Toolkit on social and environmental community development using NEB principles and advocacy

With everything currently going on in the world, it can often feel like your voice does not matter.

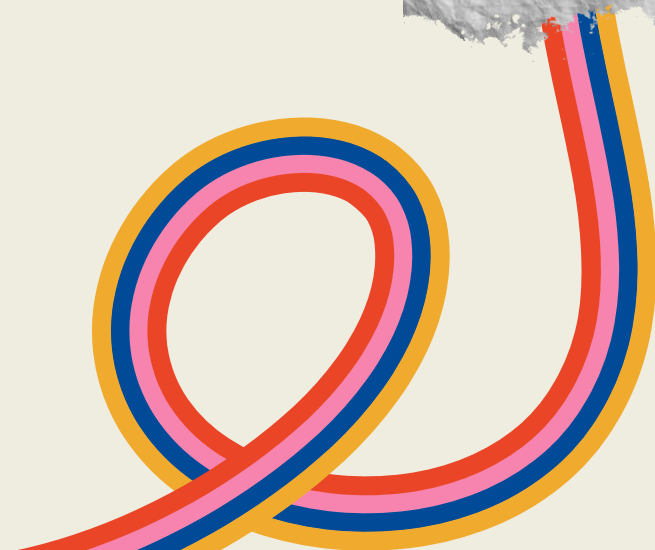But being an active citizen means so much more than voting in elections or signing a petition.

We can all start low: in our cities, our local neighbourhoods, our communities.

We all have the power to influence our own views, our lifestyles, our relations, and immediate environment.

Change starts with you – raise your voice and make the world a more sustainable, inclusive and beautiful place to live in!

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# Modules

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# Module 1:
# The New European Bauhaus

# Short description of the module

- Introduction: What is new about the New European Bauhaus?
- Sustainability, Inclusion, and Aesthetics: The NEB values
- Inspiration Everywhere You Look: Examples of best practices in Europe
- The NEB Compass: Your practical guide for analysing NEB projects
- Your Time to Shine: NEB in practice

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# Introduction

What is the NEB and what is new about it?

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# Origins: The Bauhaus Movement



Fotogramm
László Moholy-Nagy



"Wassily" Armchair
Marcel Breuer



Tea Infuser and Strainer
Marianne Brandt

- founded in Germany in 1919, focus on re-building Europe after WWI
- exploring the relationship between art, society, and technology
- creating beautiful but also useful/functional objects aimed to transform our environment and lifestyles
- "Art into Industry": focus on mass production, accessibility, affordability
- social function of architecture and design: favouring public good over private luxury
- major influence on architecture, interior and graphic design, textiles, but also fine art, photography, and advertising throughout Europe and the United States
- closed under Nazi pressure in 1933

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# 100 Years Later: The New European Bauhaus

"If the European Green Deal has a soul, then it is the New European Bauhaus which has led to an explosion of creativity across our Union."

Ursula von der Leyen, President of the European Commission

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The New European Bauhaus brings innovation, ambition and creativity together. It calls on all Europeans to imagine and build a sustainable and inclusive future that is beautiful for our eyes, minds, and souls.

- launched by the European Commission in 2021
- an environmental, economic and cultural project, which combines design, sustainability, accessibility, affordability, and investment
- it encourages the production of sustainable solutions to transform our built environment and lifestyles and help us achieve the green transition
- brings citizens, experts, businesses, and authorities together to reimagine sustainable living in Europe and beyond

serving as a bridge between the world of science and technology, art and culture

using the current green and digital challenges to transform our lives for the better

addressing complex societal problems together through co-creation

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# The NEB Values

Sustainability, inclusion, aesthetics

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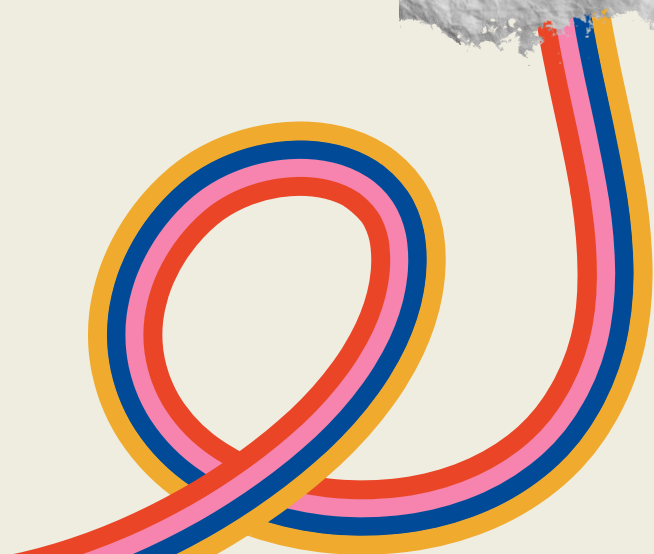
The NEB is looking for solutions that are not only sustainable, but also inclusive and beautiful, while respecting the diversity of places, traditions, and cultures in Europe and beyond.

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beautiful | sustainable | together

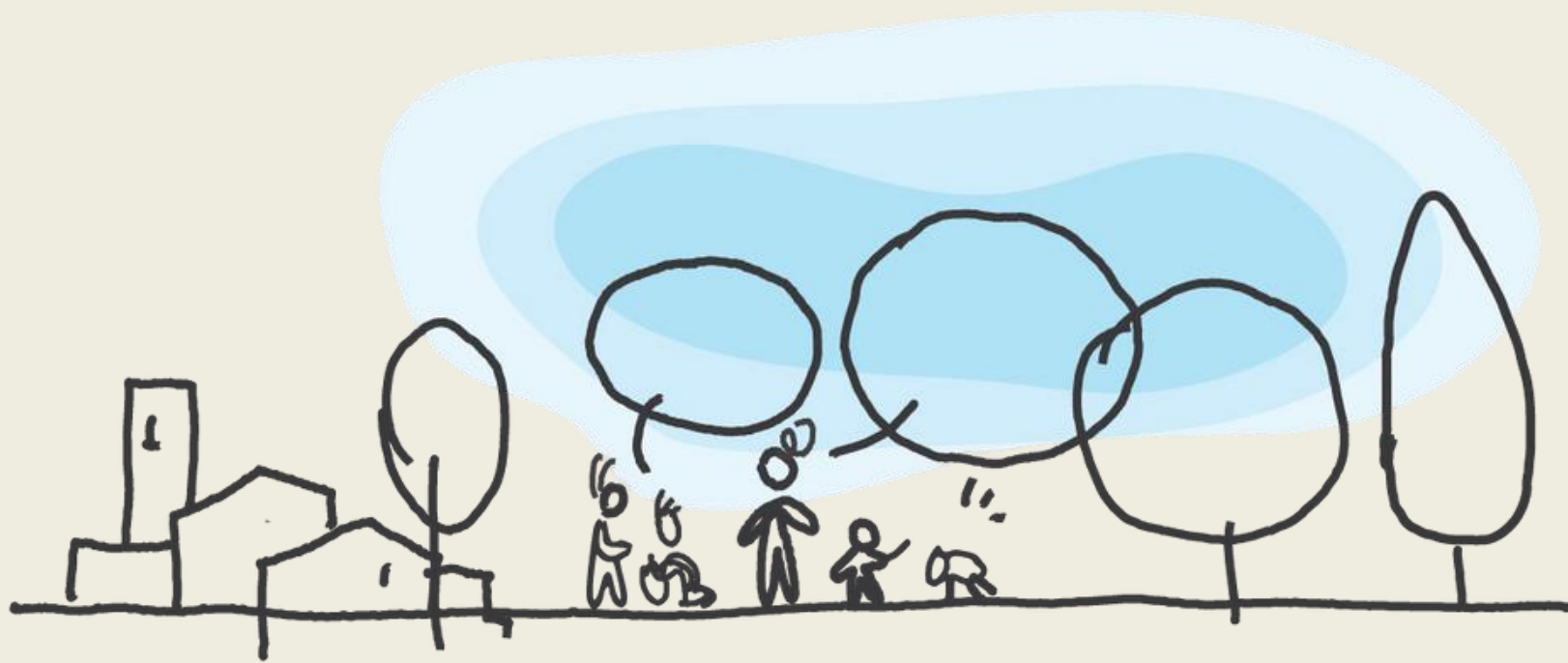#NewEuropeanBauhaus

- sustainability: sustainability is about taking care of things in a way that they last a long time and don't run out (protection of the planet, reduced pollution and waste, biodiversity etc.)

- inclusion: inclusion means making sure that everyone feels welcome, no matter who they are and what their background is. It's about being kind and treating everyone like they matter, including people of different genders, ethnicities, social backgrounds or physical characteristics (diversity of views, accessibility and affordability)

- beauty/aesthetics: aesthetics is about beauty and things that look or feel nice (quality of people's experience beyond simple functionality of the space or product)
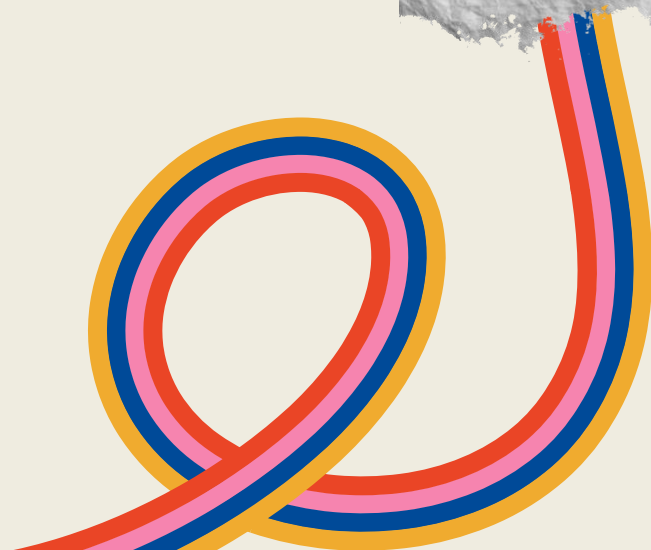
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Reconnecting with nature

Regaining sense of belonging

Prioritising those who need it most

Promoting circularity & sustainability

# NEB in practice

# Inspiration

Examples from all over Europe

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# Youth Center Split, Croatia

- a 10,400 m² area built in the late socialist era as a socio-cultural centre for youth; for a long time left abandoned

- initially squatted, then animated by a youth movement and independent cultural organisations, eventually taken over by the local government

- a place where high quality contemporary and progressive urban art and culture take place

- activities: a meeting place for different fields of activity, interests, perceptions and thoughts; support for young artists and cultural operators; development of a cultural infrastructure; improvement of working conditions of cultural institutions and non-profit organisations; lifelong learning; social inclusion



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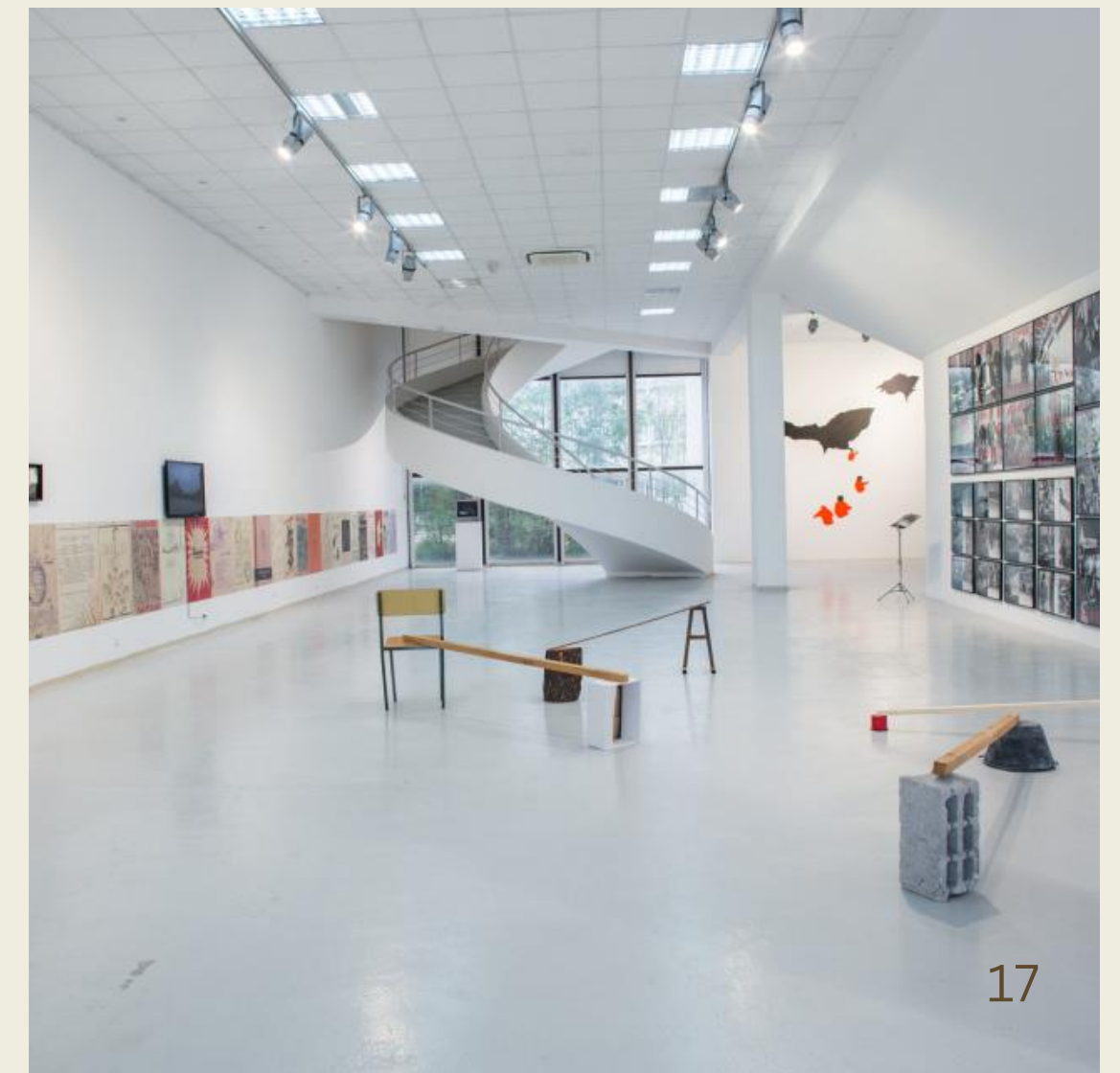
Esseri Urbani, Puglia, Italy
- use of free outdoor modern art exhibitions to promote urban & social renewal
- an open–air exhibition: works of art interact with spaces & architecture to sketch new maps and present new viewpoints
- by using WhatsApp, visitors come across small exhibition tours that offer the opportunity to visit historic buildings and shops of traders & artisans



Fuse, Valletta, Malta
- eight public art interventions that include sculptural pieces and a variety of performances using activities and artifacts from the communities' history, present, and future
- serves as a collective symbol, representing what the community lacks, needs, or wants



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Tierras en danza, Cáceres, Spain
- art and movement as vehicles for leisure and self-expression
- a combination of a summer intensive dance course and a free contemporary dance festival featuring shows, exhibitions, and seminars
- culture as a source of societal sustainability
- promoting and discovering nature as a suitable option for practising sports without negatively impacting the environment



Traveling architecture workshops, Lithuania
- a five-day workshop during the summer break inviting children and young community members to build their local environment
- young participants explore their environment and create new spaces and architectural objects for themselves and the entire community
- a creative and innovative youth inclusion project

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**Home4Less, Brussels, Belgium**
- modular structures that can be easily taken down and reassembled
- high-quality temporary studio apartments and living spaces for homeless people inside vacant buildings
- crucial role of aesthetics and quality of experience: each location has a wall fresco painted by an artist to improve tenants' social integration in the community
- focus on curiosity, synergy, and positive experiences



**ELEMENTerial bus stop, Tallinn, Estonia**
- application of circular economy to architecture
- built out of factory leftovers and other waste material
- promotion of sustainability practices in public areas

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# TIP!
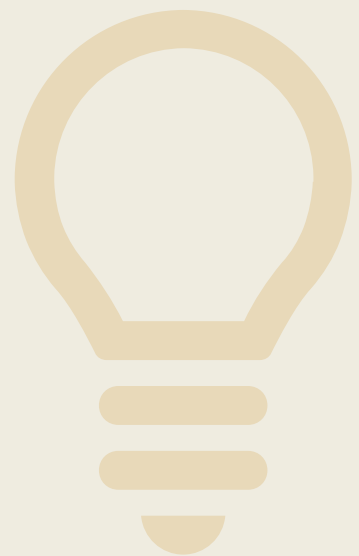
Can you name any examples from your own country?

Click on THIS LINK, filter the results, and GET INSPIRED!

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# The NEB Compass

Food for thought when creating NEB projects

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**Participatory** process

Sustainable

Together

Transdisciplinary approach

Beautiful

**Multi-Level** engagement

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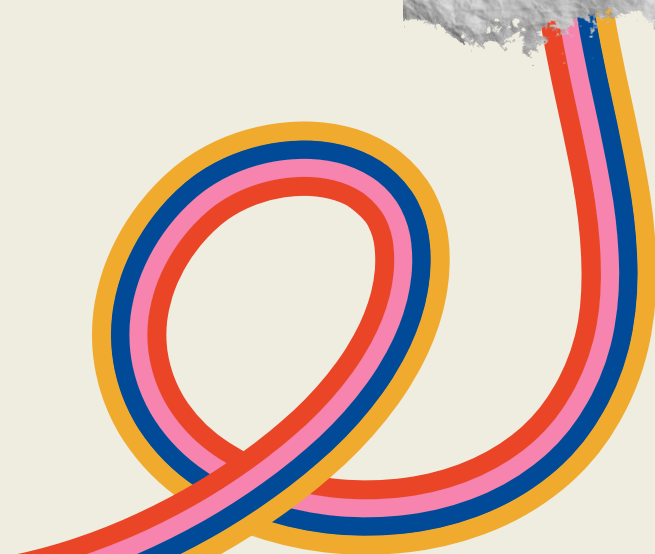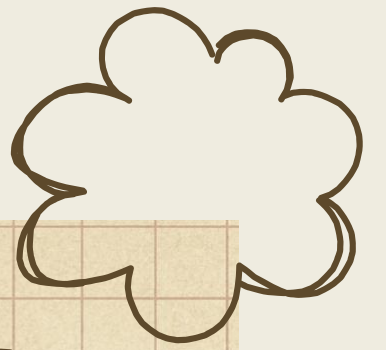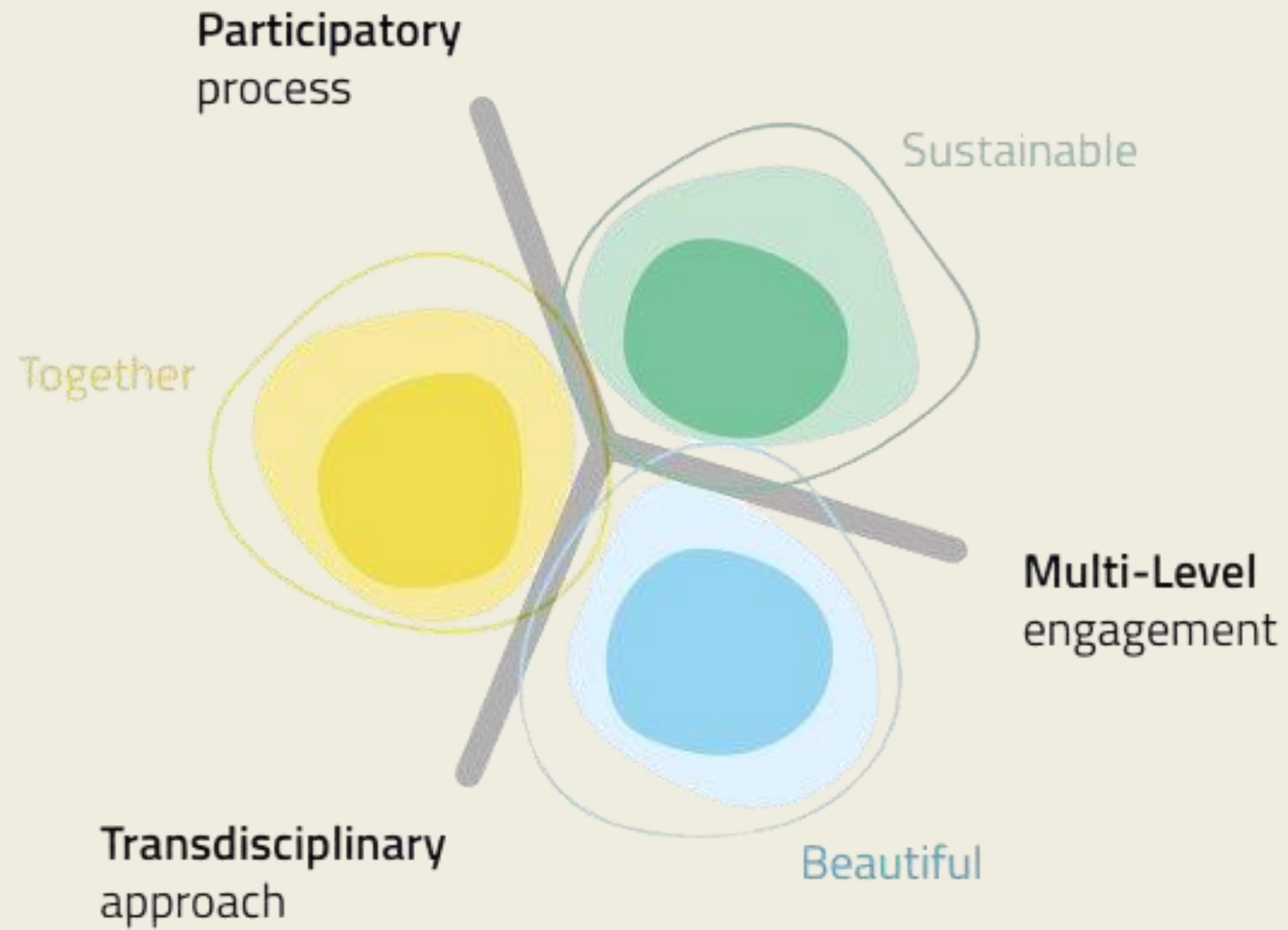
The Compass serves as an inspiration tool, helping to bring the NEB values and principles to life, and shape transformations that are beautiful, sustainable, and bring people and communities together.

# Levels of Ambition

The Compass introduces 3 levels of ambition to analyse already existing projects or to inspire the design of new ones – including yours!

## Level one

**01** The first ambition level is the baseline, containing the basic features of a New European Bauhaus project. Only if this level is reached, a project can claim to be NEBish.

## Level two & three

**02**
**0**

The second and third levels show growing "ambitions" of your project design. They make you think whether there is anything else that you could possibly add to improve your plan and aim even higher. The Compass provides useful questions to help you with this – you will see them on the next slides.

It is perfectly fine to stay on the first level though! Sometimes it is simply not possible to change anything else due to lack of finances or other resources. Keep in mind that this is not a race, just a thinking process :)

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# The highest levels of ambition always includes the word *transformation*



**Sustainability**

*a shift towards regeneration and creating new positive relations with nature*
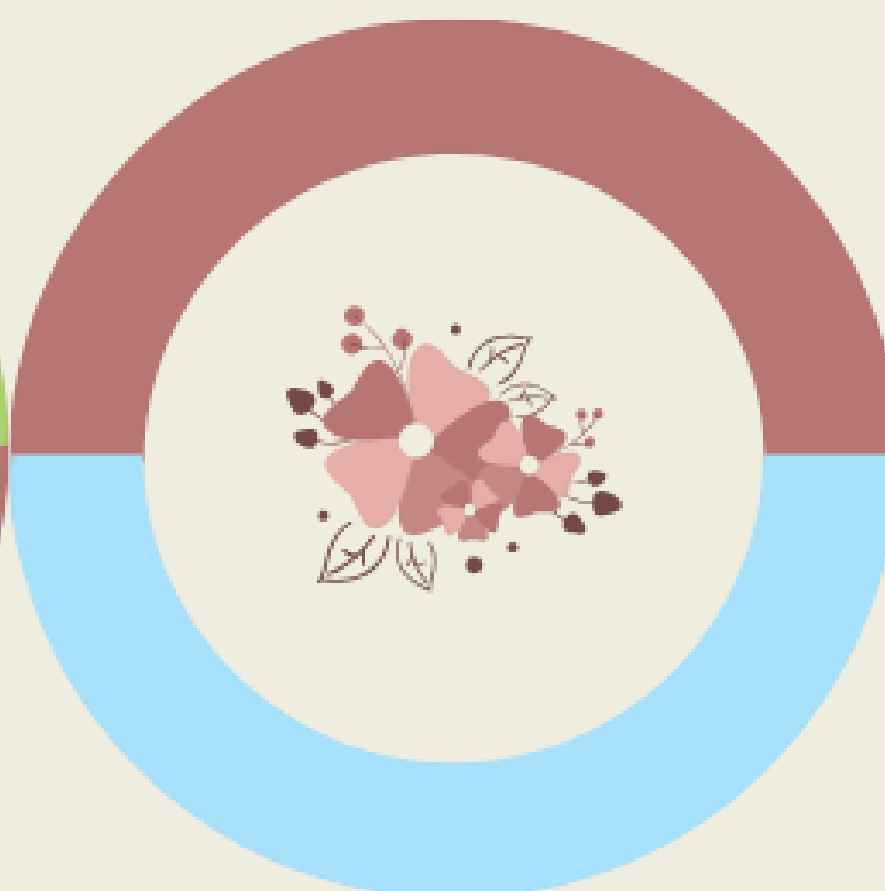
**Aesthetics/Beauty**

*focus on meaningful experiences and the creation of a community*

**Inclusivity/Together**

*fighting injustices and changing outdated and harmful behaviours*

# Beautiful


*The Multisensory Museum*
*© European Union, 2021*

## AMBITION I:  to activate

Context re-activation • Sensory experience • Aesthetics

A beautiful project improves the physical and mental well-being of individuals by considering their senses and emotions, on top of their needs. It activates the cultural, social, and natural qualities of a place to create unique and positive experiences. The project fosters awareness of place and heritage in all its diversity, while embracing its own aesthetic.

**EXAMPLE:** How should architecture respond to a landscape with enormous aesthetic vigour, fiercely beautiful? The caves of Caño de Hierro [Spain] were buried under ruins and undergrowth for decades. The project in Caño de Hierro is part of an operation that aims to recover the heritage of Hornachuelos for its neighbours and to point out the enormous natural, historical and architectural richness of the town. A pedestrian promenade is proposed. The natural reed formwork used reproduces the irregularity of the caves. The colour harmonises with that of the rocks.

**POSSIBLE GUIDING QUESTIONS**
- Does the project consider the comfort of its users (e.g. in terms of materials, light, air, noise)? How does it integrate it?
- Does the project consider sensory perceptions (visual, auditory, tactile, and olfactory) and emotional sensibility?  What experience does it offer?
- Does the project reflect regional/local particularities and call upon local materials and skills? How?
- Does the project make its own aesthetic choices (e.g. in terms of composition, colours, balance, or material compatibility)? How?

## AMBITION II:  to connect

Connection across contexts • Collective experience • Sense of belonging

A beautiful project enhances opportunities for meaningful social interactions and collective experiences. It reinforces a sense of belonging and enriches lives by connecting different places and people. The new attachments that emerge through the project foster openness and mutual care.

**EXAMPLE:** The Multisensory Museum [Netherlands] is a project at the interface of research and architecture. The project socially innovates architecture processes by developing a co-design method that engages people with disability and architects together in a creative endeavour. The result is an enticing space that draws the museum visitor in through all the senses (sound, touch, smell, vision, motion), giving an architectural expression to inclusion and dialogue, providing a new way of experiencing a museum visit.

**POSSIBLE GUIDING QUESTIONS**
- Does the project provide attractive and comfortable spaces that bring people together in diverse settings? How?
- Does the project give a sense of community to people with different backgrounds and perspectives? How does it strengthen this sense of community?
- Does the project give opportunities to learn about new ideas, places, or people? How?
- Is the project interactive? Does it offer opportunities for encounters or discoveries? How can participants interact with the project?

## AMBITION III:  to integrate

Enabling creation • Restructuring of values • Long-lasting movement

A beautiful project enables creation, and the collective re-invention of the places, lifestyles, and communities we identify with. It integrates new cultural and social values, notably through the meaningful experience of a broader 'us' (including the non-human world). In doing so, it aspires to anticipate future transformations, and may generate a long-lasting movement.

**EXAMPLE:**  Baubotanik [Germany] is an innovative form of sustainable architecture that partially replaces technical building materials with living, growing trees. Baubotanik structures continue to develop throughout their lifetime. They co-evolve with nature and overcome the dichotomy between the built and living environment. Here, care and maintenance are understood as a creative, collaborative process shaping future development. This interplay of human action and plant growth strengthens the sense of community and celebrates the aesthetics – the sights, smells, sounds and feel – of nature.

**POSSIBLE GUIDING QUESTIONS**
- Can participants question and reimagine their way of life through the project? How can they do so?
- Does the project generate new fulfilling habits? What are these habits, and how do they emerge?
- Is there a reflection on the future needs of the project's users? How could the project approach this long-term thinking?
- Does the project have a positive transformative effect on the participants' lives? How does it change lives?

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# Sustainable

## AMBITION I: to repurpose

Preservation ▪ Repair, re-use, reduce upgrade, renew

A sustainable project aims to repurpose in order to avoid and reduce environmental impacts and favours durability, adaptability, recyclability. It aims at rethinking services, products and places to reduce pollution and carbon impacts and have minimum use of resources, materials and energy. It looks at the scale of a products' lifecycle. Projects that repurpose are aware of the impact their initiative has on the environment and have the ambition to reduce their environmental footprint.

**EXAMPLE:** The BUGA Wood Pavilion [Germany] celebrates a new approach to digital timber construction. The stunning wooden roof spans 30 metres over a public event area, using a minimum amount of material while also generating a unique architectural space. Due to its innovative building system, it can be fully reassembled at a new location and recycled at the end of the structure's life.

**POSSIBLE GUIDING QUESTIONS**
- How could the project solve its needs in a less material intensive way, e.g. by sharing resources?
- Can the use be prolonged, e.g. by renovation or making the project repairable or upgradeable? How would this be done?
- Can the impact on the environment of the project be lowered, e.g. by decreasing the use of energy, water, pesticides, CO2 or other harmful substances? How?
- Can components or elements be replaced by a natural material or other less harmful resources? How?
- Could you prioritize renewable energy solutions favourable to biodiversity? How?

## AMBITION II: to close the loop

(Industrial) system circularity ▪ Waste transformation

A sustainable project aims to close the loop, reduce linear processes or transform them into circular processes to aim at zero pollution. It looks at the scale of an (industrial) system. Projects that close the loop actively involve all other actors in the cycle of the design, production, use and discarding phase of their initiative.

**EXAMPLE:** The Vivihouse (Austria) modular building system opens the world of construction to a wider public. This long-lasting and adaptable construction kit consists of modular timber frames assembled with sustainable materials such as straw bales for the insulation. The project invites users, planners, craftspeople, and companies to adopt the modular system and collaboratively explore new forms of city-making within the circular economy.

**POSSIBLE GUIDING QUESTIONS**
- Does the initiative work with circular economy principles, e.g. with closing the whole material cycle or waste transformation? How?
- Are all stakeholders in the cycle working together? In what way?
- Is there an overview of the carbon impact, material, energy or water waste streams before, during and after the use of a product, building or intervention? How?
- Is there a zero pollution action plan e.g. for air, water & soil? How will it work?
- Does the project look at indirect impacts across time and space and trade-offs between different sustainability measures? How does it tackle this?

## AMBITION III: to regenerate

Carbon storing ▪ Enhancing biodiversity ▪ Restoration and expansion of natural landscapes ▪ Paradigm shift, behavioural change

A sustainable project aims to give back more than it takes, enhancing rather than depleting biodiversity, incentivising the restoration and expansion of nature. Regenerative sustainability also considers how contexts and environments influence worldviews, paradigms, and behaviours. It looks at the scale of an ecosystem. Initiatives in this dimension are aware of the complete ecosystem they act in and their project's impact over time and space on biodiversity and natural resources.

**EXAMPLE:** The Regeneration of beach dune systems project (Spain) deals with beaches in and around Barcelona that are part of a densely populated area under heavy pressure due to its high logistic, urban and touristic value. The project aims to protect and regenerate beach-dunes through a series of actions, raising awareness about the environmental importance of dunes. It is also attached to improving infrastructure and access to the beaches, so all can keep enjoying these valuable natural sites.

**POSSIBLE GUIDING QUESTIONS**
- Does the initiative give back more than it takes, e.g. by carbon storage in buildings? How?
- Is there an understanding of the inner working of a (natural) ecosystem that could restore the landscape or biodiversity? How does the project affect this?
- Is there a vision on societal change by behavioural change or a mention of a paradigm shift? How will this be addressed?

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# Together



Parckfarm © European Union, 2021

## AMBITION I: to include

Equality • Accessibility • Prioritising disadvantaged people

An inclusive project grants accessibility (physical, cognitive, psychological, etc.) and affordability for all, regardless of gender, racial or ethnic origin, religion or belief, ability, age or sexual orientation. Equality of treatment and opportunities is essential but cannot be taken for granted, so it is important to prioritise less-represented individuals, groups and communities.

**EXAMPLE:** Cristobal de Moura Green Street [Spain] is a park project in Barcelona. The project includes affordable public housing and gives people with fewer economic resources the opportunity to enjoy living in a park environment too. It also includes kindergartens, social centres, a public gym, co-working, and other social, cultural and educational equipments for different groups to enjoy.

### POSSIBLE GUIDING QUESTIONS

- Is the project easily and equally accessible? In which sense?
- Is the project affordable ? How can a project become more affordable?
- Does the project consider the needs of less represented communities? Which ones? How?

## AMBITION II: to consolidate

Overcoming segregation • Representation and social stability • Sharing resources and opportunities

An inclusive project fosters and equalises relations between users and/or communities, safeguarding the principle of equal treatment and social justice over time. Inclusion and open access to services are secured by formal, structural mechanisms such as funding instruments, business models, planning, policies, regulations and other institutionalisation processes.

**EXAMPLE:** The Municipal School of Architecture in Borlänge [Sweden] is a tool for democracy. At the school, children and young people learn about both the physical environment and the community-building process. After joining, the children become members of an expert group that helps planners build the municipality. This is a method to bring the child perspective into planning, but also to establish the right of every child to freely express their views, in all matters affecting them, as the built environment does.

### POSSIBLE GUIDING QUESTIONS

- Does the project secure social justice over time? How?
- Does the project offer equal resources and opportunities? In which ways?
- Does the project help to overcome segregation between different communities? What kind of instruments can be put in place to reach this objective?

## AMBITION III: to transform

Fostering shared social values • Societal development and collective growth • New ways of living together

Inclusion inspires new ways of living together, building on solidarity and cooperation, raising awareness of discrimination and injustice. An inclusive project becomes exemplary and replicable, and has the potential to break obsolete social models, create value and bring transformative benefits on a societal level, influencing worldviews, paradigms and social behaviours.

**EXAMPLE:** Borgo Sostenibile Figino [Italy] is one of the first social and collaborative housing projects in Italy. The experimentation, undertaken for its design and creation, helped to define the social housing sector in Milan, not only creating affordable housing districts, but also encouraging the development of collaborative and sustainable communities. The presence of shared spaces and services enables residents to organise and share everyday activities with their own neighbours, transforming them into key active players in enhancing their living conditions and context.

### POSSIBLE GUIDING QUESTIONS

- Does the project promote new ways of living together? What kind of instruments can be put in place to reach this objective?
- Does the project have the ambition to break obsolete and unjust social models? How does it plan to do this?

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# Participatory Process

## AMBITION I: to consult

Information ▪ Dialogue ▪ Consultation

A participatory project features already-established communication channels and stakeholder participation. At this first ambition level, participation ranges from information-sharing about the project to consultation feeding into decision-making. The information flow is static and mostly one sided: the information flows from the project owner to its audience and then back.

**EXAMPLE:** A project to redesign the open spaces of the Weimar Bauhaus Campus [Germany] has paid special attention to integrating the various requirements of the students, the project users, by organising weekly consultations to transparently share information during the construction process.

**POSSIBLE GUIDING QUESTIONS**
- Does the project keep stakeholders informed? How?
- Is there an awareness of who might be excluded from the project? If so, who?
- To what extent will the project allow stakeholders to contribute?



*Arkki´s learning via participation model*
*© European Union, 2021*

## AMBITION II: to co-develop

Exchange ▪ Joint project steps ▪ Co-creation

A participatory project engages stakeholders as key partners and advisers in defining and/or co-creating the rules and objectives of the project. The emerging ideas are developed collaboratively by the project and its stakeholders The information flow is dynamic, exchanges are on an equal foot and information becomes co-designed.

**EXAMPLE:** A co-design process to imagine the future of the Rivalta Ducal Palace [Italy] set up participatory processes going beyond traditional consultations and involving members of the public alongside a wide range of stakeholders and experts. A parallel co-design process between policymakers and researchers informed the process.

**POSSIBLE GUIDING QUESTIONS**
- Will the project process stakeholder input? How?
- Are those affected by the project included in the decision-making? How, and by which means?
- Does the project aim to collaborate with stakeholders? How?
- Does the project reach out to those who are excluded from their activity? How does it plan to do so?

## AMBITION III: to self-govern

Partnership ▪ Joint action ▪ Community ▪ Self-governance

A participatory project aims to enable stakeholders to negotiate and engage in trade-offs with powerholders, at all stages of the project's lifecycle (design, management, implementation, monitoring and evaluation) and empowers the community to make decisions and govern the project.

**EXAMPLE:** Arkki's Learning Via Participation Model [Finland] aims to enable children to make a positive change in their environment and democratise the urban design process. The most striking result after the programme is that some children decided to keep on ideating, building models, presenting designs and seeking funding to implement the ideas in their surroundings. They used the knowledge they acquired to present their ideas to policymakers, and received political and monetary support for a project.

**POSSIBLE GUIDING QUESTIONS**
- Does the project empower and sustain grass-roots initiatives beyond project implementation? How?
- Does the project aim to allow stakeholders to take (legal) ownership? How?
- Do the project owners aim to make themselves redundant, enabling a community to take agency? In which way?
- What measures does the project take to include those affected by a design and to ensure representation in decision-making?

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# Multi-level engagement

## AMBITION I:   to work locally

Inter-municipal cooperation ▪ Network, coalitions ▪ Informal cooperation

A multi-level NEB project connects horizontally informal networks (e.g. groups of individuals, neighbourhoods...), and/or formal institutions (e.g. sectoral departments, political groups...) and/or and engages with them to influence the local living environment with a placed-based approach.

**EXAMPLE:** Santa Maria da Feira Community Arts Network [Portugal] was developed by the Social Action, Education and Culture Municipal Offices to engage 'local entities and services, civil society organisations, local communities and many others relevant stakeholders' in a participatory local governance network to help them work together to make art more accessible to everyone.

**POSSIBLE GUIDING QUESTIONS**
- Does the project interact with local networks and collectives? Which activities does it put in place to do it?
- Does the project aim at influencing the local living environment? How?
- Does the project cultivate a place-based approach? How does it do that?

## AMBITION II:   to work across levels

Supranational institutions ▪ EU Member States ▪ Local and regional authorities

A multi-level NEB project connects vertically informal networks (e.g. groups of individuals, neighbourhoods...) and/or formal institutions (e.g. government, administrations...) across various scales (e.g. single municipalities with regional authorities, local studies with international research programs), and engages with them to push single-scale initiatives beyond their own dimension (e.g. local, regional, national...).

**EXAMPLE:** The new Immaginario Scientifico Science Centre [Italy] is a new museum aiming to involve 'the public in the life of the international community that has made Trieste the "city of Science"'. The project closely involved the regional and municipal bodies and the Italian Ministry of University and Research in the design and set up.

**POSSIBLE GUIDING QUESTIONS**
- Does the project interact with networks and/or institutions that are active beyond the scale of the projects itself (e.g. from local to regional, from national to international...)? Which activities does it put in place to do so?
- Does the project work at different scales (e.g. neighbourhood and the city, one single school with a network of national schools...)? How does it make it possible?
- Does the project aim at having an influence across different scales? How does it plan to do so?

## AMBITION III:   to work globally

Multi-scale Impact ▪ Cross-sectoral cooperation ▪ Global North-Global-South relations

A multi-level NEB project that works at global level reaches for a wider, transformational impact beyond its initial, local scale of application and it connects networks and/or (inter)governmental institutions that, across various levels, share similar purposes looking at the future of the entire ecosystem.

**EXAMPLE:** The VITA Erasmus+ project [Romania] is a project based on transnational cooperation between three universities in Romania, Italy and Norway aimed at stimulating learning on inter-cultural changes and managing different education traditions acrosscultures. This project has involved a number of regional and national bodies and also built a network of collaborators from European countries facing similar issues to cooperate in the ongoing process. The project also aims to disseminate the findings and methodology across Europe but also to other fields and sectors.

**POSSIBLE GUIDING QUESTIONS**
- Does the project aim at reaching a global, transformational impact? How?
- Does the project consider the local impact putting it in perspective with the future of the entire ecosystem? Which actions does it plan to put in place to do so?

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# Transdisciplinary approach

## AMBITION I: to be multidisciplinary

Diversity of disciplines • Diverse educational backgrounds •
Common problem definition

A multidisciplinary NEB project aims to address a common problem within one field of knowledge. Working in a multidisciplinary way means working independently alongside other disciplines that engage in similar topics.

**EXAMPLE:** A project aiming at transforming a 1960s residential building in Papagos [Greece] promotes 'collaborative processes among executives of the Hellenic Institute of Passive Building (HPHI), certified passive building designers, engineers and technicians from all sectors and commercial and technical departments of companies.

**POSSIBLE GUIDING QUESTIONS**

- Does the project work with different disciplines? How does it connect them?
- Is there a common problem definition, shared between different stakeholders? How did you get to have one?
- How many different educational backgrounds are involved? Could there be more involved?
- What is the distance between disciplines, e.g. urban planners working with architects (small distance) or biologists working with artists (large distance)? Which system does the project put in place to bridge it?

## AMBITION II: to be interdisciplinary

Knowledge creation • Intensity of communication •
Integration of results

An interdisciplinary NEB project aims to address a common problem or issue involving two or more academic disciplines or fields of knowledge. Working in an interdisciplinary way means collaborating with other disciplines towards a shared goal.

**EXAMPLE:** In the Barcelona Superblocks project [Spain], administration was coordinated among different departments and interdisciplinary teams bringing together specialists in urban planning, green areas, mobility, geographers, engineers, artists and architects.

**POSSIBLE GUIDING QUESTIONS**

- What is the intensity of communication? How is it managed?
- Is there new knowledge creation?
- Are results integrated between each other? How?

## AMBITION III: to be beyond-disciplinary

Non-academic partnerships • Interaction with non-academics
Public engagement • Collaborative process • Level(s) of interaction

A beyond-disciplinary NEB project aims to integrate both formal and non-formal knowledge to achieve a common goal. It aims to bring together people from political, social and economic fields with members of the public to explore possibilities and realise new narratives. By drawing on both local and traditional knowledge and cultural norms and values, it aims to supplement and transform scientific insights for the benefit of society.

**EXAMPLE:**
The international, cross-disciplinary master's programmes offered by the International Programmes in Sustainable Developments (IPSD) department at the University of Applied Arts Vienna [Austria] aims to educate students how to approach global challenges by ''considering a transdisciplinary approach which involves non-academic and cooperation partners and stakeholders from all societal groups' from the outset of a project.
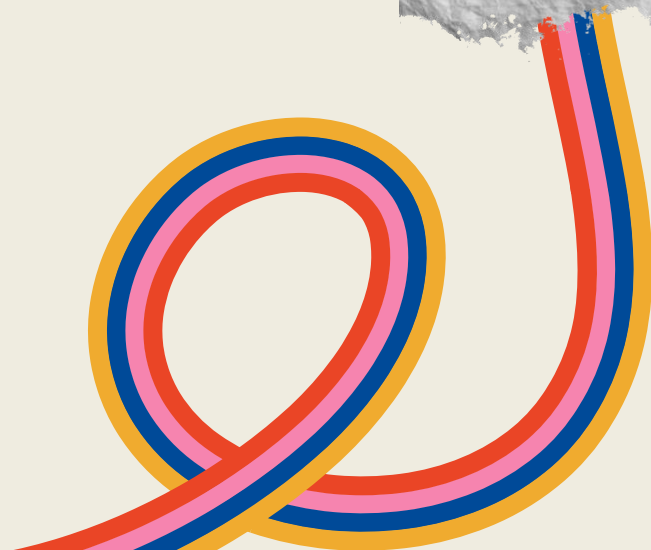
**POSSIBLE GUIDING QUESTIONS**

- Are non-formal knowledge partners involved in the knowledge creation? How?
- Is equal value given to formal and informal knowledge? How?
- Is there a common goal? What is the plan to reach it collectively?
- Is there a collaborative process put in place that facilitates the merging of different knowledge fields? How does it work?

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# Your time to shine

Analysis of a NEB community project

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# Now it's your turn!

*This exercise can also be done online using Miro or other digital tools.*

**Get ready for a NEB Community Challenge!**

### 01 Awareness

What are the biggest issues troubling your community? Too many cars, not enough green spaces, bad recycling system, no space to hang in? **Write down the biggest issues that you can think of and choose the one that you personally struggle with the most.**

### 02 Brainstorming

Try to think about a possible solution. How could this issue be resolved? A community-run café to study in during the afternoons, more cycling lanes, a skate park in the abandoned underpass, or a tree planting project? **Write down your ideas, think about their feasibility and what challenges you might need to overcome to bring these to life** (e.g. funding, material, distribution of tasks, specific skills needed).

### 03 Tweaking

Now let's tweak it a bit. Have a look at the provided NEB handout. How is your project connected to the NEB principles of sustainability, aesthetics and inclusivity? Is there anything that you might have overlooked? **Tweak your proposal accordingly.**

### 04 Pitch

Show time! **Present your ideas to the group, get feedback, and be inspired to act :)** If you want to increase your impact, get in touch with local NGOs and authorities to see how you can get involved!

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# Module 2:
# Community Engagement

# Short description of the module

Objective

- To introduce the Community Engagement process at different levels and how citizens can actively be engaged.

At the end of this course, participants will be able to:

- Define the Community Engagement as a concept.
- How to build community engagement spirit
- Define benefits of Youth Community Engagement

#participate #beactive #dogood #beengaged #returntocommunities #buildsustainablerelationships

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# What is Community Engagement?

Community engagement means making sure that people have a voice in decisions that affect them. It involves working closely with different groups impacted by your project, building relationships, and finding solutions together. The goal is to create a space for open communication and shared decision-making to address challenges effectively.



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# What is Community Engagement?

Community engagement is building relationships with community stakeholders to achieve sustainable dialogue and discourse so that all parties feel respected, empowered, and informed.

No matter your industry, you face an ever-evolving set of challenges when working in a new community. Some of these issues are within your control. However, most are out of your control. That's because external stakeholders have a significant impact on the outcomes of your projects.

Just as communities are diverse, engagement can take on many forms, whether through education, consultations, participation, or communication. What links all those community engagement activities are interactions with stakeholders in the ways they need – meeting them where they are.

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# How to build community engagement spirit?

A community engagement model shifts corporate thinking from the individual to defined groups. Inclusion and diversity are vital considerations that drive your community engagement framework.

A forward-thinking community engagement model establishes trust with communities from the outset. Your processes and community engagement strategy should consider what benefits all parties involved.

Several principles guide community engagement. The goal is mutually beneficial, sustainable relationship-building. You're creating a collaborative spirit that serves the interest of everyone involved, both internally and externally. It's why the fundamental principle of community engagement is collaboration.



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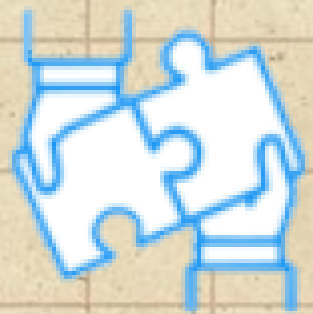
# Common goal and collaboration

- Community engagement works best when everyone—community members, organizations, and groups—works together toward a common goal. This teamwork helps people feel responsible and committed to positive change.
- Collaboration also leads to empowerment, which means giving people the tools, knowledge, and resources to take part in decisions and solve problems. This can include training, education, and opportunities for leadership and involvement.
- Collaboration leads to empowerment, a key part of community engagement. Empowerment means giving community members the tools, knowledge, and resources to help make decisions and solve problems. This can include training, education, and chances to take on leadership roles.

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# Inclusivity

- Inclusivity is an important part of community engagement. It means making sure that everyone, including those who are often ignored or underrepresented, has a chance to participate. This can involve using different languages, reaching people through various communication channels, and offering support for those with disabilities or special needs. The goal is to make sure no one is left out.

- Another key principle is respect. This means recognizing and valuing the beliefs, traditions, and cultures of the community. It's important to listen to community members, understand their customs, and be aware of any cultural differences that could affect the engagement process. By showing respect, you build trust and create a more meaningful connection with the community.

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# 👍 Trust and community input

- To gain the community's trust, you need to be open and honest in your work.

- Transparency is key—it means sharing clear information about the project, including its goals, timeline, and impact. This also involves giving regular updates and being upfront about challenges.

- Flexibility is also important. It means adjusting to the community's changing needs, being open to feedback, and making necessary changes to the process when needed.

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# Why is Community Engagement Important?

- Be your own voice and contribute to the community.
- Stakeholder and community engagement leaders must know where the organization currently stands and where it wants to go. It is a balancing act between community needs and overall business objectives.
- Your organization benefits from an engaged and empowered community because they are more likely to advocate for your project and increase the likelihood of reaching your project goals. Community stakeholders feel heard, and it helps meet their needs.

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# How to improve Community engagement?

- Invest in the right set of skills.
- Compassion and empathy: At its most fundamental level, a community engagement strategy considers other people's needs and concerns and finds a solution that works for everyone.
- Ability to prioritize: Not all stakeholders have the same interest or influence over a project's successful delivery. Prioritizing stakeholders is necessary so that you can direct efforts where they matter most.
- Willingness to improve: Change is always uncomfortable, even when you know you'll be better for it. Organizations that embrace change report significant gains. While technology cannot replace things like compassion and empathy, it's a powerful enabler because it allows you to do much more in less time.

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# Does youth community engagement exist?

Youth engagement is central to positive youth development. When we engage authentically with youth, we work WITH the youth, not for them, toward shared goals. We prepare ourselves and our organizations for inclusive youth engagement and shared decision-making. We listen to young people's expertise and perspectives, prepare them for meaningful roles of their choosing, and create effective youth-adult partnerships. We foster mutual accountability.

We need the perspectives and partnership of young people we work with to achieve our shared goals (and even our own program goals, which youth may not share). Young people can change us too, in positive ways.

When we successfully engage youth in programs and organizations, young people see that they matter. They experience belonging and connection. And they develop and exercise competencies that will help them achieve their goals.

**MEANINGFUL ROLES FOR YOUNG PEOPLE**

Increased Influence On Organization

- Leadership Positions
- Voting Members on Boards
- Committees (hiring, grant writing)

**Shared Leadership**

- Youth Forum
- Advisory Group
- Focus Groups/Surveys
- Advocacy
- Consultants
- Youth in Media

**Voice & Consultation**

- Peer Education
- Mentoring
- Youth as Trainers/Facilitators
- Youth Theater
- Fundraiser
- Community Service Projects

**Participation**

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# Good practice examples

- YOUTH COMMUNITY ENGAGEMENT

by Young Ambassadors, Serbia

- KreNI conference is the first and most influential creativity festival in southeastern Serbia gathering innovative creative professionals and experts from all over the world. KreNI conference is about creativity of young people and their engagement in society. It is empowering young people and including them in mapping and solving problems in their surroundings.
- Potential of creative industries in Nis is going to be presented in order to raise awareness about the role that this part of Serbia can have in the global development of creative industries using the experience of foreign experts.
- This year it will be the 10th conference edition in Niš and the topic is Proximity. For more details you can check YOUTH COMMUNITY ENGAGEMENT

# Good practice examples
# Part 2

Green Heroes: network created by the City and Me, the startup company from Niš. The network inspire firms and active citizens to contribute to the community through green activities, healthy lifestyle and socially responsible projects. Nowadays, the network contains more than 20.000 citizens and more than 10 companies.

In addition, you can plant your own tree, ride a bike, walk or recycle and contribute to the community, or vote for local initiatives and announce a problem at the local or national levels.





Zeleni Heroj
ili Pionir najboljeg projekta na Balkanu i šire?

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# Module 3:
# Decision–making at European, National And Local Level.
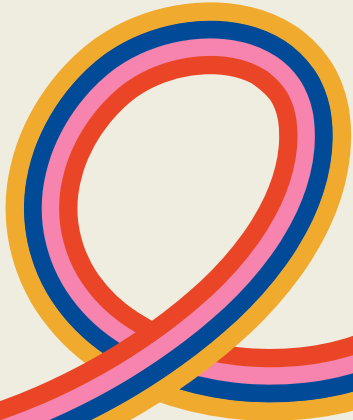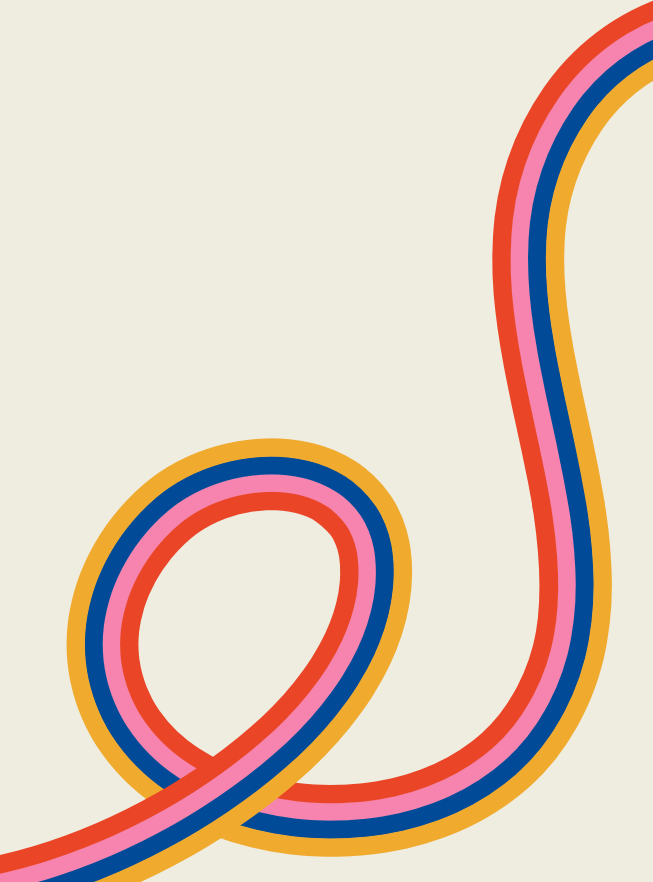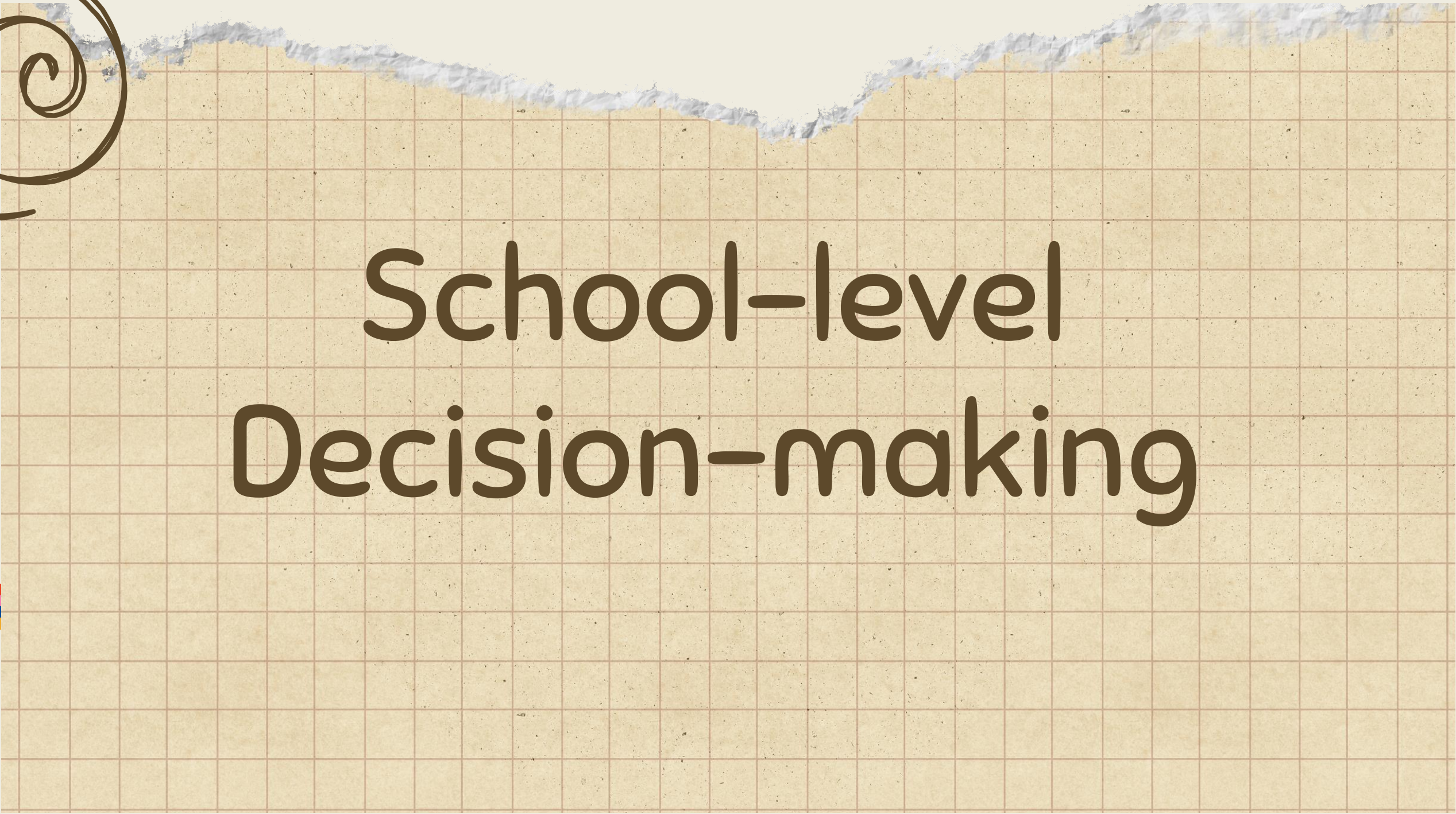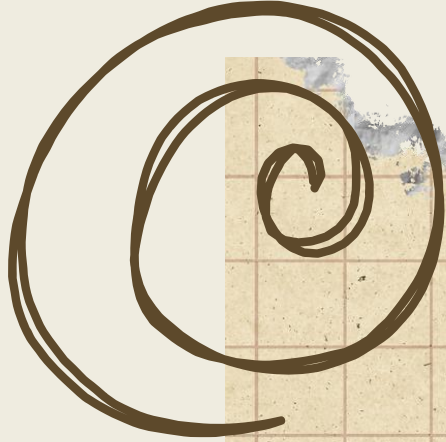
# Short description of the module

Objective: To introduce the decision-making process at different levels of government and how citizens can participate and influence these decisions.

## At the end of this course, participants will be able to:

- Define the decision-making process at European, national and local level.
- Describe the main actors and mechanisms through which decisions are taken at each level.
- Explain how decisions can be influenced through civic participation, collaboration and public consultation.

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# School-level Decision-making

# School-level Decision-making

- School Principal: Responsible for resource management and decision-making for the school's development.

- Student Council: Represents the students' voice and brings forward issues and proposals to improve the school environment.

- Parent-Teacher Committee: Represents parents' and teachers' perspectives and supports initiatives that benefit the school community.



- Teachers' Council: Reviews and approves educational and extracurricular proposals.

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# Decision-Making at European Level

# Main European Union Institutions

- European Commission:

Proposes laws and ensures they are implemented.

- European Parliament:

Represents citizens and adopts laws.

- Council of the EU:

Represents member states and adopts laws.

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# Decision–Making at National Level

Government: Proposes national laws and policies.

Parliament: Votes on and monitors laws.

President: Signs laws into effect.

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# Decision–Making at Local Level

## Main Actors

- Mayor: Manages local resources and represents the city.
- Local Council: Approves budgets and decisions.

## Decision–Making Steps:

- Identify a local problem.
- Discuss and vote in the council.
- Implement the decision.

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# Practical Activities

Setting the decision-making level

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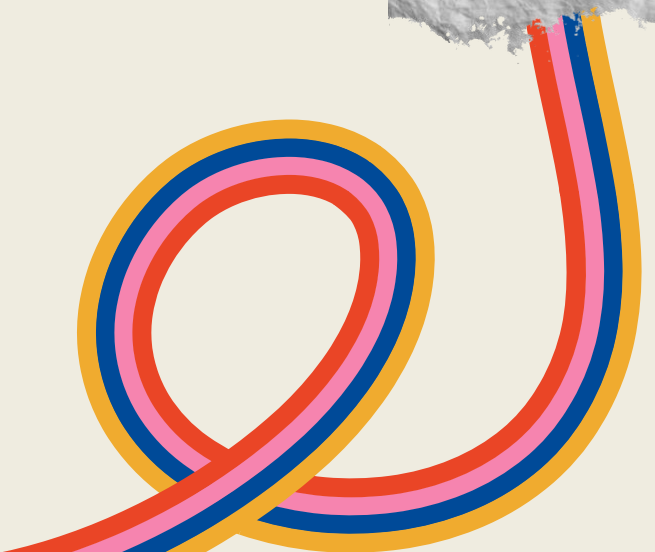
# Practical Activities

**Exercise:**
Participants will be given examples of decisions and will have to identify the correct level (local, national, European) where they should be taken.

## Examples of decisions:

Example 1: Building a bridge between two cities (National/Local)
Example 2: Regulating pesticides at EU level (European)
Example 3: Opening a local park (Local).

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# A Guide to Influencing Decisions

Influencing techniques:
- Lobbying: Talk to politicians about important issues.

- Petitions: Gather signatures to request changes. (ex. [Petitie Online – Petitieonline.com](Petitieonline.com))

- Protests: Organize peaceful actions to raise awareness.

Practical factsheet:

- Identify the right person or organization to contact.

- Find their contact information.

- Write a short and clear message.

- Collaborate with groups like NGOs or local organizations.



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# Role Play

Scenario: The High School Council gathers to decide between two student-proposed projects, both aimed at improving the school's spaces while respecting NEB principles: sustainability, aesthetics, and inclusion.
Budget: 1000 euro

You will divide into 2 groups to discuss the 2 projects.

Each participant will give a score for each of the 2 projects, from 1 to 3, where 1 is the lowest and 3 is the highest, based on the following criteria:
Wow Factor (Instagrammable).
Impact on the school.
Alignment with NEB principles.

Within each group, the final score for each project will be decided either by consensus or by voting (as the group chooses to decide). Afterward, in the larger group, the two projects will be analyzed, and the final choice will be made through voting.

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# The two projects

Vertical Garden: A wall in the schoolyard is transformed into an attractive green space using decorative and aromatic plants. The project promotes environmental education and creates an "Instagrammable" spot for students.

Wow Factor (Instagrammable) Score: ….
Impact on the school Score: …….
Alignment with NEB principles Score: ….

Green & Chill Corner: A relaxation area created in the schoolyard with furniture made from recycled materials, natural plants, and a modern design. It serves as a social space for all students, visually appealing and sustainable

Wow Factor (Instagrammable) Score: ….
Impact on the school Score: …….
Alignment with NEB principles Score: ….

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# Module 4:
# Advocacy and the Role of Young People in Community Change
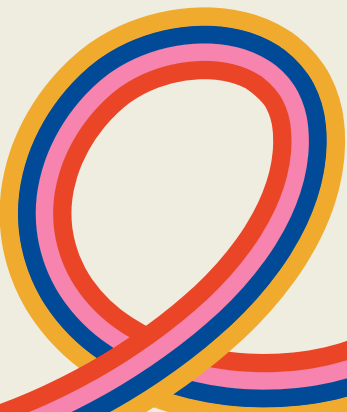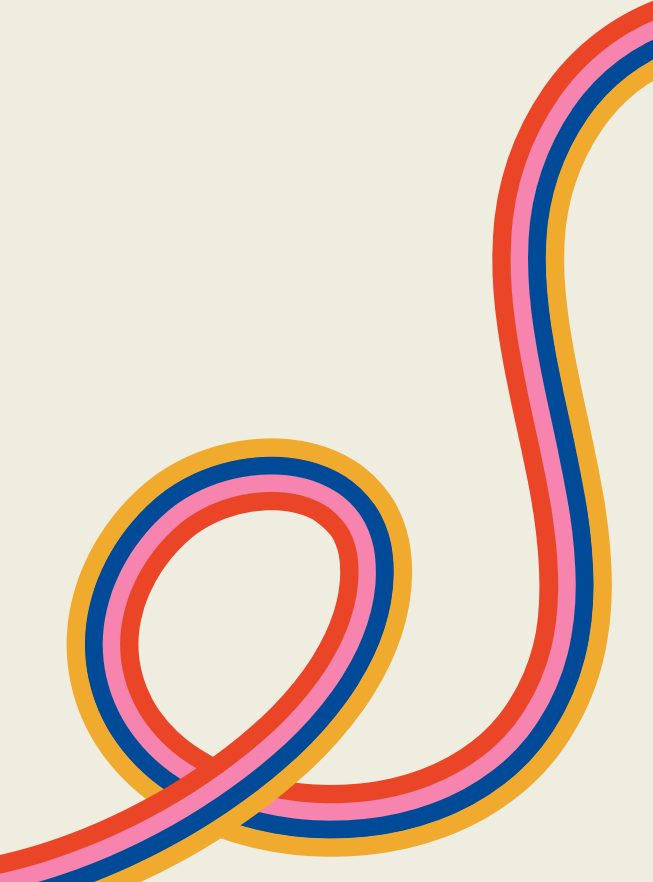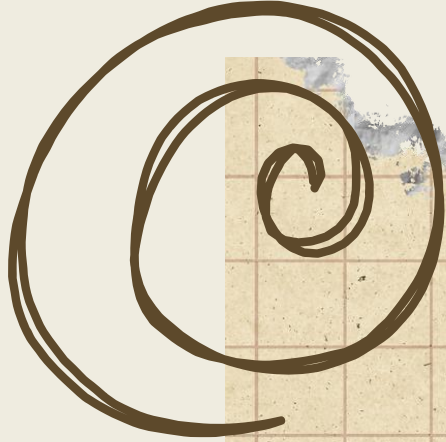
# Short description of the module

## Objective:

Introduce the concept of advocacy and how young people can have an impact in their communities.
At the end of this course participants will be able to:

- Define what advocacy is and how it can be used by youth to influence change at the local level.
- Describe ways in which pupils and students can bring about social, economic and environmental change.
- Explain the essential steps for organizing and implementing a successful campaign, working with peers, teachers and the community.

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# What is Advocacy?

# Simplified Definition

- Advocacy is taking action to change something that is not right in your community.
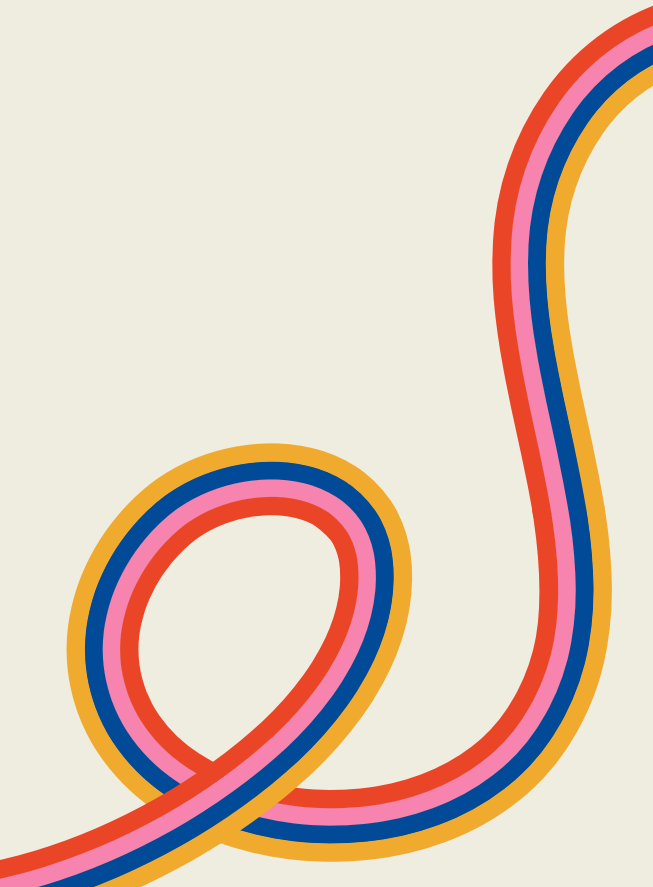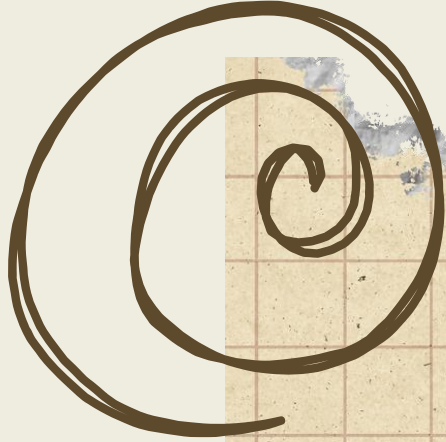
Examples: civic participation, working with people in the community.
Examples of youth advocacy:
- Example 1: Change school curriculum to include more physical education classes.
- Example 2: Create a school recycling program to reduce waste.

Video: Understanding Advocacy and Action (youtube.com)

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# How to Build an Advocacy Campaign

# Essential Steps

1. Identify the problem:
What is the problem in your school/community? (Example: lack of a safe meeting place for young people).
2. Formulate the objective:
(Ex. "We want to create a recreation space for young people by the end of the        school year").
 3. Involvement of peers and teachers:
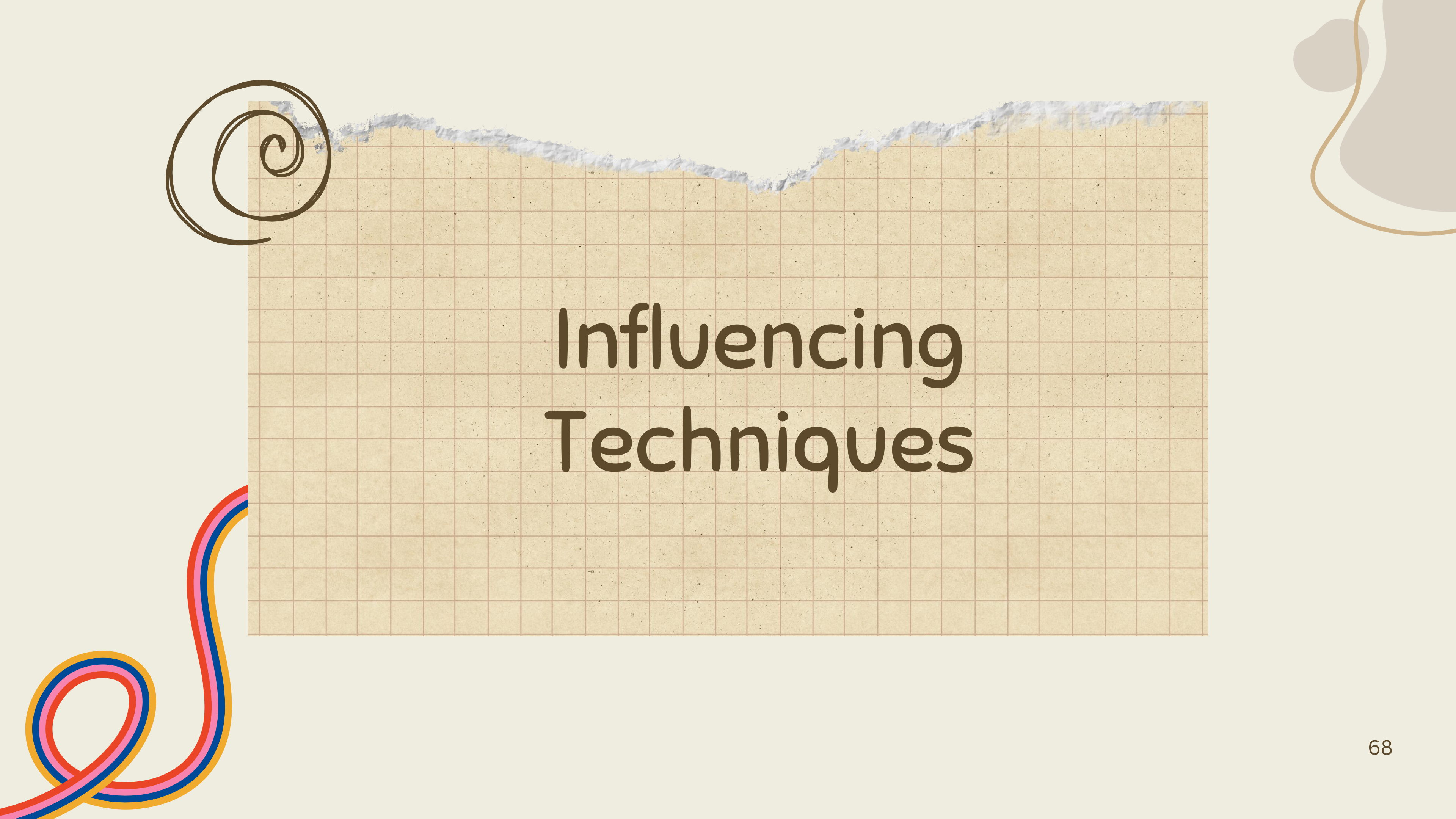 Collaborate with peers, teachers, parents.
 4. Organizing activities:
Petitions, online campaigns, community events.
5. Monitor progress:
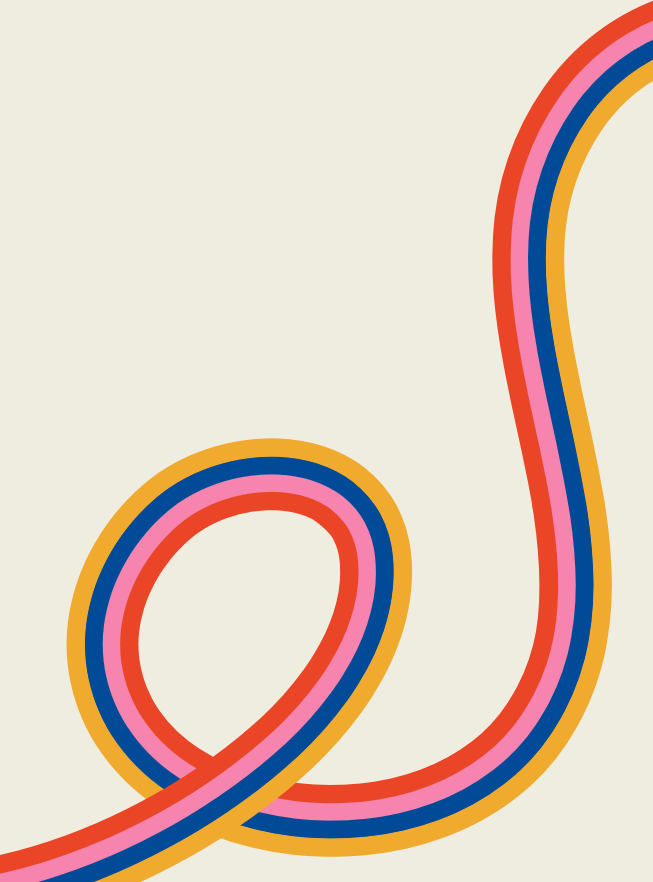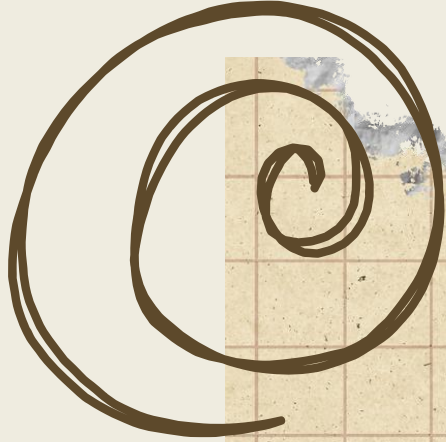Track success by number of signatures or support received.

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# Influencing
# Techniques

# Simple Advocacy Techniques

**Simple Advocacy Techniques:**

- Direct community involvement:
Organizing visible activities such as cleaning up parks or planting trees.

- Using online platforms:
Creating a Facebook page or organizing contests that involve fellow students.

- Working with teachers and administration:
Discussing the changes needed at school.

- Video: [2024 Group Youth Advocates of the Year: #iCANendthetrend Youth Advisory Board (youtube.com)](youtube.com)

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# Techniques for Influencing Local, National and European Policies

# Influencing Local Policies

- **Partnering with local authorities:**
Young people can work with town halls and local councils to discuss and implement desired changes.

- **Awareness raising campaigns:**
Organize local events and petitions that draw the attention of the community and authorities to current issues.



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# Influencing Local Policies

- **Participation in public consultations:**
  Young people can participate in consultations on proposed laws and send feedback to governments.

- **Working with national organizations:**
  Involvement in national campaigns run by NGOs can amplify the voice of young people.



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# Influencing Local Policies

- **Participation in European forums:**
Young people can participate in EU-funded events and projects such as Erasmus+ or other youth programs.

- **Involvement in European Citizens' Initiatives:**
Through these initiatives, citizens can propose legislation directly to the European Commission, mobilizing at transnational level.

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# Case Study

# Case study: Walk in Our Shoes Campaign

Create an Advocacy Plan for a Community Issue

- Background: Students in Providence, Rhode Island, organized a campaign to draw attention to the difficulty of walking to school.

- Action: They invited the mayor and officials to walk 2.9 miles with them. At the end, they handed out a petition with hundreds of signatures to reduce the minimum distance required for free transportation.

- Results: Although financial challenges arose, the campaign raised awareness and initiated discussions about needed reforms in school transportation

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# Practical Activities

# Create an Advocacy Plan
# for a Community Issue

- After we have decided what project we want to do we find out that the high school budget has been approved without money for extracurricular activities and we have to go to the local authorities to approve an increase of the budget with the necessary amount and

- We have to make an advocacy plan as realistic as possible.

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# Advocacy Plan
## Securing Additional Budget from Local Authorities

- ## Objective:

Convince local authorities to allocate additional funds for implementing the chosen project proposed by the high school council.

Steps. Organise 3 different groups!
1. Forming the Advocacy Team (establish who will go to the local authority)
   - Student Representatives: 2–3 students involved in developing the project who can present it enthusiastically.
   - Teachers: 1–2 teachers providing an educational perspective and supporting the project's impact.
   - Parents: 1 representative to demonstrate community support.
2. Research and Preparation
   - Concrete data about the project's impact on students and the school.
   - Alignment of the project with local authorities' goals (e.g., NEB principles, education, sustainability).
   - Examples of Success: Present similar projects successfully implemented in other schools or communities to strengthen your argument.

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# Advocacy Plan
## Securing Additional Budget from Local Authorities

- ## Objective:

Convince local authorities to allocate additional funds for implementing the chosen project proposed by the high school council.

3. Crafting the Core Message

The message should be short, clear, and persuasive:

- The Problem: "The approved budget for our school does not include funding for this necessary project."
- The Solution: "We request an additional budget allocation of 1000 EURO to implement the chosen project."
- The Benefits: "This project will improve the school's space, increase student engagement, and serve as a model of sustainability."

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# Advocacy Plan
## Securing Additional Budget from Local Authorities

- ## Objective:
Convince local authorities to allocate additional funds for implementing the chosen project proposed by the high school council.

4. Choosing Advocacy Methods
   - Meeting with Local Authorities:
     - Schedule a meeting with representatives of the local authorities. Who do this?
     - Prepare a short and well-structured presentation (5-7 minutes max). Do it!
   - Petition: Launch an online or physical petition to demonstrate community support (students, parents, teachers). How to promote this?
   - Media Campaign: Create a poster of the project, aimed at gaining public and authority attention. Do it!

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# Module 5:
# Sustainable Community Projects

# Sustainable Community Projects

Sustainable projects solve local issues by focusing on:
- Environment – Protecting nature and resources.
  - Planting trees to improve air quality.
  - Starting school gardens for fresh produce.
  - Organizing park clean-ups.
- People – Meeting diverse community needs.
  - Building accessible playgrounds.
  - Offering free language classes for migrants.
  - Creating safe spaces for events.
- Future – Ensuring long-term benefits.
  - Setting up recycling centers.
  - Installing solar panels on schools.
  - Training youth in eco-friendly skills.

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# TOPICS FOR DISCUSSION

Do you want to improve your city but don't know where to start? Youth-led projects are not about global revolutions but about small, real steps that make a difference.

Theoretical Background: Why Civic Engagement Matters
📌 Social Capital Theory (Putnam, 2000):
- Stronger local communities lead to more civic participation and cooperation.
- Small-scale activism builds trust and long-term involvement.
📌 Youth Engagement Model (Zeldin, 2015):
  - Young people who participate in community projects are more likely to stay engaged in civic life later.
  - Community-driven projects help students develop problem-solving, leadership, and collaboration skills.

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# Why It's Important for Youth to Join Our Projects

- Fresh Ideas
  - Young people bring new, creative ways to solve problems in their communities.
- Learning Important Skills
  - Working on projects helps youth learn teamwork, leadership, and how to make good decisions.
- Making Communities Better for Everyone
  - When youth share their opinions, projects include the needs of different people, including those who often feel left out.
- Seeing Real Change
  - By joining, youth can see how their actions make a difference, giving them confidence to do even more.
- Feeling Connected
  - Being part of a project helps youth feel like they belong and encourages them to stay involved in their community.

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# Addressing Hard-to-Understand Technical Terms

- Many community project terms can feel overwhelming. Here's a simple breakdown:

📖 Key Concept Glossary:

✓ Community Mapping – Identifying local challenges and solutions through mapping resources and issues.

✓ E-participation – Using digital tools (surveys, petitions, discussion forums) for public engagement.

✓ Circular Economy – A system where resources are reused and repurposed instead of wasted.

✓ Stakeholder Engagement – Involving community members, organizations, and local governments in project decisions.

📌 Example: If you're advocating for more green spaces, you need to engage the local government and residents to understand their needs and gain approval.

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# Start Where You Are –
# The Key to a Successful First Project

📌 Biggest mistake: Planning a project too big, requiring resources you don't have.

📌 Success tip: Use what's already available to you.

Step-by-Step Guide to Choosing a Feasible Project
1. Identify Your Strengths – What skills do you and your team have?
2. Check Your Network – Who do you know who can support or collaborate?
3. Use Existing Spaces – Schools, community centers, libraries, public parks.
4. Start Small & Scale Up – Test a mini version before expanding.

💡 Example: Instead of planning a city-wide eco-campaign, start with a recycling challenge in your school or neighborhood.

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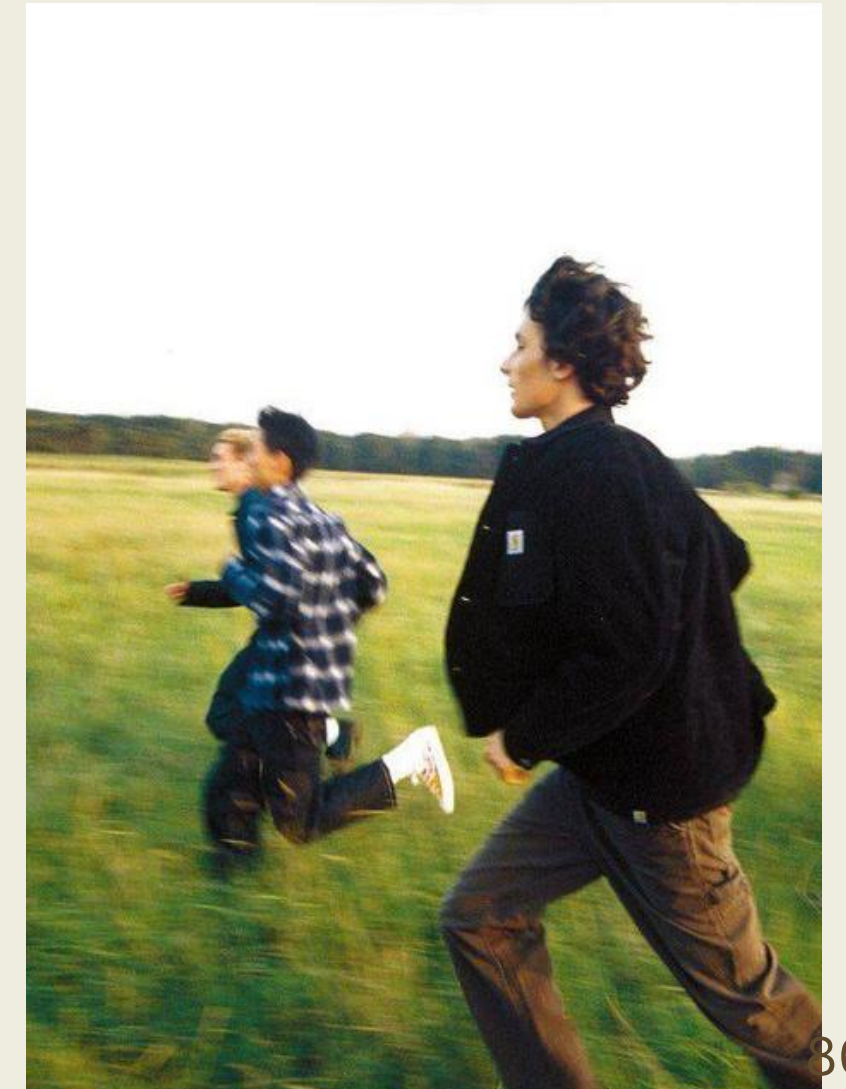
# Case Study –
# The Reuse Center in Prague

📌 What they did: Collected, repaired, and redistributed discarded items.

✓ Started small – collected items from friends.

✓ Used existing resources – secured free space from the municipality.

✓ Engaged the community – students repaired items, artists decorated the center.

✓ Scaled up – after proving impact, they gained city support.

📌 Key takeaway: Small, realistic projects build credibility and momentum, leading to greater success over time.

# Identifying Real Community Needs

## (Step-by-Step Guide)

📌 Why Community Mapping is Important
- Helps identify high-priority problems based on local input.
- Prevents wasting resources on issues that are not urgent.
- Encourages collaboration between residents and organizations.

How to Create a Community Map
1. Observe – What's missing in your city?
2. Ask people – Use surveys, WhatsApp groups, or public meetings.
3. Analyze available resources – What spaces or funds exist?
4. Prototype first – Test a small version of your idea.

📌 Digital Tip: Use Google Forms or Instagram Polls to gather input from peers.

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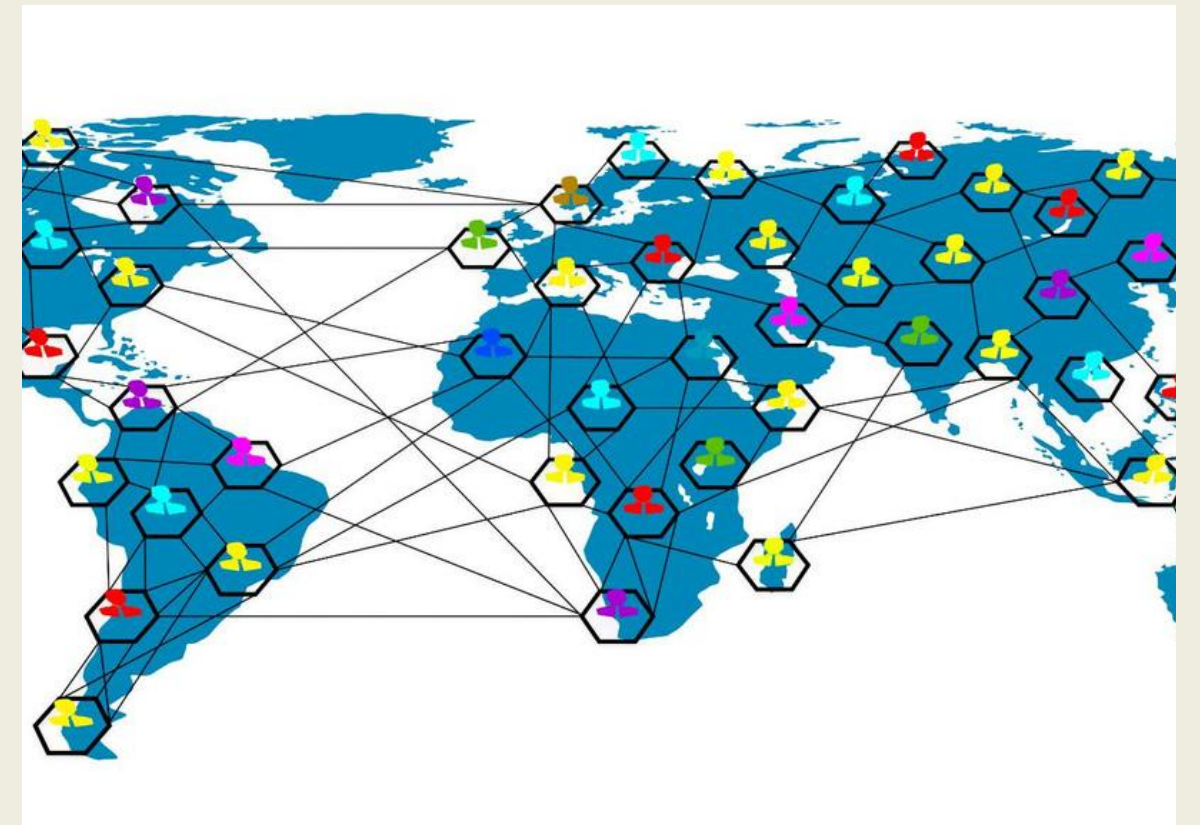
# From Problems to Realistic Solutions

📌 Design Thinking Approach for Sustainable Projects

| 1 | Empathize – Identify real community needs. |
| 2 | Define – Clearly state the problem. |
| 3 | Ideate – Brainstorm creative solutions. |
| 4 | Prototype – Develop a small–scale test. |
| 5 | Test & Adapt – Get feedback and improve. |

📌 Pro Tip: If your project needs funding, start by partnering with a local business rather than relying solely on grants.

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# Team Management – How to Organize Volunteers

📌 Why Team Structure Matters?
Community projects often fail because of poor organization. A well–structured team ensures:
✓ Efficient Task Distribution – Everyone knows their role.
✓ Better Communication – Fewer misunderstandings and delays.
✓ Increased Motivation – When people feel valued, they contribute more.

Building an Effective Volunteer Team
1 Recruit Wisely – Look for motivated people with diverse skills.
2 Assign Clear Roles – Avoid confusion by designating:
- Project Coordinator – Oversees everything.
- Communications Lead – Manages social media and outreach.
- Operations Manager – Ensures logistics run smoothly.
- Volunteer Coordinator – Recruits and manages people.
3 Use Digital Tools – Organize discussions and updates via:
- Slack or WhatsApp Groups – Quick coordination.
- Google Drive – Share important documents.
- Trello or Notion – Keep track of tasks.

📌 Case Study: The "Prague Youth Art Collective" successfully launched mural painting projects by creating a structured volunteer system, ensuring all team members had specific tasks and deadlines.

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# Digital Tools for Community Projects

📌 Why Are Digital Tools Essential?
- 72% of young people rely on digital platforms for activism.
- Online tools make projects scalable, accessible, and engaging.

Digital Methods for Different Project Stages
🔷 Planning & Research
✓ Google Forms & Typeform – Gather public opinions.
✓ Miro & MURAL – Virtual brainstorming boards.
✓ Reddit & Quora – Research community needs.
🔷 Community Engagement & Awareness
✓ TikTok Q&A – Encourage discussions with short videos.
✓ Instagram Stories & Polls – Gather quick feedback.
✓ Telegram Channels – Share updates and build a network.
🔷 Fundraising & Financial Support
✓ GoFundMe, Patreon, Kickstarter – Crowdfunding platforms.
✓ LinkedIn Networking – Connect with potential sponsors.
✓ Buy Me a Coffee – Small–scale donor support.
📌 Example: A Czech environmental group used TikTok challenges to engage young audiences in a city–wide plastic cleanup campaign, attracting over 2,000 participants in two months.

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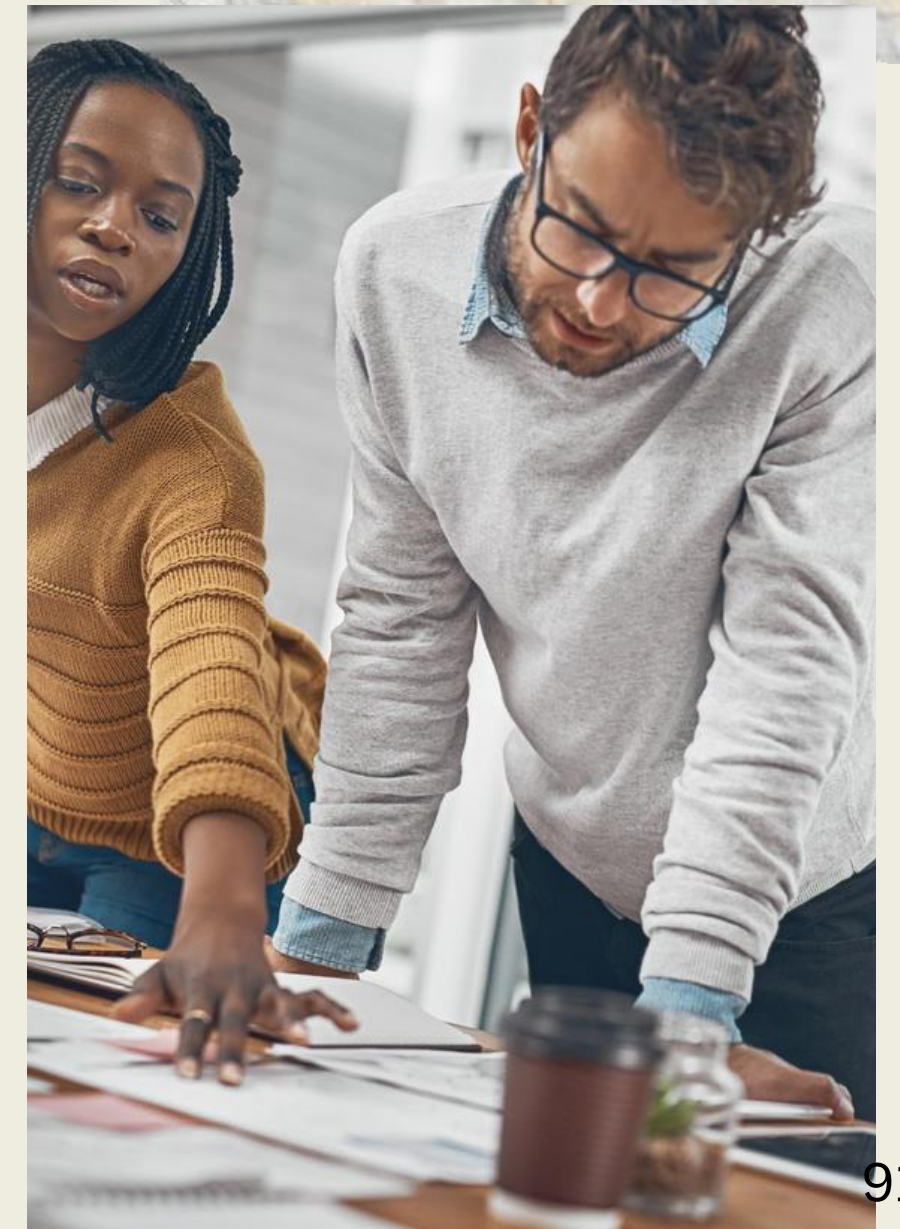
# Encouraging Local Partnerships

📌 Why Local Collaboration is Key?

✓ Increases Resources – More funding, expertise, and space.

✓ Boosts Credibility – Community support attracts media and sponsors.

✓ Ensures Long–Term Impact – Local partnerships sustain projects beyond initial phases.

### How to Build Strategic Partnerships?

1 Identify Potential Partners

- Schools & Universities – Offer students and research support.
- NGOs & Nonprofits – Provide mentorship and outreach.
- Local Businesses – Can sponsor events or donate materials.

2 Offer Mutual Benefits

🔷 For Schools – Educational projects enhance student experience.

🔷 For Businesses – Sponsoring a project boosts brand reputation.

🔷 For NGOs – Collaboration helps expand their mission.

📌 Case Study: The "Brno Urban Garden Project" partnered with local coffee shops to collect coffee grounds for composting. The coffee shops gained eco–conscious customers, and the gardens thrived with nutrient–rich soil.

📌 How to Start? Reach out to 3 potential partners in your area this week!

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# Finding Funding & Economic Opportunities

📌 Common Challenge: "How Do I Fund My Project?"
Many youth initiatives fail due to lack of funding, but there are alternative solutions beyond grants.

## Three Main Funding Sources for Youth–Led Projects
1 Crowdfunding & Donations
- Kickstarter, Indiegogo – For creative & social impact projects.
- Patreon, Buy Me a Coffee – Continuous supporter donations.
- Local Fundraisers – Small community–based events.

2 Sponsorship & Partnerships
- Local businesses may fund youth initiatives for PR benefits.
- Restaurants, gyms, or coworking spaces can offer discounts for fundraisers.
- Social media influencers can promote a campaign in exchange for brand exposure.

3 Grants & EU Youth Programs
✓ European Youth Foundation – For civic projects.
✓ Erasmus+ Small–Scale Projects – Supports local youth initiatives.
✓ Local Municipality Grants – City funds for community work.

📌 Example: A Prague–based recycled fashion startup secured funding by combining local business sponsorships + a crowdfunding campaign on GoFundMe.
📌 How to Apply? Research one available grant or crowdfunding option this week!

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# Final Thoughts – The Power of Starting Small

✓ One well–executed small project is better than a big idea that never happens.

✓ Use your first project as a stepping stone to bigger impact.

✓ All changemakers start with a small, realistic action.

📌 Challenge: Identify one first step you can take this week to start planning your project!

📌 Want to go further? Explore NEB projects and EU funding opportunities to scale your idea!



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# Module 6:
# Collaboration Between Youth and Authorities

*Your voice matters! Learn how to collaborate with local authorities and influence decisions that impact your community.*
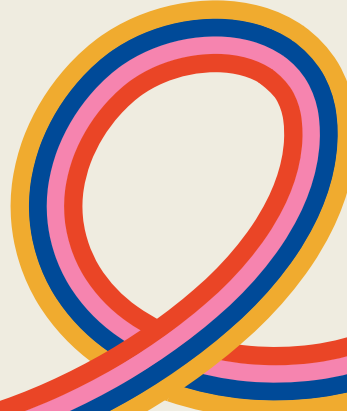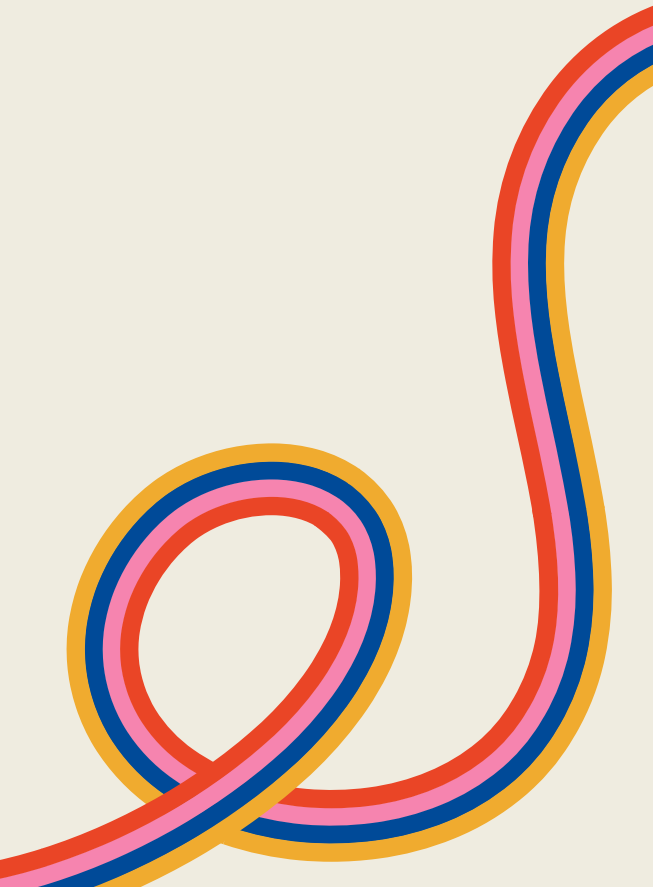
# Short description of the module

- Objective

To develop collaborative skills between young people in the community and local authorities.

1 – How to initiate dialog with authorities
2 – Models of collaboration between authorities and the community

☐ Practical activities : Simulation of a meeting with local authorities and the community.

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What are the obstacles to Communication Between Youth and Authorities ?

# Lack of recognition of youth heterogeneity

Young people can be seen as a homogeneous group with similar needs.

But there is a significant diversity of identity, needs and interests between young people.

It is necessary to highlight this heterogeneity and make room for the variety of groups and individuals that represent today's youth, so that everyone's voice is heard and respected at all levels.

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# Different communication channel

A lot of young people are active on social media to share thoughts, raise awareness, or push for change.

But despite this, the online engagement doesn't always reach local authorities.

Even when talking about the same issues – like climate change, education, or mental health – the young people way of communicating doesn't always match up with theirs.

As a result, the online conversations often don't translate into real–world action or decisions that impact them.

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# Different communication channel

| Youth Communication | Authorities Communication |
| --- | --- |
| Social media posts | Official reports and documents |
| Instant reactions | Slow, structured responses |
| Visual content (memes, videos) | Formal text-based communication |

Practical tip: Use both digital and formal methods to increase impact—start conversations online, but also send official emails to decision-makers.

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# Divergent approach to problem solving

When young people face an issue, the approach typically involves public consultation, rapid feedback, and an open exchange of opinions on the matter.

There is often an immediate follow-up with concrete, actionable solutions that can be implemented at various levels.

In contrast, authorities tend to approach the same issues through formal, bureaucratic procedures that can seem tedious, inaccessible, and restrictive to young people.

This discrepancy in process management contributes to a disconnect between the needs and the solutions provided.

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# How to transform those obstacle in opportunities?

# How to transform those obstacle in opportunities?

A wide range of authorities have recognized the lack of youth participation in decision-making processes and in the implementation of projects aimed at young people. This recognition has led to the development of various approach to ensure that young people are involved and engaged in issues that directly affect them.

Young people participation can take places at different level. Here is a non-exhaustive overview of the types of interactions that can take place between youth and authorities.

| Type of dialogue | Type of collaboration | Participation | Main role |
|---|---|---|---|
| Direct | Participatory budgeting | The authorities are offering young people a real opportunity to get involved in youth-related issues by allocating part of the public budget to youth projects. Young people are invited to propose projects which, if selected, will involve them in the co-planning and decision-making process. | Access to decision-maker |
| | Executive Youth Council | A group of young people (elected or not) represents the voice of young people at the town hall. ng the youth voice to authorities like city hall. They take part in the decision-making process for youth-related issues and play an important role in consultation on related subjects. | Consultation – Debate – Access to decision-maker |
| | Youth Forum | Youth are invited to take part in debates on subjects that concerns them. | Consultation – Debate |
| | Youth Parliament | Elected young people are representing the voices of youth in the National Parliament or European Parliament. | Consultation – Debate – Access to decision-maker |

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| Type of dialog | Type of collaboration | Participation | |
|---|---|---|---|
| Indirect | Social media | Contact and follow council projects and campaigns via their social media channels:<br>YouTube, Instagram, Twitter, Facebook, Snapchat et Tik Tok | Debate – Information |
| | Non formal and formal civic education | Youth non–formal organization and Governmental Agencies provides various tools to enable young people to express their opinions and ideas on related subjects with their peer. | Debate – Information |
| | Conversation cafe | Youth executive council or non–formal organization can organize Conversation Cafe to engage young people in dialogue by submitting young related–subject to value their voices. | Debate – Information |
| | Youth radio channel<br><br> Kefeta – Ethiopia | Bring young voices to broader audience to share their concerns and interests. It also provides space for personal development. | Debate – Information |
| | Democracy school and training<br><br> Multiparty Democracy – Netherland | Understand and take a role in political institution. | Debate – Information |

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# Models of collaboration between authorities and the community

# Models of collaboration between authorities and the community

## Youth Participatory Budgeting

For 2024 – 8 projects were selected out of 36 applications for an award funding of 277 000 EUR to those eight projects.

[Norden 0–30](Norden 0–30) is a funding program for young people in the Nordic Region aged 0 to 30 who have a creative project idea that requires funding. Projects that can be funded should cover culture, social issues, and/or politics.

! Increase the chance of success when applying for grant:
- Define clear alignment with the grant's objectives
- Ensure that your project targets the correct group
- Elaborate a detailed plan of action

Example of funded project : [Our rights–Our future](Our rights–Our future) – Gives children, young people and adults knowledge about children's rights. Young people, from 12 to 21 years old, will create information material and present this through social media and exhibitions. The impact will contribute to a future where children's rights are widely known and secured.

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# OUR RIGHTS, OUR FUTURE (Sweden)

2024–2025

Future outcome

Results of this project will be a website
with photos, text, videos and a newsletter
designed for both children and adults –
on children's rights – made by children.
A core idea is for children and young
people to convey their own rights to
other children and young people.

Find more about the project : Forandringsfabrikken.no
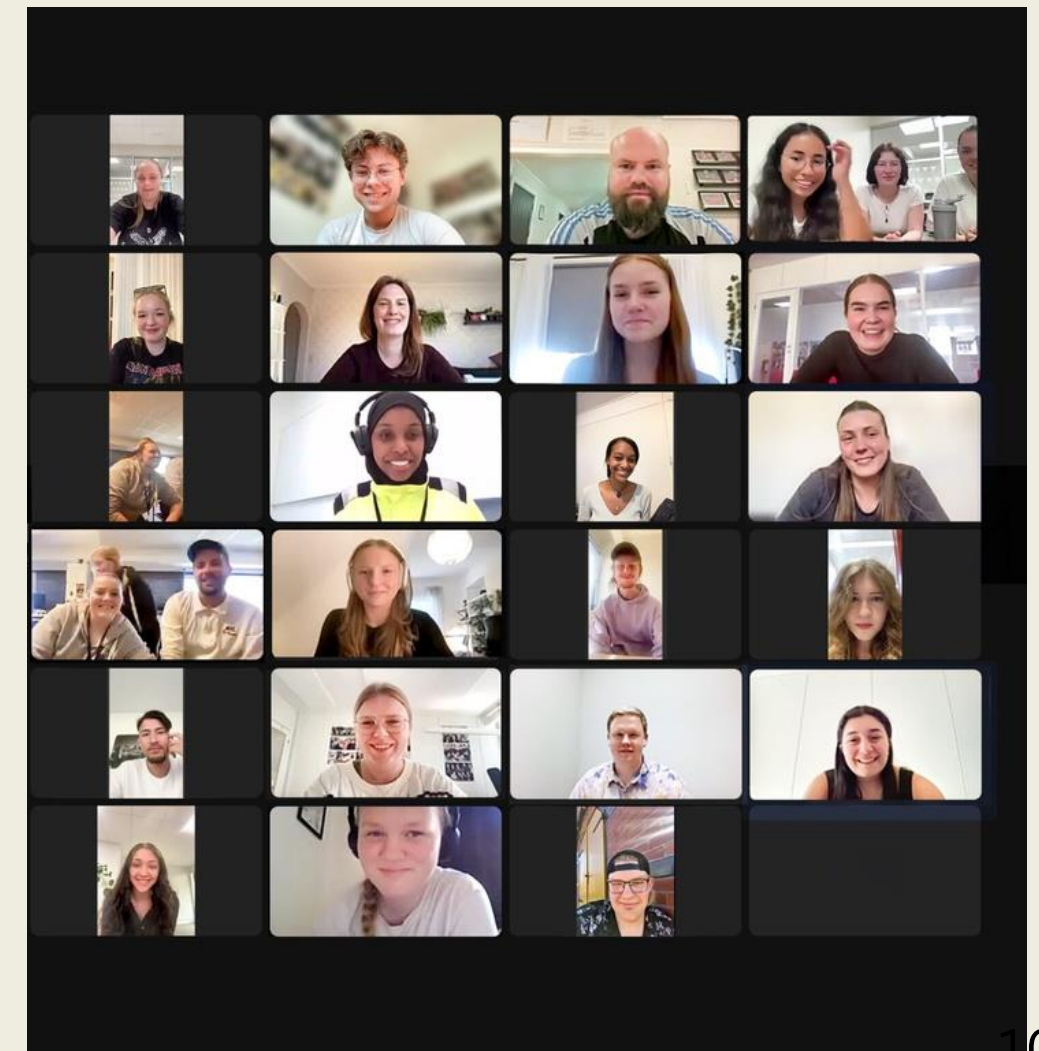


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# Models of collaboration between authorities and the community

## Youth Parliament

Members of the Scottish Youth Parliament vote on topics for national campaigns like End Gender-Based Violence.
Leading project with strong impact on various subjects (Children's Rights, Ethics Advisory Panel, Mental Health).

Scottish Youth Parliament is a youth-led organization. Members of the Scottish Youth Parliament, or MSYPs, are young people aged 14 – 25 who are elected every two years to represent every Scottish Parliament constituency and nine national voluntary organizations.

If you wish to be part of the Youth Parliament in your country and represent the voice of youth :

- Find your national Youth Parliament.
- Contact them for further information.

Example of Youth consultation : Executive Takeover –
Seven Members of the Scottish Youth Parliament joined Members of the Children's Parliament in raising the voices of their peers to the Scottish Government's Executive Team.

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# Executive Takeover (Scotland)
## 2024

"It's great to meet with the Scottish Government's Executive Team to discuss the views of young people from across Scotland. Our MSYPs spoke with senior civil servants about SYP's new national campaigns – mental health training and support, youth work funding and gender-based violence."
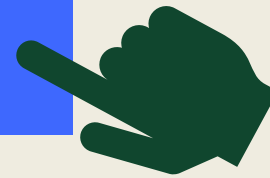


Here are the young parliamentarians' impressions of their meeting with the Permanent Secretary of the Scottish Government.

Find more about the project : Members Blog

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# Get to know all the Youth Organization in Europe


european youth forum

- Check their website
- Contact them to have more information
- Get involved on subjects that matter to you

## our members

Member Organisations are the core of the European Youth Forum.

We have over 100 member organisations, who represent hundreds of youth organisations and millions of young people across Europe! They include both National Youth Councils and International Non-Governmental Youth Organisations.

Find out how your organisation can become a member!

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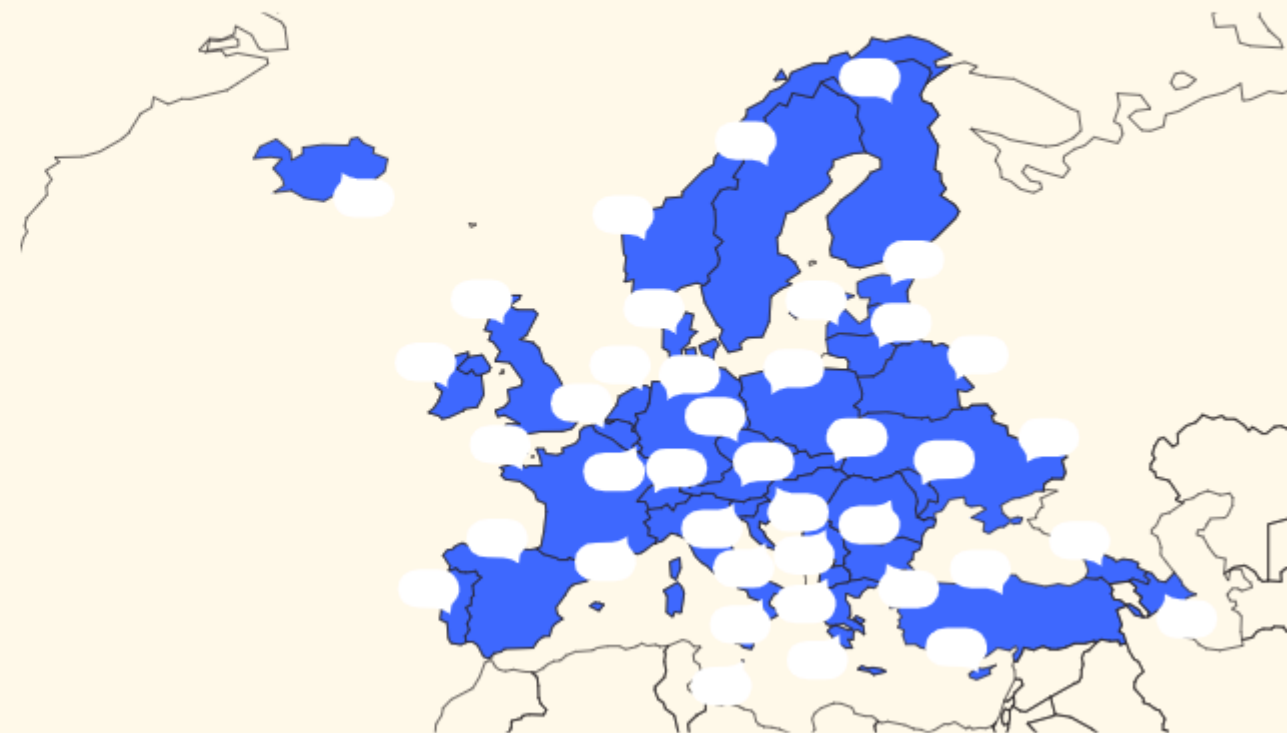
# Practical activities

# Practical activities: Simulation of a meeting with local authorities to discuss community projects.

Objective : Gain an understanding of the role of city councils, the responsibilities of council members, and the relevance of council decisions to individual citizens.

1. Imagine your city has received an $800,000 grant to improve the environment. Brainstorm a list of the most effective ways the money could be spent.

1. Only one project will be selected to receive the $800,000 grant. Collectively choose the idea/project that you feel will have the most positive impact on the environment. Each participants will have 3–5 minutes to explain what idea will be the best.

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# Practical activities: Simulation of a meeting with local authorities to discuss community projects.

With your group, try to learn more about the subject by answering those questions :

- What is the role of a municipality's city or town council? What are the responsibilities of council members?
- What factors do policy makers consider when making decisions?
- How do the decisions of council members affect individual citizens?
- How can individual citizens play a role in the decisions made by their city council?

HERE

Council simulation game

This material has been developed within the project Youth for Social and Environmental Development in Europe – Youth4development, Project No. 101147569

Acces the project page [here](here).