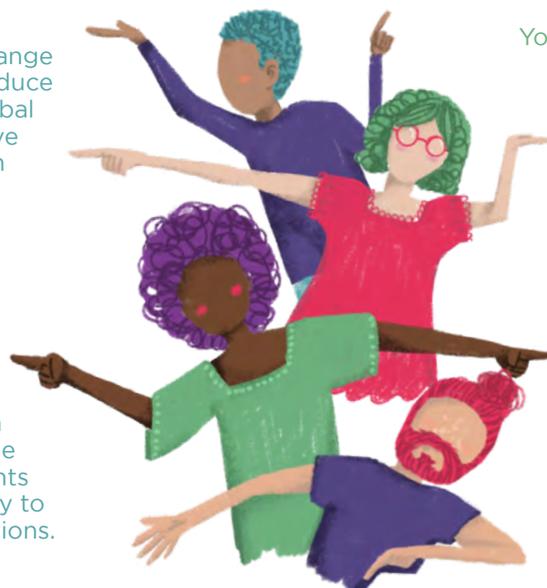
Young people should be motivated to get directly involved in actions related to climate change and migration. They need support in order to understand that their voices matter and to discover what they can do. They also need the operational and financial support of local authorities, especially when they are the ones who initiate projects or activities.

Even if climate change and migration are global issues, the young respondents were more likely to participate in local actions.

Personal benefits could be better highlighted (certificates, development of skills etc).

Personal beliefs and values are considered to be the main stimuli for engagement by the majority of the respondents

Strengthening of partnerships between CSOs, LAs and educational actors and institutions should be developed and continued.



CHALLENGES FOR LAs AND CSOs

A

Adapt your actions to young people's level of engagement

- **ENGAGE THE DISENGAGED:** sustain the passage from occasional participation at events to constant engagement during projects.
- **MAKE ENGAGEMENT A WAY OF LIFE:** sustain the passage from constant engagement during projects to regular engagement in everyday life.

B

Develop a global sense of community and of responsibility towards the Planet and its People.

C

Act on a multilevel perspective: create synergies between all agents of change, involving young people, adults (parents and teachers, educators of various kinds, etc.), organisations and institutions together.

YOUTH AS AGENTS OF CHANGE

Young citizens play a key role in addressing these issues at local and regional level and in improving the critical understanding of the communities and the wider public opinion about migration flows and the climate crisis. They are crucial in promoting awareness messages, changes of behaviour and active engagement for their ability to innovate, communicate and influence their peers with word of mouth and leading by example, tools that overcome geographical distances and other barriers (e.g. linguistic and cultural) thanks to the extensive use of social media, audio-video technologies and communication devices. They are more likely to be positive about development aid and about the role of the individual in tackling global issues. Moreover, the EU Consensus recognised youths as agents of development and change and, as such, as essential contributors to the 2030 Agenda. For these reasons, youths can be considered as actual “Mindchangers” of our society and are part of the target group of this project.

THE 2030 AGENDA

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, is a plan of action for people, planet and prosperity. It seeks, among others, to strengthen universal peace in larger freedom and to eradicate poverty in all its forms and dimensions, including extreme poverty, which is the greatest global challenge and an indispensable requirement for sustainable development. It includes the 17 Sustainable Development Goals and 169 targets, which are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental.

sustainabledevelopment.un.org/post2015/transformingourworld

The core activity of the Action is subgranting, in order to fund projects realised by LAs and CSOs aimed at youth engagement on SDGs and in particular on the focus areas of Climate Change and Migration.

THE SUSTAINABLE DEVELOPMENT GOALS (SDGS)

The 17 Sustainable Development Goals (SDGs), included in the 2030 Agenda, were set up in 2015 by the United Nations General Assembly and are intended to be achieved by 2030. They are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth - all while tackling climate change and working to preserve our oceans and forests.

sdgs.un.org/goals

THE EU CONSENSUS ON DEVELOPMENT

The New European Consensus on Development “Our World, Our Dignity, Our Future” sets out the main principles which guide the approach of the EU and the member States to cooperation with developing countries, as well as a strategy for reaching the sustainable development goals (SDGs) at any level, referring to the responsibility of all actors of society in reaching these goals: governments, civil society and individuals.

international-partnerships.ec.europa.eu/policies/european-development-policy/european-consensus-development_en

the topics of sustainable development and international cooperation, specifically on the focus areas of Climate Change and Migration.

• The EU Consensus on Development

RESEARCH PHASES

1. Review of the regional policies

The regional consultants/research institutes:

- provided documentation/analysis of the regional main policies related to youth, climate change, migration and sustainable development;
- established the general regional background (collect statistical data at the regional level regarding the level of collaboration between the LAs and the CSOs, relevant activities/projects etc.);
- collected and analysed feedback with regard to the collaboration between the LAs and the CSOs;
- The Eurobarometer reports were used to model the outcomes at the regional scale and account for the problems/challenges/gaps to be filled.

2. Identification and analysis of the elements that foster an active engagement

The regional consultants/research institutes:

- drew up and distributed questionnaires about the level of youth engagement in the region (quantitative research, target: 100 answers/region); analysed them and formulated conclusions;
- identified and analysed good practice examples among the CSOs/NGOs;
- conducted interviews with young Mindchangers and analysed the most significant initiatives that can be qualified as “active engagement” (qualitative research, target 10 interviews/region);
- formulated recommendations for the shift from awareness to engagement.

QUESTIONNAIRE

The questionnaire was structured around attitudinal and behavioural engagement. These two dimensions of engagement were defined by a list of key terms that led to the formulation of the questions.

3. To review the LAs and CSOs' strategies to reach and engage youths, on the

The questionnaire was structured as follows:

- Introductory paragraph
- Personal data processing agreement (cf. General Data Protection Regulation)
- Section 1. Personal information (10 questions)
- Section 2. Sustainable Development Goals (6 questions)
- Section 3. Climate change (23 questions, 18 common, 4 questions in Scenario A and 1 question in B&C)
- Section 4. Migration (23 questions, 18 common, 4 questions in Scenario A and 1 questions in B&C)
- Sections 5. Mindchangers (2 questions)

Scenario A: young people engaged in actions on several occasions (more than twice)

Scenario B: young people engaged in actions at least once or twice

Scenario C: young people never engaged in actions addressing climate change/migration

Sections 3 and 4 were randomly sequenced (some respondents got Section 3 first, others got Section 4, and they were asked if they wanted to continue with the other section).

INTERVIEWS

The interviews were structured as non-directive interviews and took the form of storytelling about personal trajectories on topics related to the engagement of young people in actions addressing climate change and migration. The interviews were organised around the following points of discussion:

- Presentation of the process: Awareness -> Following/ Giving support -> Engagement
- Exploration of the interactions between spaces of socialization and the engagement process:
- Exploration of the declared practices (actions) related to the engagement
- Exploration of the engagement levels, as presented in the DEAR pyramid of engagement

UNITED NATIONS AND YOUTH PARTICIPATION

Participation is a fundamental right. It is one of the guiding principles of the Universal Declaration of Human Rights that has been reiterated in many other Conventions and Declarations. Through active participation, young people are empowered to play a vital role in their own development as well as in that of their communities, helping them to learn vital life-skills, develop knowledge on human rights and citizenship and to promote positive civic action. To participate effectively, young people must be given the proper tools, such as information, education about and access to their civil rights.

www.un.org/development/desa/youth/world-programme-of-action-for-youth/participation.html

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

The UNCRC acknowledges the right of a child or youth to express their views, to be heard and to have their views given due weight according to their age and level of maturity. The UNCRC introduces a philosophy of respect for children as active participants in their own lives and acknowledges their evolving capacity and gradual progression into adulthood. Further, it acknowledges the importance of a child or youth's input to informing the decisions affecting their lives, at both an individual and systemic level.

See Article 5, 12, and 13 -17 of the UNCRC for more information:

www.unicef.org/child-rights-convention

UNESCO AND YOUTH ENGAGEMENT

Youth have the creativity, the potential and the capacity to make change happen – for themselves, for their communities, and for the rest of the world. UNESCO works with young people and is committed to accompany them to work together to drive social innovation and change, participate fully in the development of their societies, eradicate poverty and inequality, and foster a culture of peace.

en.unesco.org/youth

WHY

UNITED NATIONS AND YOUTH CIVIC ENGAGEMENT

“Civic engagement is not a neutral concept, but rather encompasses a variety of forms and perspectives surrounding relationships between the individual, the community and broader society. Various discourses and viewpoints carry particular messages and reflect differences in understanding with regard to the purpose and nature of youth as citizens.”

“Normative (Western) definitions of youth volunteerism focus on a young individual's offer of free work on a project or series of activities for an organization or institution. Yet this is by no means the only definition, and there are many variants that focus on the giving of time and talents for charitable, educational, military or other purposes. At the core of volunteerism is a moral imperative to engage in worthwhile activities primarily for the good of others—but also for the benefit of the individual concerned in terms of their skills development, sense of identity and self-worth, and socialization within a community.”

www.un.org/development/desa/youth/wp-content/uploads/sites/21/2018/12/un_world_youth_report_youth_civic_engagement.pdf

GLOBAL CITIZENSHIP EDUCATION AND YOUTH ENGAGEMENT

“PRINCIPLES OF GLOBAL EDUCATION METHODOLOGY:

- comprehensive and holistic
- values based
- carefully designed – according to the needs of the context and related evaluation
- practiced within a learner-centred pedagogy
- designed to develop critical thinking
- and understanding of diversity
- problem-oriented
- participatory in the process and in the goals
- intentionally directed towards transformative learning”

See:

GLOBAL EDUCATION GUIDELINES. Concepts and methodologies on global education for educators and policy makers. Developed by the North-South Centre of the Council of Europe in consultation with the Global Education Network. Published by the North-South Centre of the Council of Europe – LISBON 2008. First edition 2008 – Second edition 2012 – Updated edition 2019

rm.coe.int/prems-089719-global-education-guide-a4/1680973101

AWARENESS ON SDGS

In all regions, except for Dolj (Romania), more than two thirds of the young respondents have heard or read about the SDGs or know what they are.

The highest level of awareness is in Italy where 57% of the respondents have heard about SDGs and know what they are.

The lowest level of awareness: Romania (only 20% of the respondents have heard about SDGs and know what they are and 45% admitted to not having heard of the SDGs). In Belgium, 3 out of 10 young people have not heard of the SDGs, whereas in Germany, 2 out of 10 young people are of the same opinion.

WHICH ARE THE MOST IMPORTANT SDGS

At international level, the 3 most urgent SDGs identified by the young people are no poverty, zero hunger and climate action. At national level, the selection is quite heterogeneous, namely respondents chose 5 different goals for the 6 regions, namely quality education, no poverty, climate action, decent work and economic growth or gender equality. At regional level, the responses became more similar, with 4 regions selecting the same goal: sustainable cities and communities, related to climate issues.

In conclusion, respondents clearly differentiate between the three levels of power. Priorities linked with SDGs are different depending on levels. Environmental issues are generally ranked first (climate action, sustainable cities and communities, affordable and clean energy). Issues related to inequalities are prioritised, too, especially on international and national levels (no poverty, zero hunger). The selection 'no poverty' at all the three levels by the Romanian respondents may be justified by the economic national context. Quality education is a priority only for Belgium and Romania and only at national level, and Spanish respondents are the only ones to mention gender equality as a priority (at national level).

MOST PRESSING SDGS

	international	national	regional
Belgium	no poverty	quality education	sustainable cities and communities
France	zero hunger	no poverty	affordable and clean energy
Germany	zero hunger	climate action	sustainable cities and communities
Italy	climate action	decent work economic growth	sustainable cities and communities
Romania	no poverty	no poverty / quality education	no poverty
Spain	zero hunger	gender equality	sustainable cities and communities

PERSONAL INVOLVEMENT

Young people prefer direct action to other forms of involvement (political or financial).

For the majority of young people, the commitment against world inequalities first means caring about ethical aspects of their consumption. This is the very first area where young people think they can actually act and have a real impact.

A lot of the respondents are also active on the internet and show in a way or another their support or their participation in online campaigns.

A particular form of commitment is the least preferred by most of the respondents, that is the political involvement, which can indicate a disengagement with political parties.

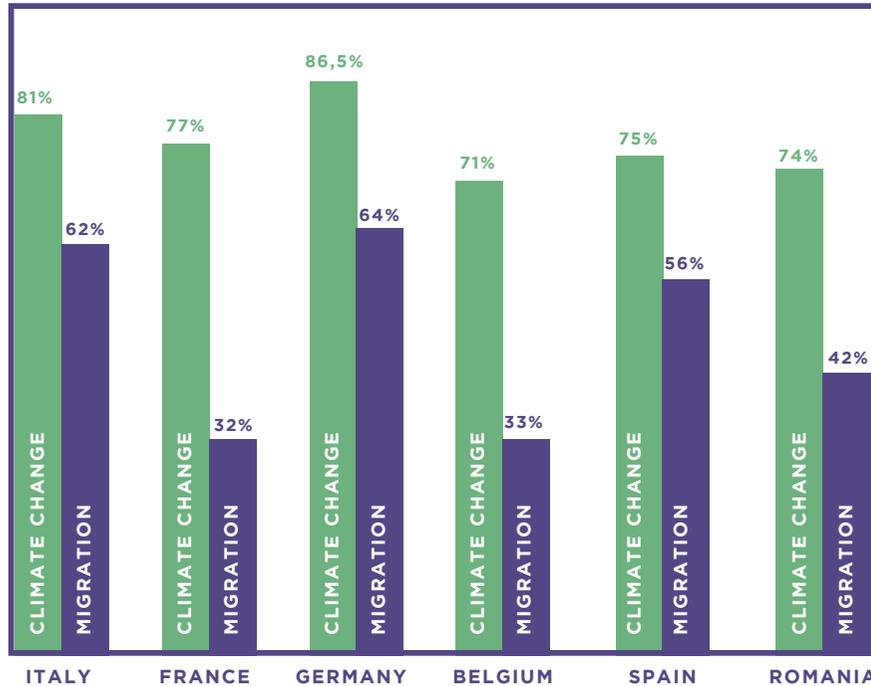
In all regions, almost 10% of the respondents declared that they are not involved in any type of actions, except in Romania, where the percentage is higher, reaching almost 20%.





1. WE FEEL CONCERNED

IMPORTANCE OF CLIMATE CHANGE AND MIGRATION



GENERAL IMPORTANCE OF CLIMATE CHANGE/MIGRATION ISSUES

Respondents consider both climate change and migration to be, in general, **important or very important issues**, although there is **less overall concern about migration than climate change**. A possible explanation for such a difference: the number of respondents for Section 3 (Climate Change) was higher than that for Section 4 (Migration).

Young people in Piemonte and La Rioja have the highest level of interest in getting involved in actions addressing migration.

IMPORTANCE OF CLIMATE CHANGE AND MIGRATION

86,5%



I have always felt the desire to be engaged



Interviewee PIE
@ Regione Piemonte / COP



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



Interviewee DJ
@ University of Craiova

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I feel that I want to be active for the change of my territory. I had left, I distanced myself, but then I realized that I have a strong connection with my territory and I want to engage to improve it...



Interviewee PIE
@ Regione Piemonte / COP



It's hard to say for sure [what drives me], but I want to feel useful, to have the feeling of doing something concrete for this world



Interviewee PIE
@ Regione Piemonte / COP

[READ MORE](#)



6. WE WANT TO BE PERSONALLY AND DIRECTLY INVOLVED IN ACTIONS!

Young people prefer direct actions to other forms of involvement. The commitment against world inequalities first means caring about ethical aspects of their consumption. This is the very first area where young people can actually act and have a real impact. They are also active on the internet and show in a way or another their support or their participation in online campaigns. The political involvement is the least preferred by most of the respondents, which shows a certain form of disengagement with political parties.

Young people are involved in a variety of actions in relation to both climate change and migration.

For climate change, they favour direct actions, such as changing habits, recycling, consuming less etc. and signing or sharing petitions. There may be a difference between the preferred activities based on the level of engagement. For instance, young people in Baden-Württemberg with less frequent or no involvement in the past, would prefer passive involvement in the future (e.g. giving donations), whereas those with more frequent participation would rather be actively involved by taking part in demonstrations or punctual voluntary actions.

For migration, signing or sharing petitions is the activity most frequently chosen by young people, followed by punctual voluntary actions and direct actions, such as organizing welcome activities for migrants or accommodating migrants at home etc. Other activities favoured by young people include participation at conferences or workshops addressing this topic.

Direct actions give young people a higher level of satisfaction and motivation. As pointed out by Belgian young people, in order to get and/or stay actively engaged, they need to “see” or “feel” the impact of their actions. This impact could be “more easily” felt in the case of engagement around migration than in the case of climate change. Indeed, forms of engagement

undertaken by young people active on migration generally allow for direct contact with migrants, refugees, or asylum seekers – in addition to direct actions in schools (thematic activities around issues of interculturality).

PREFERENCE FOR ACTIONS WITH CONCRETE, RAPID AND VISIBLE RESULTS

Forms of commitment have to be as concrete as possible. What is quickly frustrating - and here I am not talking about my volunteering at the humanitarian hub because it is not frustrating at all - when you commit yourself to the climate, you quickly have the impression that it is very abstract [...]. That's the difference with what I feel at the hub: every day I physically meet fifty people to whom I talk, whom I look in the eyes, I send them to the doctor. [...] The problem with the climate is that we don't have that gratification, like seeing people appeased. You don't get that return; it's not compensated by ambitious policy decisions.

Interviewee FWB
@ Fédération Wallonie-Bruxelles

SCHOOL PROJECTS ARE AMONG YOUNG PEOPLE'S PREFERRED ACTIONS

Most of the projects I participated in were organised at my school, by my teachers. I remember a few years ago I participated with the class in a kind of action where I shared leaflets with people on the street and told them that they should not pollute the environment and that they should recycle and take care of the city. And now I'm involved in a project at school where we're trying to apply different parts of science to our daily lives. For that project we had to go throughout the city and photograph polluted areas, in order to find a solution not to be like this anymore. The project gives us the opportunity to develop measures and find a way to remedy the actual situation. It is still an ongoing project, we have not reached the end of the action.

Interviewee DJ
@ University of Craiova

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aid

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READ
MORE](#)

Romania	punctual voluntary actions 46.4% school project 40.6% petitions 43.5% direct action 40.6%	debates, discussions group 50% punctual voluntary actions 29.2% conference, workshops 33.2%
Spain	direct actions 66.7% petitions 72.2% conference, workshops 56.9%	petitions 69.5% debates, discussions group 50.8% conference, workshops 47.6%

SCHOOLS AS A RELIABLE SOURCE OF INFORMING AND EDUCATING YOUNG PEOPLE

“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 their 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 in the same way. 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.”

Interviewee BW

@ Baden-Württemberg / SEZ

“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.”

Interviewee ARA

@ RESACOOP

“From that point, I thought I was interested in 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 ways to learn. And from that point, I got committed, I thought there were so many things to do.”

Interviewee ARA

@ RESACOOP

“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.”

Interviewee ARA

@ RESACOOP

such as “Facebook live” and “Twitch”. They also underline the fact that

INFORMATION LEVEL (SELF-EVALUATION)

country	 not at all	 not much	 much	 very much
Italy	0%	31%	59%	10%
	2%	45%	46%	7%
France	1%	18%	53%	28%
	6%	57%	31%	6%
Germany	0%	10%	54%	36%
	0%	31%	37%	10%
Belgium	1%	17%	53%	29%
	3%	34%	48%	15%
Spain	0%	25%	59%	16%
	0%	39%	55%	6%
Romania	3%	33%	56%	16%
	7%	58%	33%	2%

 climate change  migration

PREFERRED CHANNELS OF INFORMATION

	Italy	France	Germany	Belgium	Spain	Romania
family, friends or colleagues						
school/teacher						
specialized websites, blogs and apps	X	X		X	X	X
newspaper or magazines (paper)						
digital newspapers and magazines	X	X	X	X		
official local/national websites						X
social networks	X	X	X	X	X	X
radio and television			X			
events, campaigns brochures or leaflets						

STIMULI OF ENGAGEMENT

STIMULI OF ENGAGEMENT

	Italy	France	Germany	Belgium	Spain	Romania
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 matter related to climate change	+	+	+		+	+
your personal values/beliefs	+	+	+	+	+	+
your professional projects	+	+	+	+	+	
your past activities		+			+	

+ highest impact

- lowest impact



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

Interviewee DJ

@ University of Craiova



The problems that affect me are the ones in which I get involved, and you are affected when you face the difficulty. Until then you remain at a superficial level of involvement

Interviewee DJ

@ University of Craiova



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 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. Skepticism and criticism are justifiable, but talking youth engagement down can be really frustrating and demotivating. For sure, young people may have some utopian 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 to trust as well. In university, we've sometimes had the issue of finding spaces for our meetings. 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 BW

@ Baden-Württemberg / SEZ



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.

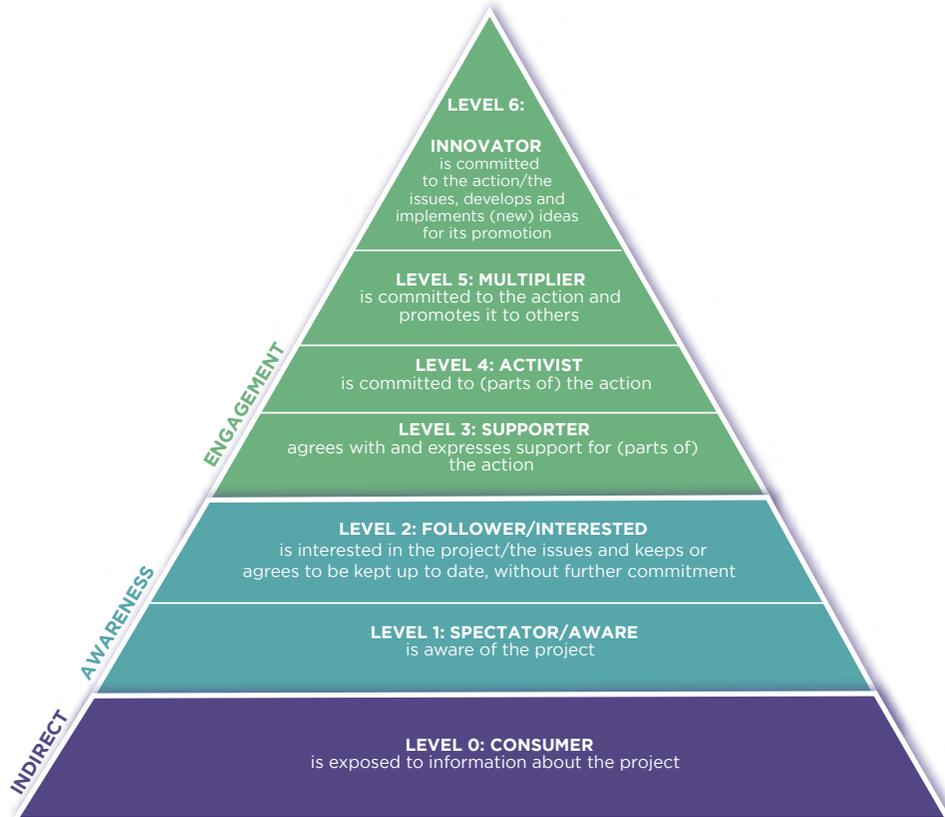
Interviewee BW

@ Baden-Württemberg / SEZ

WHAT YOUNG PEOPLE THINK ABOUT THEIR ENGAGEMENT ON THE 2030 AGENDA

10. WE FIND IT EASIER TO GET ENGAGED IN ACTIONS ADDRESSING

PYRAMID OF ENGAGEMENT



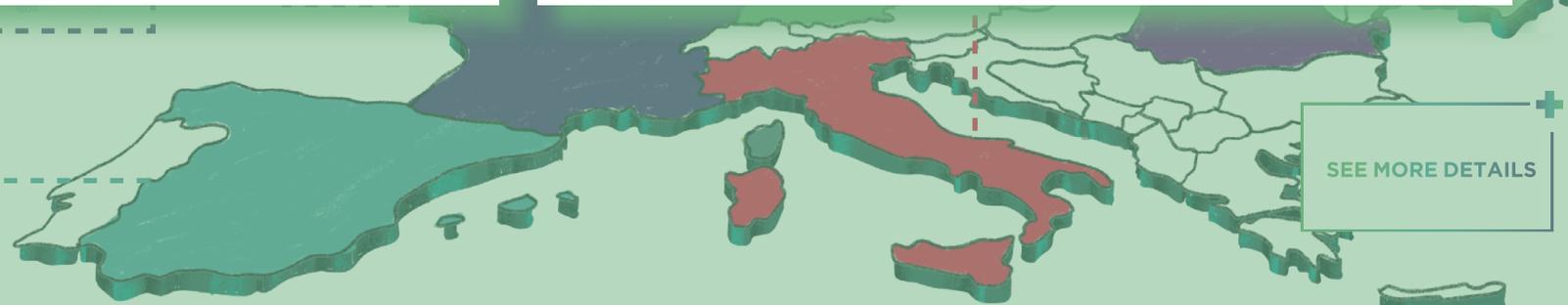
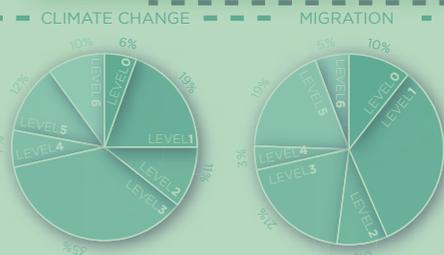
Young people prefer getting engaged in actions addressing climate change rather than migration. This can be explained by (1) a better level of awareness; (2) the numerous opportunities provided to young people to join groups, actions and initiatives dealing with climate change; (3) better-known types of actions that can be undertaken. Nonetheless, the level of engagement in actions addressing climate change

ATTRACTIVENESS OF THE IDEA TO PARTICIPATE IN ACTIONS ADDRESSING CLIMATE CHANGE AND/OR MIGRATION

country	not at all	not enough	enough	a lot
Italy	0%	6.4%	46.2%	47.4%
	2.4%	11.8%	46.7%	39.1%
France	0%	4.9%	38.2%	56.9%
	6.4%	31.9%	42.6%	19.1%
Germany	3.4%	14.6%	46.1%	36%
	5.1%	28.2%	43.6%	23.1%
Belgium	3.1%	17.5%	40.2%	39.2%
	6.6%	24.2%	40.4%	20.9%
Spain	0%	8.2%	48%	43.9%
	1%	19.6%	47.4%	32%
Romania	0%	13.5%	54.2%	32.3%
	2.2%	41.9%	46.2%	9.7%

■ climate change
 ■ migration

LA RIOJA (SPAIN)



SEE MORE DETAILS

DOLJ COUNTY (ROMANIA)

INTERNATIONAL MOBILITY AS A TRIGGER TO COMMITMENT

Experiences of international travels and involvement in solidarity projects linked with the environment offer young people the possibility to understand how important ecological and solidarity-based transition is, through a first active commitment.

For Judith, her first international trip as a volunteer was with the scouting movement, at the end of high school. This first experience will give her a taste for international mobility: some years later, she takes the decision to take a year off her course of study as an engineer to go to South America to volunteer for a project of construction of an ecological village at the heart of the Amazonian Forest.

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

Interviewee ARA
@ RESACOOOP

In Marie's history of commitment, it's during an internship trip in a country of the southern hemisphere that she became aware of the international societal and environmental challenges. She is deeply marked by what she saw and experienced during this mobility, and this leads her to question her lifestyle and to start being committed to fight world inequalities.

“ 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 within this trip. 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 SDGs. ”

Interviewee ARA
@ RESACOOOP

Participating in international events seems to constitute a key opportunity for youth to engage, as suggested by the UN Delegates interviewed in FWB:

“ As I have a personal goal to have the most personal impact in my life on the people I meet, I thought this was a great opportunity. Plus, I'm going to the COP [Conference of Parties, United Nations Framework Convention on Climate Change] and I will be able to make lots of contacts. I will also be able to see with my own eyes what is blocking the UN from taking further action today. ”

Interviewee FWB
@ Fédération Wallonie-Bruxelles

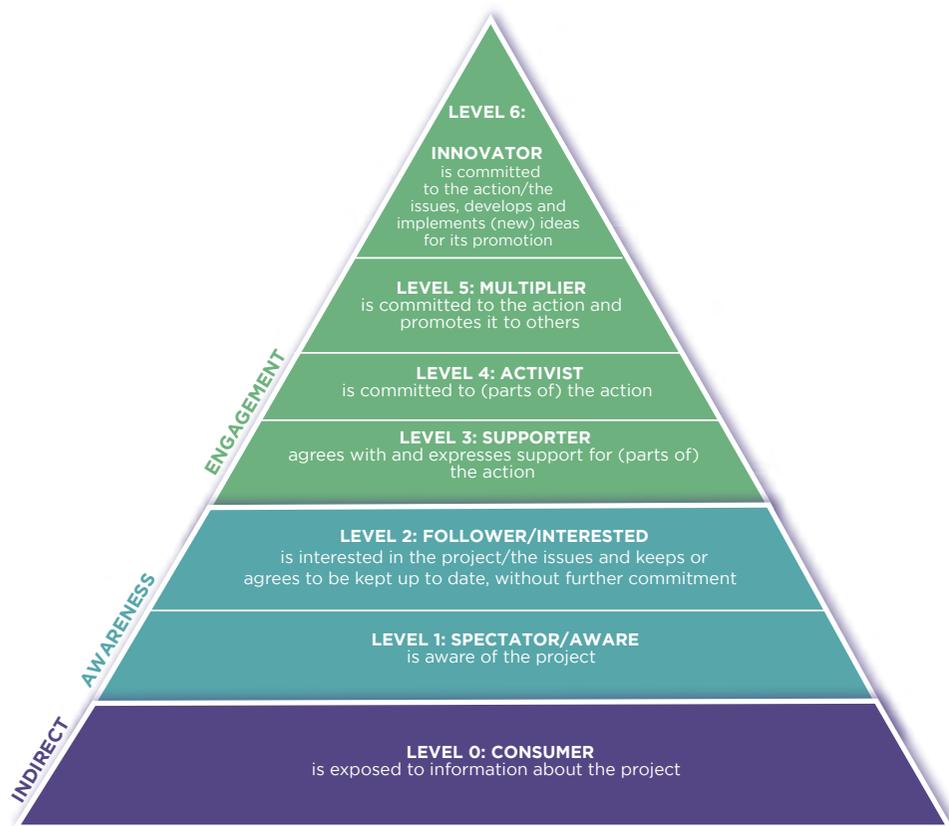
“ I will be part of the delegation and go to the COP to bring the voice of youth. It's a very strong meeting place for activists, with many exchanges, events. For sure, the Youth Forum is an easy source to support my engagement. ”

Interviewee FWB
@ Fédération Wallonie-Bruxelles



1. BEAR IN MIND THAT SOME ACTIVITIES ARE MORE APPEALING AND EFFECTIVE THAN

PYRAMID OF ENGAGEMENT



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- Informational and educational activities
- Cultural exchanges at the local level
- International projects and mobility
- Voluntary work in the region
- Participation in collective mobilising actions

SEE THE TYPES OF ACTIONS PREFERRED BY YOUNG PEOPLE

RECOMMENDATIONS

1. Remember that youth are mostly engaged by youth
2. Give young people a voice and allow them to access actions they can build and develop
3. Adopt non-formal approaches

TYPES OF ACTIONS PREFERRED BY YOUNG PEOPLE

	CLIMATE CHANGE	MIGRATION
Belgium	direct actions 51% petitions 48% demonstrations, sit-ins, protests 25%	petitions 32% punctual voluntary actions 17% debates, discussions group 14%
France	direct actions 21.15% petitions 21.15% conference, workshops 15.28%	petitions 29% punctual voluntary actions 26% demonstrations, sit-ins, protests 21% conference, workshops 21%
Germany	direct actions 70.4% petitions 55.6% donations 33.3%	petitions 78.6% punctual voluntary actions 35.7% demonstrations, sit-ins, protests 32.1%
Italy	direct actions 32.2% petitions 30% conference, workshops 20.1%	direct actions 22.2% petitions 20.3% direct actions 18.7%
Romania	punctual voluntary actions 46.4% school project 40.6% petitions 43.5% direct action 40.6%	debates, discussions group 50% punctual voluntary actions 29.2% conference, workshops 33.2%
Spain	direct actions 66.7% petitions 72.2% conference, workshops 56.9%	petitions 69.5% debates, discussions group 50.8% conference, workshops 47.6%



actions can induce large scale changes

16. Propose short or medium-term commitment, since in the long term the desire to commit may fade away

READ TESTIMONIALS AND GOOD PRACTICE EXAMPLES



2. GET THE YOUTH

THE PROJECT “SELFIE PORTRAIT. MIGRANT IMAGERY”

“Selfie Portrait. Migrant imagery” was a project promoted by the association **Videocommunity** in collaboration with the association Energia per i diritti umani, implemented in 2019-2020. Its aim was to disseminate reportage-based activities among high school students in Piemonte and encourage them to interact with their Senegalese peers from Pikine (a suburb of Dakar) in a selfie video workshop. Thus, 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. As part of the project results, a magazine was published by young people under 25.

For more info, access the links:

- [SELFIE PORTRAIT, IMMAGINARI MIGRANTI - REPORTAGE](#)
- [SELFIE PORTRAIT, IMMAGINARI MIGRANTI - STORYTELLING](#)

your ideas but you can learn from other people's experiences. [...] if you want to initiate something similar in your own city, the existing structures can be really helpful for orientation and really motivating at the same time.

Interviewee BW
@ Baden-Württemberg / SEZ

RECOMMENDATIONS

1. Keep up-to-date with young people's communication

THE PROJECT “LITERARY CONTEST. A POST FOR A BUTTERFLY”

The Government of La Rioja, in collaboration with Company Knet, has been funding CONDGCAR's project “Literary contest. A Post for a Butterfly” started in 2012. It is a literary contest that takes place twice a year, every year since its start. Designed to be disseminated through social networks in order to reach larger audiences all over the world, the contest aims to provoke small positive flutters that generate impact in people's lives and 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, young people, and not only, from all over the world, can set a different course by reaffirming their conviction that all people have the same human rights and that it is us who have to make them come true. So everyone is invited to participate from any corner of the planet, leaving their ideas on how to build, day by day, a more equitable, just and supportive world. For example, in the 2020 edition, 113 people from 10 different countries participated, offering in their pieces of writing a more humane and realistic vision of the world and the situation of each country or city.

For more info on the project, go to:

congdcar.org/concurso-literario/

- The project “Literary contest. A Post for a Butterfly”, realised in La Rioja

2. GET THE YOUTH INSPIRED BY DIRECT, OPEN AND HONEST COMMUNICATION!

The way you communicate has a big impact on getting young people engaged in the actions you propose. Many young people are not aware of competent local authorities or projects taking place in their region. A large fraction misses an invitation to participate. By means of effective communication, their sense of connection increases and they become part of the society they live in. Therefore, effective communication is a prerequisite for a meaningful engagement. New communication approaches make planning more exciting for the youth and better explain the role they play as actors of change. The use of their preferred channels of communication and of messages tailored to their needs and expectations helps strengthen participation in addressing community challenges and finding solutions to successfully respond to them. Moreover, young people should have a clear understanding of what needs to be done, by whom and how.

SEE THE CHANNELS OF INFORMATION THAT THE YOUTH PREFER THE MOST

Being asked about ideas to foster youth engagement, one German interviewee mentioned the lack of some sort of platform to pool ideas and experiences.

“ Good ideas and possibilities to take action should be spread 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. [...] If you want to initiate something similar in your own city, the existing structures can be really helpful for orientation and really motivating at the same time.

Interviewee BW
@ Baden-Württemberg / SEZ

RECOMMENDATIONS

1. Keep up-to-date with young people's communication preferences
2. Train your communicators so as to effectively communicate with the youth
3. Use the existing communication channels of youth

PREFERRED CHANNELS OF INFORMATION						
	Italy	France	Germany	Belgium	Spain	Romania
family, friends or colleagues						
school/teacher						
specialized websites, blogs and apps	X	X		X	X	X
newspaper or magazines (paper)						
digital newspapers and magazines	X	X	X	X		
official local/national websites						X
social networks	X	X	X	X	X	X
radio and television			X			
events, campaigns brochures or leaflets						

READ ABOUT SOME GOOD PRACTICE

- The project “Selfie portrait. Migrant imagery”, realised in Piemonte and in Pikine (Senegal)
- The project “Literary contest. A Post for a Butterfly”, realised in La Rioja

ORGANISATIONAL AND FINANCIAL SUPPORT TO YOUTH ASSOCIATIONS: THE EXAMPLE OF THE THE YOUTH SERVICE OF THE FÉDÉRATION WALLONIE-BRUXELLES

FWB acts as an indirect promoter of SDGs among youth. By relying on instruments of authority and organisation, the FWB promotes youth associations and provides subsidies which are conditional to the respect of the objectives set by the FWB in terms of SDGs.

The Youth Administrative Department of the FWB (Service de la Jeunesse) is in charge of implementing decrees related to youth policies. The FWB shapes and coordinates the general frame in which youth organisations exercise their activities within the French-speaking community. The FWB has the authority to set the conditions for the approval and attribution of subsidies to youth associations. The service recognizes two kinds of associations: Youth Organizations (Organisations de jeunesse) and Youth Centers (Centres de jeunes). In order to be recognized, these associations have to prove that they contribute to foster young people's participation and engagement and help them develop. a responsible, active, critical and united citizenship (citoyenneté responsable active critique et solidaire, CRACS). Recognized associations automatically receive subsidies for employment and to cover operating costs but can also request for complementary grants for specific projects.

Several Youth Organisations provide organisational and financial support to young people in developing projects related to climate change and migration. Youth Centres, the other type of youth associations the FWB recognizes, includes three types of structures: Youth Houses, Meeting and accommodation centres and Youth information centres. Youth Houses are organised around a physical structure where young people can gather to meet and sometimes

RECOMMENDATIONS

build up specific projects. Since 2017, a Green Youth House provides a transversal support to a series of Young Houses in the implementation of ecological initiatives and facilitate the networking between these Houses.

Besides Youth Organisations and Youth Centres, the FWB also supports the organisation of the Forum des jeunes (Youth Forum), the representative body of Belgian French-speaking young people. Every year, the Forum designates four UN delegates specialised in a specific topic: Youth, Climate, Biodiversity and Sustainable development. These delegates represent youth's interests on these matters at national and international levels, taking part in events such as Conference of Parties (COPs) and the High-Level Political Forum for Sustainable Development.

Finally, given the pillarized structure of civil society in Belgium, it is important to precise that party youth organisations are among the youth organisations that are subsidised by the FWB.

To know more: servicejeunesse.cfwb.be/



3. FACILITATE ACCESS TO ALL THE RESOURCES NEEDED!

If your CSO or your LA aims to engage youth in programmes, projects or simple activities contributing to SDGs and focusing on climate change or migration, your target groups could not only decide to participate and engage in the actions you propose, but they might also prefer starting to plan and implement their own activities. In this case, you could become for them either a “donor” willing to fund their causes, or a simple allied organization/institution available to help them find the funds needed to implement their planned activities. In both cases, the task will not be so easy, because youth-led organisations, especially if still informal or newly created, can face a variety of issues when fundraising, which range from not having staff or volunteer capacity or limited knowledge about the donor landscape to working in contexts or on topics where funding is limited.

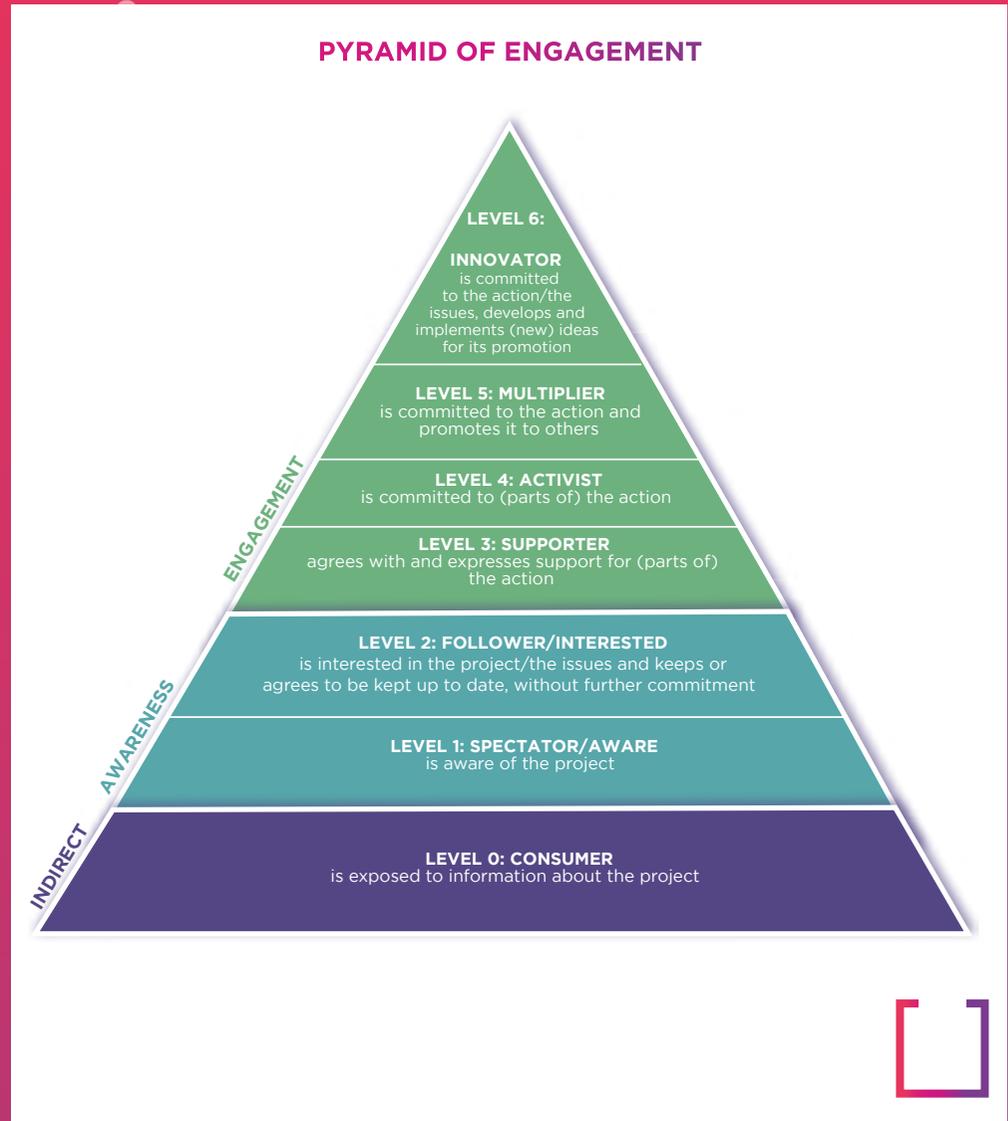
Nevertheless, they rightly ask to be trusted by donors, to set their own agenda, to feel listened to, to be taken seriously and to have time to implement activities without pressure, possibly getting access to spaces for learning.

If you want to create with them and for them a link between support, stability and sustainability in order to design impactful and lasting projects, you will have in some way to adapt the rules especially for these kinds of organisations, considering that they normally find it very hard to meet the conditions normally set by donors for obtaining funds (such as legal registration of the organisation, clear governance structures, a bank account, a budget above or below a certain amount, have previously received donor funding, appropriate financial controls, etc.).

Moreover, they will particularly appreciate capacity building and technical assistance, in particular sharing tools and best practices on monitoring and evaluation and project management.

RECOMMENDATIONS

1. Try to offer all the necessary support, financial included, to youth organisations



GOAL 17: REVITALIZE THE GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT

The SDGs can only be realized with strong global partnerships and cooperation. A successful development agenda requires inclusive partnerships — at the global, regional, national and local levels — built upon principles and values, and upon a shared vision and shared goals placing people and the planet at the centre.

Many countries require Official Development Assistance to encourage growth and trade. Yet, aid levels are falling and donor countries have not lived up to their pledge to ramp up development finance.

Due to the COVID-19 pandemic, the global economy is projected to contract sharply, by 3 per cent, in 2020, experiencing its worst recession since the Great Depression.

Strong international cooperation is needed now more than ever to ensure that countries have the means to recover from the pandemic, build back better and achieve the Sustainable Development Goals.

www.un.org/sustainabledevelopment/globalpartnerships/

SDG INDICATOR METADATA FOR TARGET 17.14: ENHANCE POLICY COHERENCE FOR SUSTAINABLE DEVELOPMENT

Rationale: enhancing policy coherence for sustainable development is important for achieving sustainable development in its three dimensions (economic, social and environmental) in a balanced and integrated manner; for ensuring coherence between policies at various levels of government; and for ensuring that policies in different sectors are mutually supportive and do not work against each other. It is also important in addressing the impacts of domestic policy internationally. Policy coherence aims, as a minimum, to identify trade-offs and mitigate negative impacts between policies. At a more ambitious level, it should also aim to foster synergies and produce policies that mutually reinforce each other. At a more ambitious level, it should also aim to foster synergies and produce policies that mutually reinforce each other, and to ensure that policies put in place are implementable and sustainable as they are inclusive of the concerned stakeholders' perspectives.

unstats.un.org/sdgs/metadata/files/Metadata-17-14-01.pdf

SDG INDICATOR 17.14.1. CONCEPT NOTE FOR THE DEVELOPMENT OF A GLOBAL METHODOLOGY

Types of mechanisms and areas of coherence that could be measured

The indicator methodology attempts to capture various forms of policy coherence, including:

- Vertical coherence between different levels of government, from local to national
- Horizontal coherence across key government ministries, departments and agencies and across sectors and themes
- Transboundary coherence, i.e. between national and international policy and across national boundaries
- Temporal coherence, promoting a long-term vision and coherence across political mandates
- Political or intrinsic coherence (i.e. taking a policy decision through all the steps necessary to translate it into action)

www.oecd.org/gov/pcsd/Concept%20Note%20on%20Methodology%20for%20SDG%20indicator%2017.14.1.pdf

RECOMMENDATIONS

WHY IS POLICY COHERENCE ESSENTIAL FOR ACHIEVING THE 2030 AGENDA?

Fostering alignment across local, national and international actions

A successful achievement of the SDGs will require enhancing vertical coherence. This means fostering aggregated and coherent actions at the local, subnational, national and international levels. This is essential in an interconnected world where sustainable development challenges have global-domestic links that need to be managed at different levels. For example, combatting climate change (SDG13) as well as other systemic risks need to be addressed globally through international collective action, but also require aligning efforts at national or subnational level in terms of legislative changes in economic, fiscal, trade, and energy policies, etc., and at the local level, in terms of more specific details on land use; human settlement patterns; infrastructure or transportation planning. Subnational and local governments are critical for delivering essential public services as well as the economic, social and environmental transformations required to achieve the 2030 Agenda. Most underlying policies and investments are a shared responsibility across levels of government and it is estimated that 65% of the 169 targets will not be reached without proper engagement of, and coordination with, local and subnational governments. Within the OECD countries, subnational governments were responsible for 59% of total public investment (and for almost 40% worldwide) in areas such as education, health, social infrastructure, water and sanitation, waste management, transport and housing.

www.unssc.org/news-and-insights/blog/why-policy-coherence-essential-achieving-2030-agenda

USEFUL RESOURCES

European development policy - Policy coherence for development

international-partnerships.ec.europa.eu/policies/european-development-policy/policy-coherence-development_en

Implementing the OECD Recommendation on Policy Coherence for Sustainable Development: Guidance Note

www.oecd.org/gov/pcsd/pcsd-guidance-note-publication.pdf

Global Taskforce of Local and Regional Government (2018) Local and regional governments report to the 2018 HLPF: towards the localization of the SDGs.

www.globaltaskforce.org/sites/default/files/2018-07/Towards_the_localization_of_the_SDGs.pdf

Local2030: Localizing the SDGs is a network and platform that supports the on-the-ground delivery of the SDGs, with a focus on those furthest behind. It is a convergence point between local and regional governments and their associations, national governments, businesses, community-based organizations and other local actors, and the United Nations system. Local2030 supports local leaders in collaboratively incubating and sharing solutions, unlocking bottlenecks and implementing strategies that advance the SDGs at the local level. Via this online platform, Local2030 partners are sharing tools, experiences, new solutions and guides to support SDG localization.

A core feature is the toolbox, which contains a range of concrete, practical and adaptable mechanisms and instruments that support the development, implementation, monitoring and review of locally-appropriate SDG actions.

www.local2030.org/discover-tools

PRACTICAL RECOMMENDATIONS FOR LAs AND CSOs ON HOW TO IMPROVE THEIR WAYS OF ENGAGING THE YOUTH ON THE 2030 AGENDA

PREFERRED PROJECT PROMOTERS

		Belgium	France	Germany	Italy	Romania	Spain
CLIMATE CHANGE	1°	Educational institutions	Local authorities	Local CSOs	Local CSOs	Educational institutions	Local CSOs
	2°	Local CSOs	Local CSOs	National authorities	National CSOs	Local authorities	National CSOs
	3°	Local authorities	National authorities	International CSOs	International CSOs Local authorities	International authorities	International CSOs International authorities
MIGRATION	1°	Local authorities	Local authorities	Local CSOs	Local CSOs	Educational institutions	Local CSOs
	2°	Local CSOs	Local CSOs	National CSOs	National CSOs	Local CSOs	Local authorities
	3°	Educational institutions	National authorities	International CSOs	Local authorities	Local authorities	International CSOs

TESTIMONIALS

Partnership with schools

The influence of teachers or educators from the associative sector can be found in the words of the young people. The process of awareness-raising done as part of education to sustainable development makes it easier for young people to take part in long-term projects, and, sometimes, in long-term commitment. In the following excerpt, it is interesting to note that the spaces for acculturation and learning shift the focus away from the school environment.



From that point, I thought I was interested in 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 ways to learn. And from that point, I got committed, I thought there were so many things to do.

Interviewee ARA
@ RESACOOP



RECOMMENDATIONS

A young Minchanger actively engaged on migration topics promotes action in schools – with the help of a civil society organization specialized in tackling discrimination – and through social media, with a student association helping asylum seekers. Young Mindchangers also almost systematically promote their actions to their friends and families.

In Fédération Wallonie-Bruxelles, several Mindchangers initiated or participated in projects aimed at mobilising other young people, creating a “multiplier effect”. It is the case for the young members of Forum des jeunes (Youth Forum), who specifically design (digital) communication campaigns targeting youth. Students followed the same logic in their universities, by creating “green” challenges for the other students. They created a “Green Office challenges project” with several steps to be undertaken by fellow students or even by the whole university staff, such as “avoid meat one day a week” or “going to university by bike one day a week”.

BADEN-WÜRTTEMBERG - GOOD PRACTICE EXAMPLES

Planet N

The project is implemented by a group of young volunteers (age 16 to 26) who are responsible for the website of the project and its content as part of the EWIK cooperation (collaborative network with organisations and institutions which operate in developmental education) in collaboration with Schools for Future and Germanwatch, and funded by Federal Ministry of Education and Research and sdw (Stiftung der deutschen Wirtschaft). 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 a 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.

Integra_et_Klima - Klimaschutz als Strategie zur Förderung der Integration von Migrant_innen

The project was promoted by the University of Applied Sciences in Dortmund, in collaboration with Ifeu GmbH Heidelberg (Institute for energy and environmental research), Multikulturelles Forum e.V., Ye il Çember – ökologisch interkulturell gGmbH and Migranten für Agenda 21 e.V. The project was 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 participate 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 behaviour and can actively contribute to the achievement of Germany's climate goals.

PRACTICAL RECOMMENDATIONS FOR LAs AND CSOs ON HOW TO IMPROVE THEIR WAYS OF ENGAGING THE YOUTH ON THE 2030 AGENDA

CHARACTERISTICS OF A MINDCHANGER (MEAN VALUE 1-5)

Open-minded	4.60
Promoter of change	4.56
Open to international solidarity	4.55
Interested in global issues	4.55
Good communicator with young people from other cultures	4.47
Good communicator with young people from his/her own culture	4.46
Responsible	4.45
Open to accept multiple perspectives	4.43
Empathic	4.43
Open to new challenges	4.43
Critical thinker	4.42
Well-informed on local and international issues	4.40
Conscientious	4.39
Consistent with his/her values	4.35
Actively engaged in community life	4.27
Sociable	4.18
Optimistic	4.06
Flexible	4.03
Creative	4.02
Leadership skilled	4.02
Able to solve complex problems	3.98
Active on social media	3.90
Digitally skilled	3.70
Extroverted	3.60

TESTIMONIALS

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 sensitised. 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 cooperation can be effective as well.

Furthermore, being part of a 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.

Interviewee BW
@ Baden-Württemberg / SEZ

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 honestly don't know how it was possible to go through school without bringing up the issue of anthropogenic climate change. Even though I've gone 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 sensitising 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 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 workplaces. Those places are already characterised 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 BW
@ Baden-Württemberg / SEZ

GOOD PRACTICE EXAMPLES

In Baden-Württemberg, the "National Climate Initiative" plays an important role for pilot projects in the field of civic engagement and climate change. To give an example, the project "Klasse Klima" is part of the funding programme and aims at qualifying young people to become multipliers for younger pupils on the topic of climate change. They acquire content-related as well as didactical knowledge to be able to develop and implement workshops in schools. As having proven its success, the project is already in its second funding phase with the aim to prolong the initiative for another period. More than 10.000 young people have been involved so far. The project exemplifies how different levels of engagement can be offered leading to low barriers for participation. While some take action as multipliers with big responsibilities, others participate passively as spectators.

The project "Help it to fly" is promoted by the Government of La Rioja and takes place annually in the Region of La Rioja. It is a volunteering-based 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. Other activities include training of volunteers and dissemination on social networks. Thus, the project managed to involve the young population, and not only, in the protection of biodiversity and care for the environment.

For more info, please go to project website:

www.larioja.org/medio-ambiente/es/voluntariado/interesa/ayudale-volar