

# NEUEYT PROJECT-NOVEL FRAMEWORK FOR DEMOCRATIC PARTICIPATION AND ENGAGEMENT OF UNDERREPRESENTED EUROPEAN YOUNGSTERS

## BEST PRACTICE COLLECTION



NEUEYT PROJECT-NOVEL FRAMEWORK FOR  
DEMOCRATIC PARTICIPATION AND  
ENGAGEMENT OF UNDERREPRESENTED  
EUROPEAN YOUNGSTERS

# **WP2 -BEST PRACTICE COLLECTION**

*DELIVERABLE REALIZED BY ASSOCIAZIONE FORIS - BRINDISI (IT)  
COORDINATOR, MARIAELENA ROMANINI ROMANINI.MARIAELENA@GMAIL.COM*

*THE EUROPEAN COMMISSION SUPPORT FOR THE PRODUCTION OF THIS WEB SITE DOES NOT  
CONSTITUTE AN ENDORSEMENT OF THE CONTENTS WHICH REFLECTS THE VIEWS ONLY OF THE  
AUTHORS, AND THE COMMISSION CANNOT BE HELD RESPONSIBLE FOR ANY USE WHICH MAY BE MADE  
OF THE INFORMATION CONTAINED THEREIN*

---

BEST PRACTICE COLLECTION

# INTRODUCTION

This report represents a collection of best practices focused on youth engagement and civic participation that partners have identified and described to create a common knowledge baseline on the topic. Besides the valorization of the direct expertise of the partner organizations and their network, an extensive desk research and an analysis has been conducted, even if according to a qualitative approach.

As a result of this research action, we collected n. 30 best practices implemented in and outside Europe.



## BEST PRACTICE COLLECTION

# METHODOLOGY

To identify, analyze and describe the good practices, we shared common guidelines and templates for description. First, they shared a common definition of "good practice".

"A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it. A GOOD PRACTICE TO BE IDENTIFIED, must meet a set of CRITERIA.

### **EFFECTIVE AND SUCCESSFUL:**

A "GOOD practice" has proven its strategic relevance as the most effective way in achieving a specific objective; it has been successfully adopted and has had a positive impact on individuals and/or communities.

### **SUSTAINABLE:** A "GOOD practice"

meets current needs, without compromising the ability to address future needs. Consider sustainability from a social, economic, and environmental point of view.

**GENDER SENSITIVE:** a GOOD practice must be "gender sensitive", guaranteeing equal opportunities to men and women and it must be able to meet needs expressed by both the targets.

**TECHNICALLY FEASIBLE:** a "GOOD practice" is easy to learn and to implement.

### **INHERENTLY PARTICIPATORY:**

participatory/co-creation approaches are essential as they support a joint sense of ownership of decisions and actions.

### **REPLICABLE AND ADAPTABLE:** A

"GOOD practice" should have the potential for replication and should therefore be adaptable and transferable to other contexts.



---

BEST PRACTICE COLLECTION

# METHODOLOGY

**TECHNICALLY FEASIBLE:** a “GOOD

practice” is easy to learn and to implement.

**INHERENTLY PARTICIPATORY:**

participatory/co-creation approaches are essential as they support a joint sense of ownership of decisions and actions.

**REPLICABLE AND ADAPTABLE:** A

“GOOD practice” should have the potential for replication and should therefore be adaptable and transferable to other contexts.



## BEST PRACTICE COLLECTION

# HOW TO DOCUMENT A GOOD PRACTICE



**Active participation** to democratic life (digital or non-digital) of various social groups, including underrepresented and fragile groups

To document the identified good/best practices, partners followed the suggestions provided by FAO, USA, as shown in the figure above [Fig.1]

We considered as potentially relevant practices involving a wide panel of social groups, not only youngsters, including vulnerable groups and underrepresented ones.

Finally, assuming as a reference the above- mentioned definition of "good practice", we considered relevant practices, both *good* and *best*.



BEST PRACTICE COLLECTION

# FACTS & FIGURES

## CLUSTERIZATION [FIG. 2]



**30PRACTICES**

**IN 15 COUNTRIES**

**28 OUT OF THEM IN  
EUROPE**

## BEST PRACTICE COLLECTION

# EVALUATION SCALES

**1**

### ENGAGEMENT'S LEVEL OF YOUNGSTERS AND POLICY MAKERS

We tried to measure each selected best practice by considering if it foresees the direct involvement of the NEUYET prior targets and the level of their engagement



**2**

### GENDER FOCUSED

The analysis took consider if one practice assumes a gender prospective in its implementation



**3**

### REPLICABILITY

We measured the overall replicability of each practices through of a digital format





# BEST PRACTICES IN ITALY

## Presentation



### ***“FATTI DI CARTA” SOCIAL COOPERATIVE***

In 2008 FORIS' SYSTER COMPANY, ASCLA" participated to a call published by the donor Fondazione per il Sud, aimed at promoting some traditional and peculiar crafts of Salento, at risk of disappearing, to the young generations. N. 2 dual training courses were delivered and at the end, a social cooperative- Type B for inclusion of disabled people in 2011 called FATTI DI CARTA. Since 2011 the cooperative has worked and participated in several exhibitions, workshops for lower-secondary and upper-secondary schools.

Design development and implementation of a funded project focused on professional training for paper mache master.

The project was open to boys and girls, according to an equal opportunity perspective and considering that among the promoters it was included the Local Assessorship for Equal Opportunities as well. The crosscutting methodological approach foresaw the cooperation of a wide network of private and public stakeholders, both at local and at national level, to promote the project and its opportunities.



# BEST PRACTICES IN ITALY

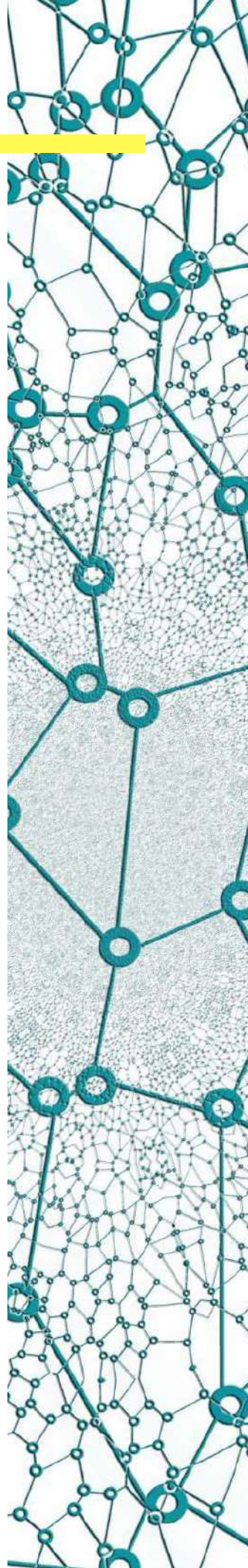
## Presentation



## *JOIN THE DOTS CONTEST*

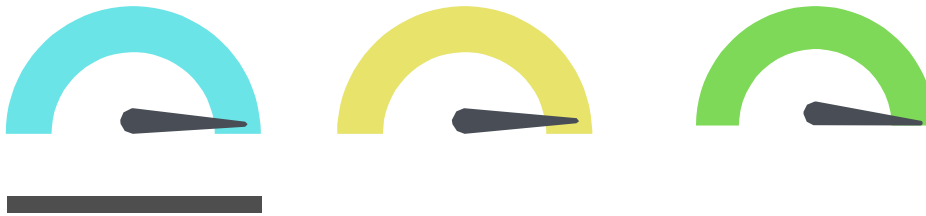
In 2021 FORIS' SYSTER COMPANY, ASCLA" launched a digital graphic contest to engage youngsters from local to national level. The prior aim of the social contest was to involve youngsters in expressing and visualizing concepts related to youth participation, youth engagement, very linked to the ASCLA's mission, supporting creativity and collaboration. The graphic contest has a great result: n. 56 youngsters (underaged and adults) participated to the event with their own works and creations, 1 junior winner (underaged), 1 senior winner. Every participant had a product to design, for the junior category a mascot, for the senior category a monogramme, expressing scope and mission of ASCLA

Main objective: to attract youngsters in using graphics for expressing concepts close to youth participation, youth engagement



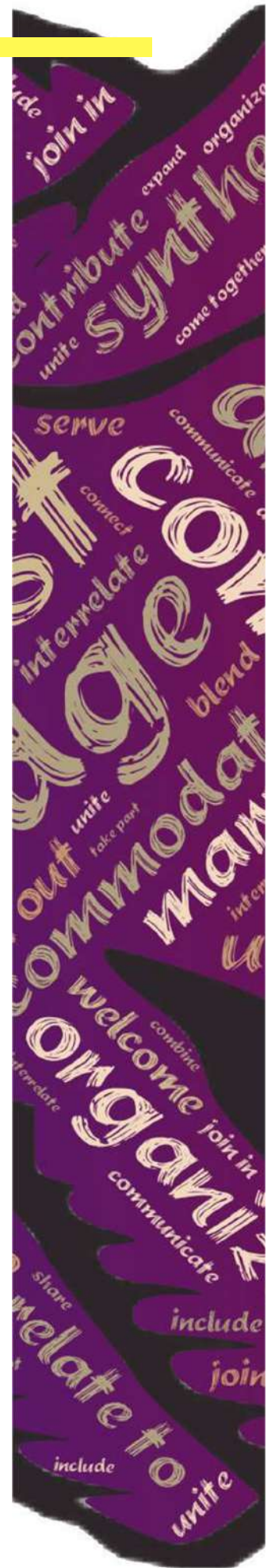
# BEST PRACTICES IN ITALY

## Presentation



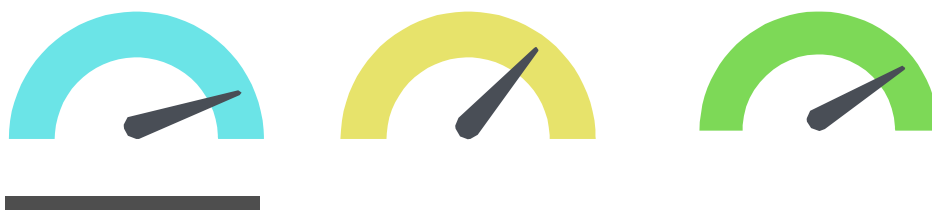
### *Festival dell'Orientamento (Career Guidance Festival)*

In 2019 FORIS' SYSTER COMPANY, Centoform" realized the first edition of the Career Guidance Festival - Festival dell' Orientamento. Supported by the Emilia Romagna region, and implemented on an annual basis, it involves youngsters, families, and main stakeholders at regional level to promote regional training and learning opportunities through joint initiatives. More than 50 events (conferences, workshops, webinars, roundtables) organized on an annual basis, both onsite and online (due to covidlock down for 2020 edition). Direct involvement of local schools, Vetcentres, Universities, Employment Services, and companies of the local skills ecosystem. 1500 youngsters involved in the 2020 edition. Gender focused initiatives implemented against gender stereotypes in Education.



# BEST PRACTICES IN ITALY

## Presentation



### ***PARTECIP@***

***Proporre, decidere, contribuire***

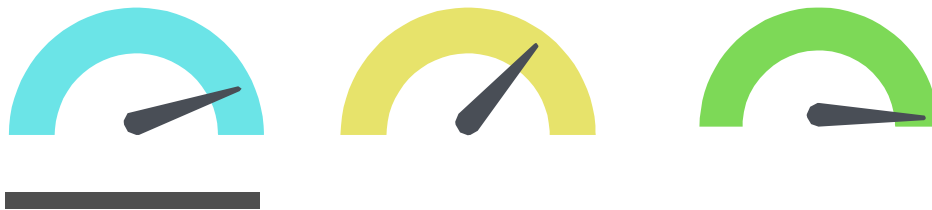
Partecip@ was an initiative of the Municipality of Genoa (Municipio 1 CentroEst) for the experimentation of participatory democracy practices focused on active citizenship, participation, care of common goods and territory. The Municipality approved a "Municipal Regulation for Participatory Democracy" based on which a call for proposals was adopted and published on the municipal website. The call invited the population of the Municipality 1 Centro Est to participate in the definition of extraordinary maintenance and upgrading of public spaces and/or municipal buildings to be carried out in the areas identified by the call and implemented directly by the Municipality. Period of implementation 2013-2015





# BEST PRACTICES IN ITALY

## Presentation



### *FammiSpazio*

The good practices FammiSpazio aims at using public and visible space to implement cultural and artistic activities with young people to inhabit the common spaces as a political action and in order to develop the sense of community that (not only) young people lost increasing the meeting and the exchange among people and marginalized.

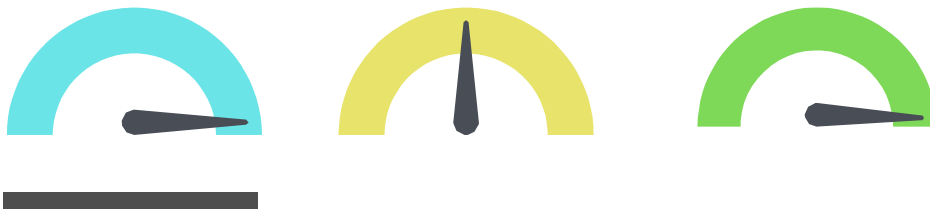
The district of Veronetta is a multicultural and conflictual district of the city of Verona, which has always been the mirror of contradictions and different energies and needs of the city youth.

During the Covid-19 pandemic (spring 2020), the performances have been moved online



# BEST PRACTICES IN ITALY

## Presentation



## ***EDEN network***

The EDEN project, implemented within the Municipality of Bologna between 2004 and 2007, has been one of the most innovative experiences in Italy, for that time, in the field of developing and promoting e- democracy mechanisms and tools that put citizens and local authorities in direct contact. The project aimed to stimulate and support the active participation of citizens in the decision-making process of the municipal administration of Bologna by facilitating interaction and exchange of information. Through the development of easy-to-understand tools in "natural language" (Natural Language Processing), EDEN essentially aimed at facilitating and making more effective the retrieval of information and services related to urban planning, traffic, and environmental quality activities.



# BEST PRACTICES IN NORWAY

## Presentation



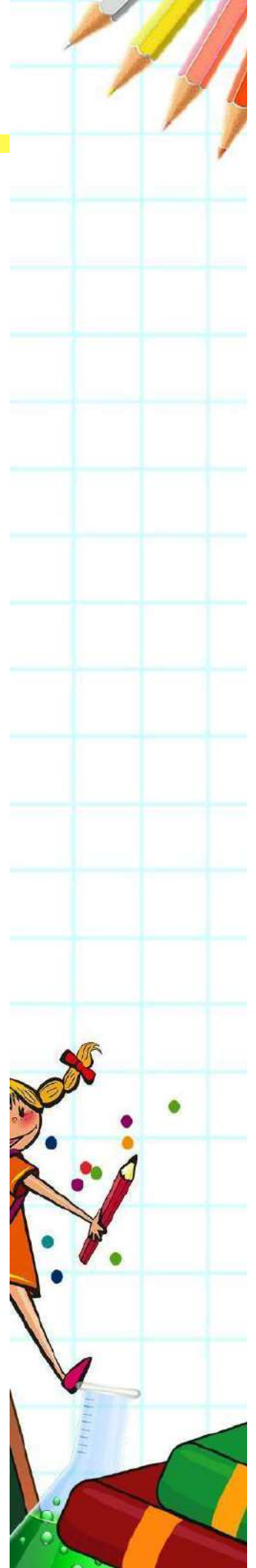
## *Kids Tracks*

Kids' Tracks is a digital registration tool that gives a clearer indication of children's movements in and around their surrounding area, which places they like and don't like.

By participating in Kids' Tracks children get an opportunity to help in the development of society, whilst communicating directly with town planners and local politicians.

Incorporating Kids' Tracks within the classroom

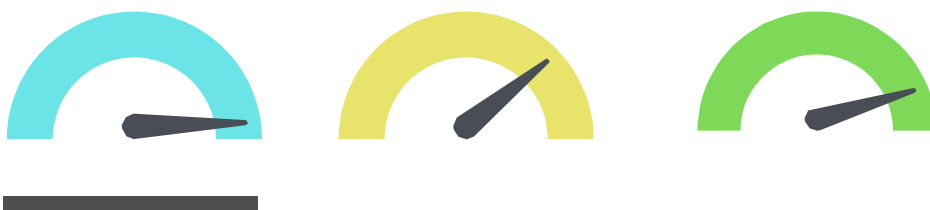
Kids' Tracks is easy to implement and can be done by a teacher or town planner by logging into [barnetrakk.no](http://barnetrakk.no). Ongoing practice. From Primary School.





# BEST PRACTICES IN NORWAY

## Presentation



## *Youth Councils*

Norwegian municipal law (2018) states that all municipalities and regional counties must have representative councils for 1. The elderly 2. People with disabilities 3. Youth.

It has recently been decided to establish a youth council on the national level with members from all regions. This council will be a group of reference for the government and ministries on all matters concerning young people. In 2020 the theme was the UN's Sustainable Development Goals. In 2021 the theme was "young exclusion".

The young people can set their own agenda and decide what they want to work with the most. The leader of the Youth Council is formally leading the work with support from the coordinator.



# BEST PRACTICES IN NORWAY

## Presentation



## *Young Culture*

Young Culture (Ung Kultur) is a digital Youth Club.

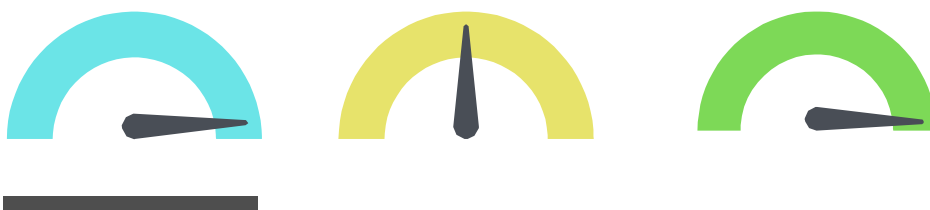
We use Discord, a user friendly and available platform that many young people already know well. Like a traditional youth club, this online club consists of different rooms and categories/floors where young people can meet digitally to play, do creative activities and social contact with other youth and adults. Young Culture Norway is to a large extent for youth interested in computer culture, gaming/ e-sport, etc.

The Project is founded in the Norwegian Government's Computer game strategy 2020-2022 where municipalities and others are encouraged to facilitate meeting places for young people. Project launched in 2020.



# BEST PRACTICES IN GREECE

## Presentation

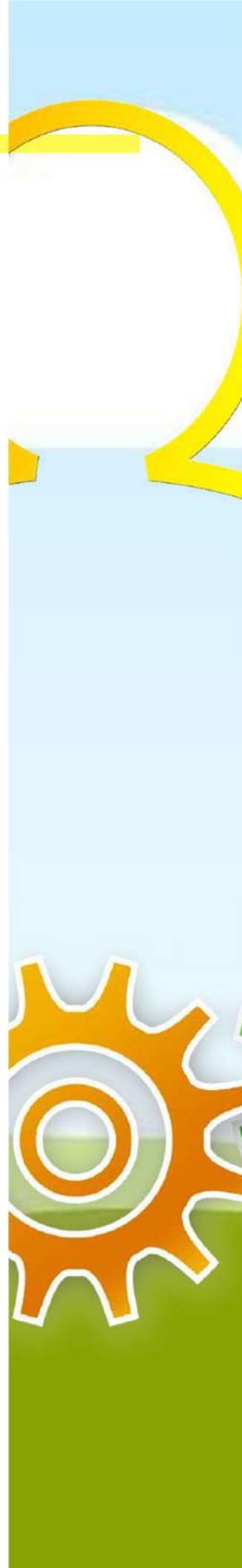


### ***e-dialogos***

e-Government tool, in which each Trikala citizen – from anywhere in the country or the planet – has freely in his hands, is e-dialogos. Through the website ([www.edialogos.gr](http://www.edialogos.gr)) citizens can actively participate in decision-making processes of the municipality, with the use of new technologies.

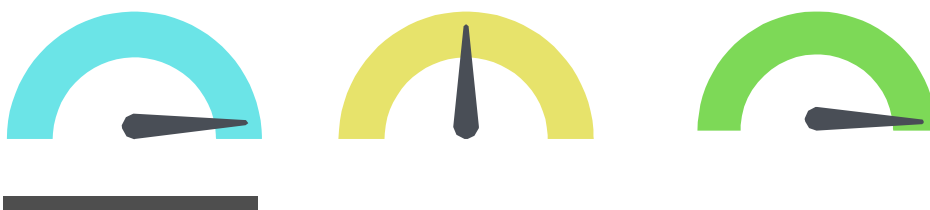
e-dialogos has been nominated by the European Commission as a finalist project for the European eGovernment Awards 2009, announced during the 5th Ministerial eGovernment Conference, that took place between 18-20 November '09 in Malmö, Sweden.

e-Dialogos is an example of e-democracy that aims to enable all CITIZENS in implementing Municipal policies. Started in 2007.



# BEST PRACTICES IN GREECE

## Presentation



### *Smart Trikala*

Smart Trikala is a group of ICT services, monitored by the control room at the city Hall, that enables-among other things- the citizens to be informed, file a request/ complain, find supporting services, conduct several actions remotely. To be more precise. Smart Trikala offers the following:

- e-KEP (Automated Citizens Service Centre)
- Mobile Check App
- Wireless Internet Access and Municipal Services Online
- Smart Lighting System
- Smart Parking System
- Environmental Conditions Monitoring System, etc.

•The Municipality's main goal is to put technology at the service of the citizens, thus improve their daily life and living standards and enable their mobility and access in participatory activities.

•Main partners: Cisco, Space Hellas, ITM Intelligent, e-Trikala, Vodafone, Municipal Water and Sanitation Utility, Engis by Enstruct, Egrotos Group



# BEST PRACTICES IN GREECE

## Presentation



## *Cities4People*

Cities-4-People is an EU funded project that aims to contribute to making cities better places to live in by improving urban and peri-urban mobility through sustainable mobility innovations. Ultimately, the project aims to support the visions of the Basque Declaration and the Bremen Declaration: identifying new pathways for creating productive, sustainable, resilient, and inclusive EU cities.

The project focus in:

- 1) having citizens participate in the innovation supply chain of their local mobility ecosystems
- 2) empowering local communities of engaged city changers by offering them the necessary arsenal to interact and innovate.

POTM is a form of transport and mobility that takes the needs and wishes of the people into account with the goal of improving transportation and increasing urban sustainability





# BEST PRACTICES IN CYPRUS

## Presentation



### ***There is No Plan(et) B***

This project studies the phenomenon of youth politics and activism from the perspective of youth themselves, through the case study of youth activism on climate change in Cyprus. Understanding non-formal forms of youth political participation in Cyprus is of critical importance considering the emerging global discussions on climate change, the visible effects of climate change on the planet and its impact on both nature and human lives.

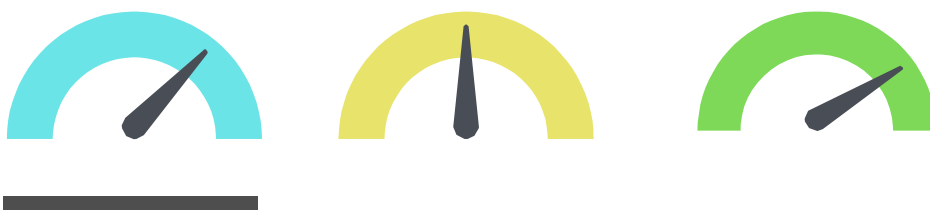
Target: Young students, both male and female, and young people who are environmentalists and want to participate in democratic life, and particularly in public consultations about the environment and climate change.

Period of implementation: 2020-2021

Policy Brief available at: <https://www.lse.ac.uk/Hellenic-Observatory/Assets/Documents/Research/Cyprus/Projects-2019-20/There-is-No-PlanetB-Policy-Brief.pdf>

# BEST PRACTICES IN CYPRUS

## Presentation



## *MigratED*

MigratED, Migrations and human rights enhanced through technology in education, is a Global Citizenship Education Project (GCE) financed by the Erasmus + Programme of the European Union. The MigratED project aims at disseminating good educational practices on intercultural dialogue, migration, and human rights, by training teachers, educators, and younger generations on these topics and on the use of digital and multimedia tools.

Youth and the educational community are involved in a digital awareness raising campaign for promoting a sharing and welcoming culture in Italy, Portugal, Slovenia, Cyprus and Greece.

MigratED, Migrations and human rights enhanced through technology in education, is a Global Citizenship Education Project (GCE) financed by the Erasmus + Programme of the European Union. The MigratED project aims at disseminating good educational practices on intercultural dialogue, migration, and human rights, by training teachers, educators and younger generations on these topics and on the use of digital and multimedia tools.

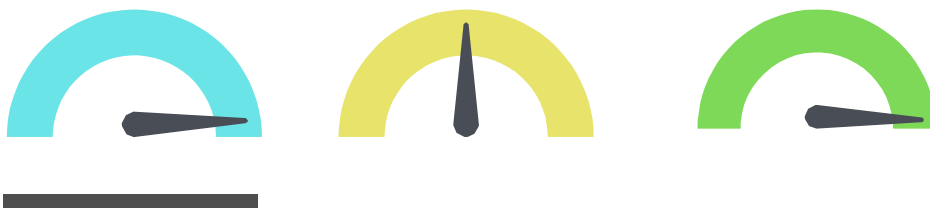
Youth and the educational community are involved in a digital awareness raising campaign for promoting a sharing and welcoming culture in Italy, Portugal, Slovenia, Cyprus and Greece.





# BEST PRACTICES IN CYPRUS

## Presentation



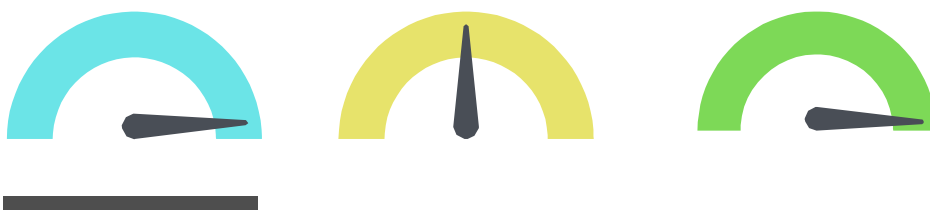
## *Smart Cities*

Implemented in Paphos in Cyprus, Chania on the Greek island of Crete and Lesvos in Greece's North Aegean region, the Smart Cities project has developed IT applications to help citizens, businesses and visitors interact with local authorities. The applications cover such areas as e-governance and citizen participation in public actions; collection and digitization of material of natural, cultural, and touristic interest; and promotion of tourism and the specific characteristics of each city. They also foster cooperation between the participating municipalities in these fields.



# BEST PRACTICES IN NORTH MACEDONIA

## Presentation



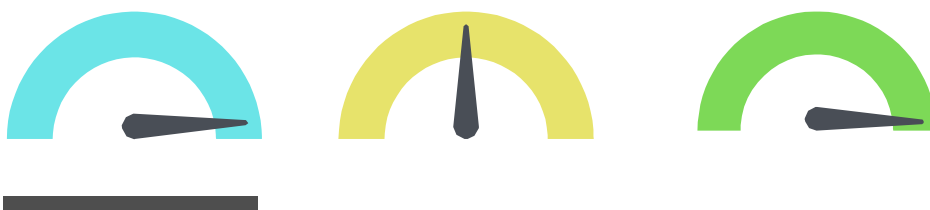
## *Youth Banks*

The Youth Banks is a unique model for the resolution of the most serious issues for youth in North Macedonia: unemployment and democratic participation. They provide first-hand experience and direct participation of youth, transforming the lives of the youth and their communities. The Youth Banks is an innovative program for grant-making i.e. creation of youth funds that allow financing and support of local actions and initiatives from informal groups of young citizens. 50% of the financial means of the fund are secured by the local governments and the other 50% are fundraised from the business community and/or (inter)national donors by the local NGOs and youth. The Youth Banks model in North Macedonia is implemented by the Youth Banks Network Macedonia (YBNM), composed of 13 youth organizations from all over the country. The Network is led by Mladiinfo International as a licensee of the Youth Banks International, a consortium based in Northern Ireland.



# BEST PRACTICES IN NORTH MACEDONIA

## Presentation



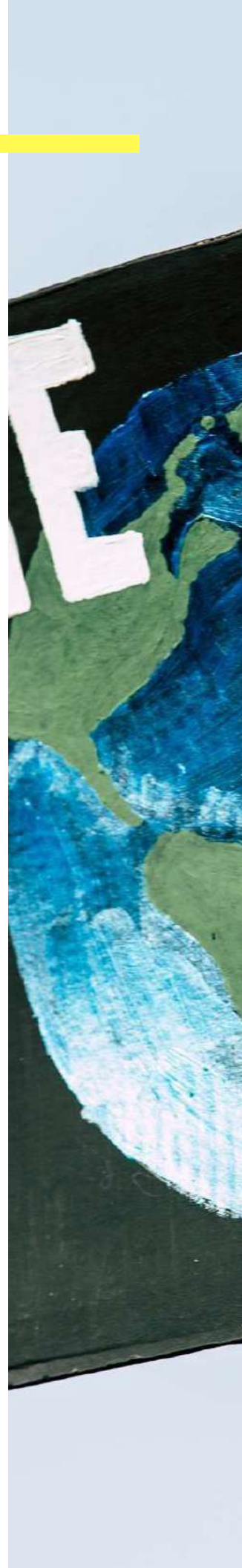
## *My City*

The youth citizens of North Macedonia, are excluded from the decision-making processes on the local level. Due to the democratic deficit in the institutional setup in the local governments, they often feel helpless and without having their say. The communication between the citizens and the authorities is weak.

My City online platform was created in 2020, aimed to give space to young citizens to raise their voices and influence the decision-making processes in the capital of North Macedonia, the City of Skopje.

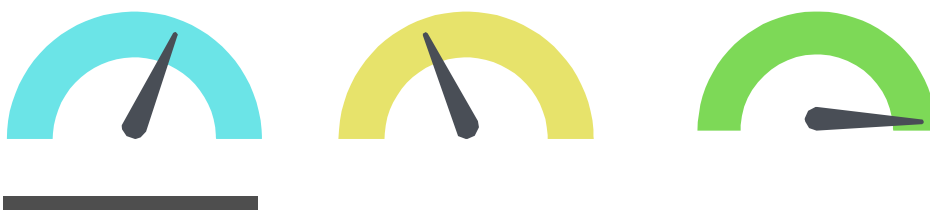
My City creates a direct link between the citizens of Skopje and the City Council by allowing the citizens to submit policy ideas and solutions through the platform.

•The platform was created by Gorjan Jovanovski, a young green activist from North Macedonia with the support of the initiative Green HumaneCity, which was inspired by their fight for a more inclusive and greener Skopje.



# BEST PRACTICES IN NORTH MACEDONIA

## Presentation



### *Licevlice (Face to face)*

"Face to face" is a unique street paper from North Macedonia that published its first edition in 2012. It is published by Public – Association for research, communications and development and it is one of the pioneering social enterprises in the country. Known as a work integration social enterprise, Face to face provides work engagement for 40 marginalized persons in 7 different cities.

Its model is based on the global street paper movement – half of the cover price is a direct income for the vendors, persons that sell the magazine. The other half is invested in different programs that support their integration and social inclusion, as well as for production of the magazine itself.



# BEST PRACTICES IN FRANCE

## Presentation



### *European Parliament Model Online*

"Led by students and high school students from New Aquitaine Region, a simulation of the European Parliament allows students to discover the role and functioning of this European institution. For one day, the young people get into the shoes of a Member of European Parliament (MEP) to work on a legal text and debate it, just like in Parliament.

To allow the young people to understand the functioning of the European Parliament, to integrate the principles of a political group that they will have to support and to prepare the session of the Parliament, the speakers can propose preliminary interventions in class.

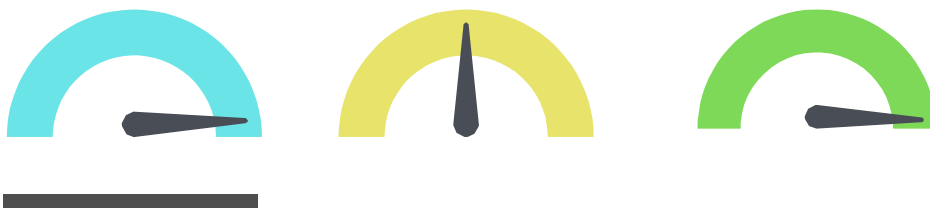
On D-Day, in the form of a large role-playing game, a European text is submitted to the debate of the parliamentarians of the day, including debates in committees, discussions in plenary session and votes.





# BEST PRACTICES IN FRANCE

## Presentation



### ***Tell me about Europe!***

"Tell me about Europe!" is a Structured Dialogue project between policy makers and young people supported by the Erasmus Plus Programme under Key Action 3. It aimed at leading young people to express to political stakeholders which Europe they wanted for the coming years.

The project took place in the South-West of France, in the "Nouvelle- Aquitaine" region and gathered 70 "hard to reach" young people between 18 and 25.

The training focused on 3 main topics that mattered to young people:

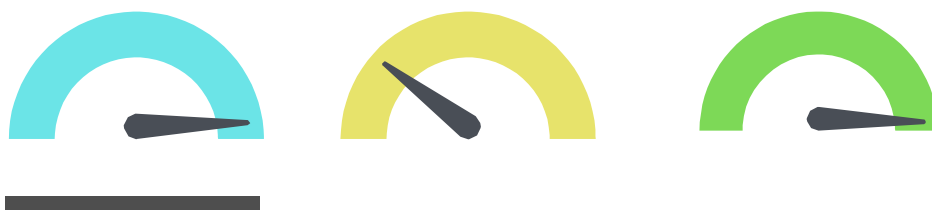
- Social Europe
- Sustainable development
- Democratic change in Europe

The project helps young people to know and to understand better what Europe is and its role in our everyday lives. Moreover, it makes political stakeholders and young people closer.



# BEST PRACTICES IN FRANCE

## Presentation

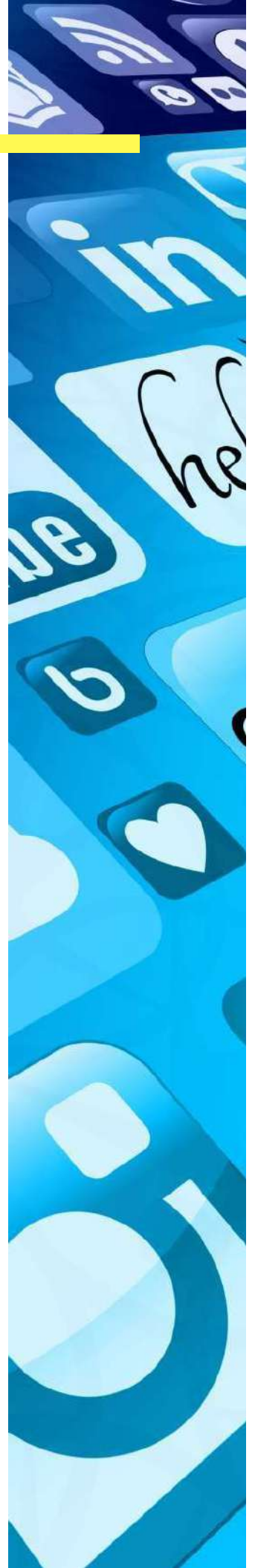


## *PopVox*

PopVox is a platform and mobile application which allows democratic participation among the different cities in the French territory. This app empowers citizens to contact their elected representatives to improve and to build together different aspects of their cities. This gives an important role to citizens, town halls and cities.

The app allows citizens of the village to ask or comment different issues on the platform, and to receive a quick response. This shows an important efficient mechanism of communication between the different partners. The development is supported by the Crédit Agricole via their "Village byCA" structure, which acts as a business accelerator by introducing PopVox to its partners.

The project started in 2016, but it was launched in 2019, after two years of co-working with different cities on the issues and needs of different communities.





# BEST PRACTICES IN SWEDEN

## Presentation



***YUUMO.SE***

"A national-wide digital youth guidance centre, financed by all Swedish regions, where young people (13 to 20 years old) can get guidance and information about the body, sexuality, relationships, mental health, alcohol and drugs, self-esteem and much more.

Additionally, youmo.se is targeting newly arrived young people, offering partly same information as umo.se in several languages such as English, Arabic, Dari, Somali, Swedish and Tigrinya. Youmo.se is addressed to young migrants in Sweden but has also reached other young people (still living in their countries of origin), where information of this kind is not available.

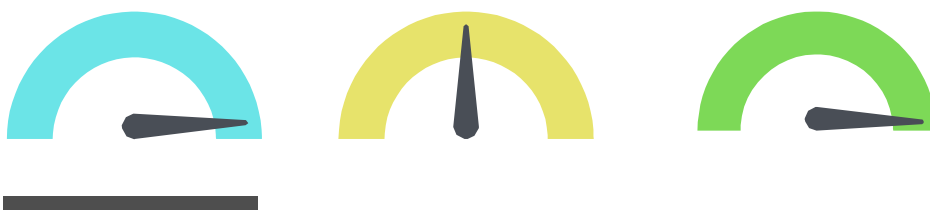
Responsible for Youmo and UMO are county councils and regions.

These are agencies that govern care and health in Sweden



# BEST PRACTICES IN ESTONIA

## Presentation



## ***VOLIS***

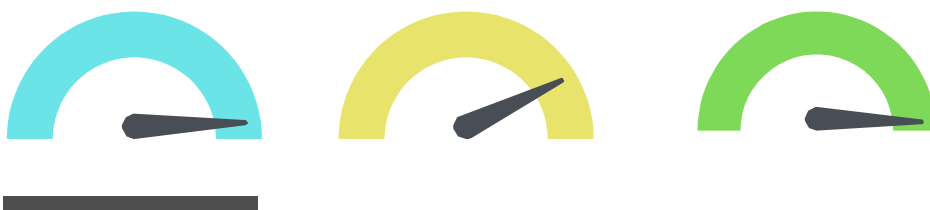
"VOLIS is a software solution that enables the involvement of the local population in municipal decision-making processes and the provision of public e-services for residents. VOLIS can be set up according to local needs, starting with the introduction of a paperless council, government, committees, etc. as working environment, processing the draft, and ending with a virtual council session.

The developer and service provider of VOLIS is Aktsiaselts Andmevara, the software rights representative is the Association of Estonian Cities and Municipalities. Software development is managed under the coordination of the Association of Estonian Cities and Municipalities.

LINK: <https://www.volis.ee/gvolis/>

# BEST PRACTICES IN CZECH REPUBLIC

## Presentation



### *Kecejme do toho (Have Your Say)*

"Project Kecejme do toho (Have Your Say) aimed to provide structured participation and dialogue for young people between 15 and 26 on policy topics. It organized discussions, workshops, working groups and other kind of events, where young people discussed topics that impact them on national and EU level and engaged with policymakers.

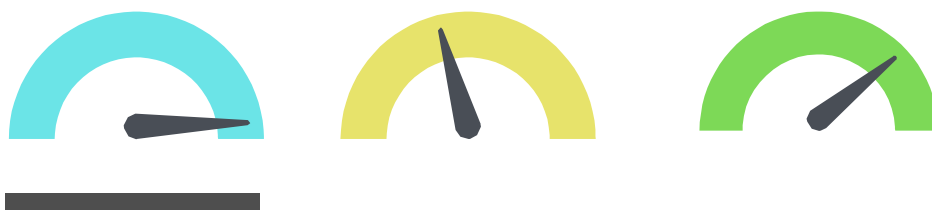
This is a best practice in youth-driven selection of topics and development of policy proposals. It engaged a wide population of young people using a unique mixture of online and in person activities, including local workshops, open air festivals, events in music clubs, bar camp, as well as formal discussions and consultations. All activities were based on principles of equality and partnership between young people, experts, and policymakers, with the latter prepared on how to optimally discuss with young people.

Reached approximately 35,000 young participants over five years from 2015 who proposed, discussed, and voted on many different topics. Issues raised and discussed included diversity fees, youth unemployment and support for young families.



# BEST PRACTICES IN GERMANY

## Presentation



## ***Ju&Me***

The “Ju&Me” pilot is a reverse mentoring project, training young people to become mentors advising local political leaders, administrators and business managers on specific topics related to local development. The project, which is funded under the LEADER Programme of the European Agricultural Fund for Rural Development (EAFRD), runs in Leipzig (G), from 2018 to 2020.

Local youth contribute to the re-skilling of local leaders, helping them learn new digital skills and become familiar with the latest technologies and social media. Most importantly, young people are given the opportunity to express their point of views with local leaders, who through this closer engagement understand and recognize the youth perspective, which in turn then feeds into local development policies.

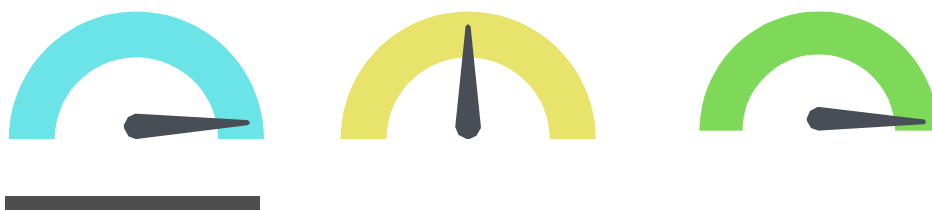
The project aims at:

- Supporting decision-makers to integrate the youth perspective into their work;
- Enriching regional development projects with youthful perspectives;
- Enabling and encourage young people to participate on the ground in various bodies.



# BEST PRACTICES IN ROMANIA

## Presentation



### *Com'ON Cluj-Napoca*

Com'ON Cluj-Napoca was the first participatory budgeting project in the country to focus on informal groups of young people, while granting them public resources to implement initiatives they designed themselves. In this framework, young participants were given the opportunity to propose concrete ideas, and once their technical suitability and viability was assessed by the local council, a direct democratic process followed for the locals to select the initiatives to be carried out.

Young people (aged 14-35) received more than 120,000 EUR for their initiatives and the project mobilised 248 informal groups totaling over 750 young individuals. Some of the informal groups formed for the purposes of the project developed into youth organisations, such as environment-focused activist groups.

Out of 437 initiatives proposed, 117 received funding and almost 19,000 people in total participated in the voting process. One of the most prominent initiatives led to young artists receiving funding for public space artistic interventions.

Project implemented for 12 months during 2014-2015. Link: [www.comoneurope.org](http://www.comoneurope.org)



# BEST PRACTICES IN FINLAND

## Presentation



## ***Deliberative Discussion Day - DDD***

DDD is a method engaging young people and decision-makers in a constructive dialogue as equal partners. It enables young people to evaluate, re-shape or improve practices based on their experiences. The participatory channel created by DDD, leads to proactive negotiations among all stakeholders on how basic services provided by municipalities can be adjusted to fit young people's needs. Currently, DDD is used as a youth work evaluation tool in Satakunta and Southwest Finland. There, based on the principle that those most affected by a policy should have a role in assessing it, young people evaluate the youth work of the local municipalities or NGOs and are included in efforts to improve them. More than 80 municipalities and NGOs have applied this method as a tool to evaluate youth services.

The overall process "educates" young people (14-29) about decision-making processes while concurrently strengthening a feeling of community. Moreover, the provision of direct feedback to decision-makers narrows the gap between them and young people, while widening the perspectives of both sides. From 2008-ongoing





# BEST PRACTICES IN IRELAND AND UK

## Presentation



## *Democs*

Democs (DEliberative Meeting of CitizenS) is a part-card game, part- policy-making tool that enables small groups of people to learn about and then discuss and deliberate on complex and technical public policy issues. The Democs for Schools project in 2005/2006 developed the existing adult Democs game into an age-appropriate one specifically for secondary schools on scientific topics.

Unlike most public engagement activities, which access relatively few people, Democs aims at a very broad lay participation, engaging people in the contexts where they normally get together. Participants do not require preparation or prior knowledge, with card decks designed by experts to enable individuals to learn, share experiences and values, and understand those of others on complex topics, all within the context of an enjoyable game-based setting.

Country.

Two versions of the game were trialed with school students in Ireland and the United Kingdom in 2005, with a final version developed in 2006. 30 schools participated in the project (1,189 participants).

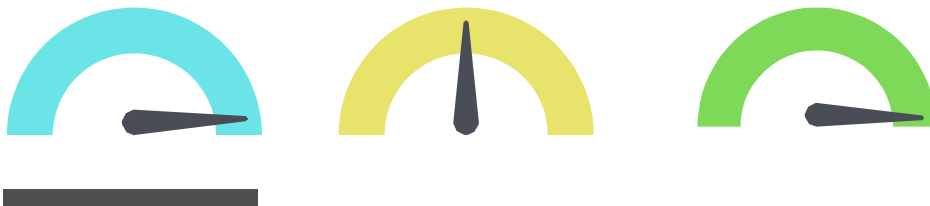
81% of students considered that they had enhanced their scientific knowledge, 63% of students thought that they understood more about contemporary scientific decision-making and ethical issues, and 70% of students had been able to evaluate the impact of scientific developments or processes on people, communities, or the environment.





# BEST PRACTICES IN USA

## Presentation



### *'Youth Lead the Change'*

An example of full control by young people is the 'Youth Lead theChange' project in Boston, United States, where the mayor annually sets aside US\$1 million of the capital budget for youth (12–22) to oversee and manage. The Boston Youth Council (comprised of around 85 young persons who are consulted regularly on youth policy in the city) facilitate and collect ideas for new projects from young people across the city. They support the development of youth proposals and then empower the young people to vote on which proposals.

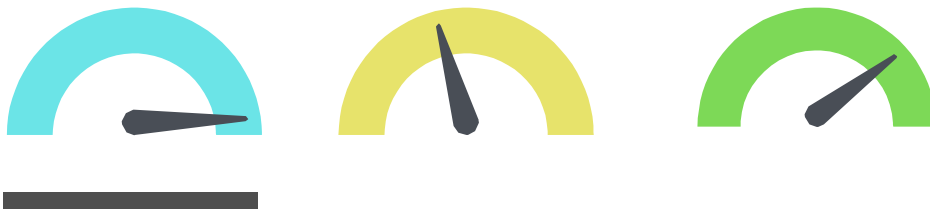
Youth council members receive training on participatory budgeting from adults in the mayor's office and a consultancy company, which was reported by the young people as crucial to the project's successes. In 2016, the year that the research project was undertaken, 718 projects were proposed by young people, and the winning project (voted for by 4,482 young people) was for a new app on youth jobs, resources, and events in the city.

Youth council members receive training on participatory budgeting from adults in the mayor's office and a consultancy company



# BEST PRACTICES IN NEPAL

## Presentation



## *Child Clubs*

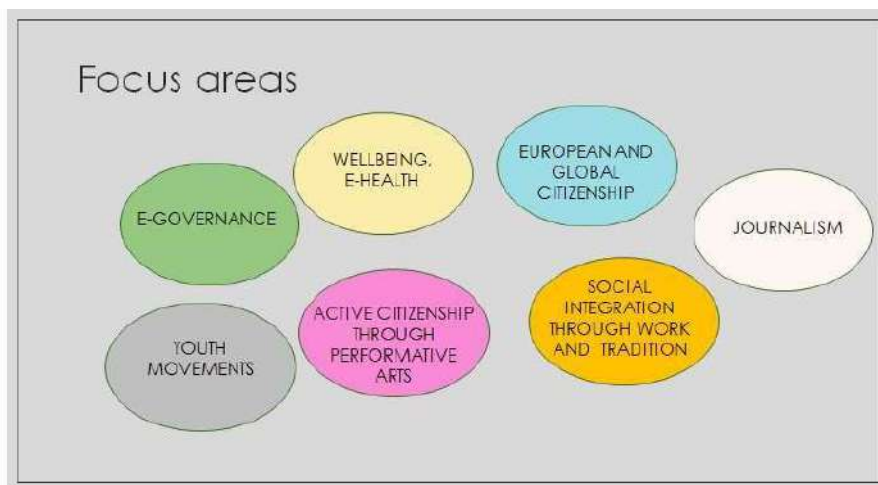
A local-level example of consulting young people on priorities and budgets comes from Nepal, where the government has made explicit policy provisions for child participation in local governance. In Nepal, at least 10 per cent of the capital grants received by local governments must be allocated to the priorities of young people. Before decisions are undertaken on how to spend their budget, the local authority must undertake a consultation with young people. The voices of young people are sought through structures called child clubs. These clubs must represent the diversity of youth, including gender parity. Each club contains about 30 people, and in 2017 it was estimated that about 80,000 children were involved in them. Adults are trained as youth workers to facilitate the children to define their needs and their priorities through creative activities run in these clubs. The youth workers are then required to present the children's priorities to the local authority



# CONCLUSION

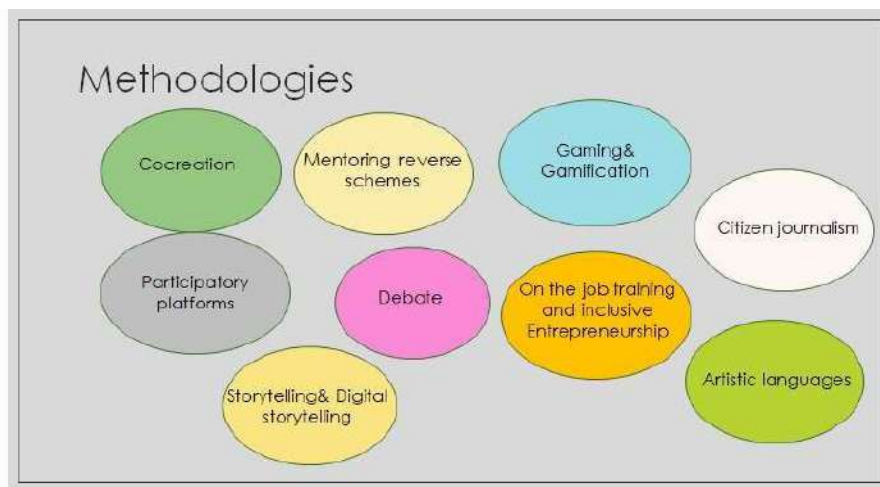
The research action realized in the first months of the NEUYET project, even self-consistent, has been realized as preparatory action to the modelization phase (WP3- NEUYET framework of services and initiatives).

After analysis, it is possible to assert that collected practices are linked to some main areas as shown in the following Figure (Fig. 3)



# CONCLUSION

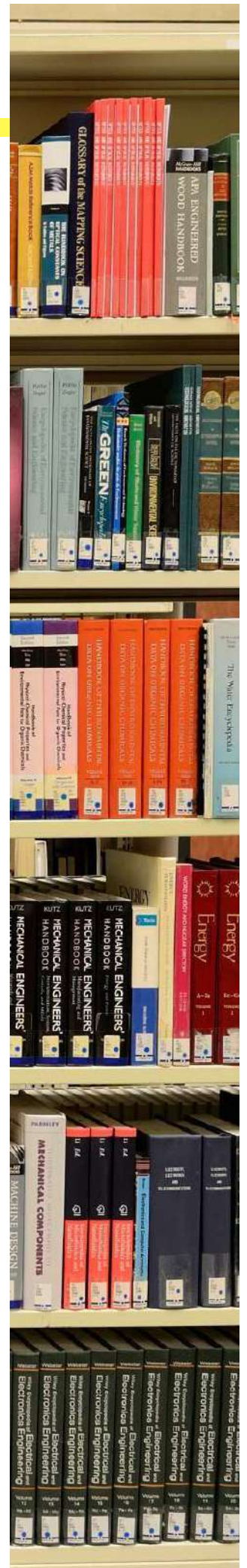
In terms of adopted methodologies for youth engagement a diversified panel of approaches and techniques have been found as follow (Fig. 4).





## List

Young People's Participation and Civic Engagement, GenerationUnlimited,  
Global Initiative on Decent Jobs for Youth, 2020





# ANNEXES

## Best practises detailed description

Description	
<b>Date (of completion)</b>	05/07/2021
<b>Suggested by (name, email)</b>	Luigi Romano – Foris Managing Director
<b>Title/name of the GOOD practice</b>	<b>“Fatti di carta” Cooperativa Sociale – Paper made Social Cooperative</b>
<b>Contact Person (name, address, email)</b>	Dr. Luigi Romano: luigi.romano@ascla.it
<b>Abstract</b>  <b>An abstract of a maximum of 500 words is useful to provide a summary description of the practice</b>	<p>In 2008 FORIS' SYSTER COMPANY, ASCLA" participated to a call published by the donor Fondazione per il Sud, aimed at promoting some traditional and peculiar crafts of Salento, at risk of disappearing, to the young generations. N. 2 dual training courses were delivered and at the end, a social cooperative- Type B for inclusion of disabled people in 2011 called FATTI DI CARTA. Since 2011 the cooperative has worked and participated in several exhibitions, workshops for lower-secondary and upper-secondary schools. It submits projects under regional call for proposals/regional funds. In 2016 the cooperative participated in a call for action and won, donor Megamark Foundation: a training course devoted to social inclusion of disadvantaged youngsters (n. 15) was delivered focused on ancient and traditional crafts, as</p>
<b>Country</b>	Italy
<b>Website</b>	<a href="https://www.fondazioneconilsud.it/news/fatti-di-carta/">https://www.fondazioneconilsud.it/news/fatti-di-carta/</a>
<b>Lead organisation</b>	ASCLA- Associazione Scuole e Lavoro
<b>Main partners</b>	<ul style="list-style-type: none"> <li>• Consorzio Beni Culturali, Torino</li> <li>• Inecoop (Istituto nazionale per l'educazione e la promozione cooperativa), Roma</li> <li>• Provincia di Lecce, (Assessorato alle Pari Opportunità)</li> <li>• Comune di Casarano</li> <li>• Consorzio Emmanuel, l'APT di Lecce e il Consorzio degli Artigiani di Lecce</li> <li>• Diocesi di Ugento – Santa Maria di Leuca e la Diocesi di Nardò – Gallipoli</li> <li>• Companies specialized in paper mache processing</li> </ul>
<b>Period of implementation</b>	2008, 2011, 2016-ongoing
<b>Language(s)</b>	Italian
<b>Conceptual basis of the GOOD practice examples (max. 500 words)</b>  Please give a short description, and references or links to important documents	<p>Social inclusion of disadvantages and disable youngsters, VET as leverage to social inclusion and work inclusion</p> <p> <a href="https://www.fondazioneconilsud.it/news/fatti-di-carta/">https://www.fondazioneconilsud.it/news/fatti-di-carta/</a>  <a href="https://www.corrieresalentino.it/2012/03/larte-della-cartapesta-recuperata-dalla-societa-cooperativa-sociale-fatti-di-carta-di-casarano/">https://www.corrieresalentino.it/2012/03/larte-della-cartapesta-recuperata-dalla-societa-cooperativa-sociale-fatti-di-carta-di-casarano/</a>  <a href="https://www.facebook.com/fattidicarta.cartapesta/">https://www.facebook.com/fattidicarta.cartapesta/</a> </p>
<b>Objectives</b>	To support social inclusion of disadvantaged youngsters through work, valorising the local cultural heritage, specifically related to the professing of paper mache as traditional art craft.
<b>Context</b>  What is the context (initial situation) and challenge being addressed?  Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out	The best practice develops through several main steps. The first main step refers to the establishment of a social cooperative based on the work of a group of n. 36 disable youngsters (sensorial disability, physical and mental disabilities).

(timeframe)?	
<b>Methodological Approach</b> What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	Design development and implementation of a funded project focused on professional training for paper mache master. The project was open to boys and girls, according to an equal opportunity perspective and considering that among the promoters it was included the Local Assessorship for Equal Opportunities as well. The crosscutting methodological approach foresaw the cooperation of a wide network of private and public stakeholders, both at local and at national level, to promote the project and its opportunities.
<b>Target groups and their characteristics</b>	n. 36 disable youngsters (sensorial disability, physical and mental disabilities) boys and girls, young adults.
<b>Stakeholders involved</b> Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the different roles for men and women (if applicable)	Lead Applicant Coordinator of the project: ASCLA  Main partners, promoting the project: Consorzio Beni Culturali, Torino Inecoop (Istituto nazionale per l'educazione e la promozione cooperativa), Roma Provincia di Lecce, (Assessorato alle Pari Opportunità) Comune di Casarano Consorzio Emmanuel, l'APT di Lecce e il Consorzio degli Artigiani di Lecce Diocesi di Ugento – Santa Maria di Leuca e la Diocesi di Nardò – Gallipoli Sectoral companies  Donor: Fondazione per il Sud <a href="https://www.fondazioneconilsud.it/en/">https://www.fondazioneconilsud.it/en/</a>
<b>Number of people involved</b> (e.g. % of the total population of the country or of the total target population, if a specific target has been set)	
<b>Methods for recruiting participants</b>	Public open call, assessment and selection of potential participants, analysis of evidence. Total number of expected participants, n. 36
<b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)	Trainers, educators, experts in social and work inclusion, in-company trainers, experts/masters in paper mache processing.
<b>Role of each professional involved</b> Describe briefly	Scaffolding, training.
<b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)	Action 1: partnership's engagement, REINFORCEMENT OF THE BUSINESS-EDUCATION PARTNERSHIPS Action 2: recruitment of the target group Action 3: Training: DESIGN AND DELIVERY OF N. 3 TRAINING PATHS: 1) TO TRAIN A PROFILE OF Artigiano Cartapestaio Artistico (Artistic paper mache craftsman 2) TO TRAINING A PROFILE OF Artigiano Cartapestaio Restauratore- Paper mache craftsman Restorer Each training path has a duration of n. 280 training hours, balancing lessons, and practice by laboratories with the direct participation of paper mache craftsmen. The training paths are composed by modules focused on hard skills, soft skills, entrepreneurial skills as: - Career guidance, economics, quality of the company core processes, safety & security, paper mache processing, selling techniques, start-up process and creation of new entrepreneurship. 3) TO START UP A SOCIAL COOPERATIVE IN THE FIUILED WITH THE 30% OF ITS MEMEBERS WITH DISABILITIES. Action 4: Start-up of a new social cooperative Action 5: Territorial animation

	Action 6: Diffusion and dissemination
<b>Implementation process, success factors and innovation</b>  Please describe any phases of implementation	<b>Success factors:</b> <ul style="list-style-type: none"> <li>• Strong commitment of a wide panel of stakeholders</li> <li>• Direct involvement of the local community through the territorial animation</li> <li>• Valorisation of traditional arts and crafts and of the regional cultural heritage also in connection to potential touristic attractiveness of the territory</li> <li>• Start-up of a social cooperative still active after 10 years from the constitution.</li> </ul>
<b>Related resources that have been developed</b> List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible	
<b>Financing</b>  Where do the funds for the intervention come from?  Who makes decisions about budget allocation?	Project funded by Donor: Fondazione con il Sud
<b>Evaluation</b>  Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)	The successful rate of the training was measured considering the full participation of the n. 36 direct beneficiaries to the courses, the dropout rate (= to 0%) and the effective start-up of the social cooperative Fatti di Carta
<b>Results</b>  Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available	Original initiative very successful at local level.
<b>Impacts and benefits</b>	To the direct beneficiaries: <ul style="list-style-type: none"> <li>• Social and work inclusion, active citizenship</li> <li>• Achievement of skills and knowledge, professional development</li> <li>• Generational change of ancient and traditional crafts</li> <li>• Increased awareness of local stakeholders on the importance of valorise a traditional heritage in connection with potential touristic attractiveness of the territory</li> <li>• Restoration of paper mache pieces of arts made by paper mache, heritage of various local/regional museums</li> </ul>
<b>Sustainability</b>  What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).	The transferability potential of the good practice is extremely high as practice valorising social inclusion and local cultural heritage and identifying TVET as a leverage for full participation to the life of the community. Expertise in social and work inclusion of disabled people is requested as well as a good multistakeholder network to identify the fields of intervention

<b>Lessons learned</b> What are the key messages and lessons learned to take away from the GOOD practice experience?	<ul style="list-style-type: none"> <li>• TVET gives concrete opportunities to all for social and work inclusion</li> <li>• Everyone can contribute to the maintenance and valorisation of the local cultural heritage as a part of each own identity</li> <li>• Business-education partnership are fundamental for successful training and work inclusion</li> <li>• Stakeholder engagement and co-design of the opportunities are a precondition of effectiveness and positive results for direct and indirect beneficiaries.</li> </ul>
Anything else you think we should know ...that might be relevant to share?	

Description	
<b>Date (of completion)</b>	28/07/2021
<b>Suggested by (name, email)</b>	Luigi Romano – Foris Managing Director
<b>Title/name of the GOOD practice</b>	<b>JOINT THE DOTS - CONTEXT</b>
<b>Contact Person (name, address, email)</b>	Dr. Luigi Romano: <a href="mailto:Luigi.romano@ascla.it">Luigi.romano@ascla.it</a>
<b>Abstract</b>  <b>An abstract of a maximum of 500 words is useful to provide a summary description of the practice</b>	In 2021 FORIS' sister company, "ASCLA" launched a digital graphic contest to engage youngsters from local to national level. The prior aim of the social contest was to involve youngsters in expressing and visualizing concepts related to youth participation, youth engagement, very linked to the ASCLA's mission, supporting creativity and collaboration. The graphic contest has a great result: n. 56 youngsters (underaged and adults) participated to the event with their own works and creations, 1 junior winner (underaged), 1 senior winner. Every participant had a product to design, for the junior category a mascot, for the senior category a monogramme, expressing scope and mission of ASCLA
<b>Country</b>	Italy
<b>Website</b>	<a href="http://www.ascla.it">www.ascla.it</a> , <a href="http://www.ascla.net">www.ascla.net</a>
<b>Lead organisation</b>	ASCLA- Associazione Scuole e Lavoro
<b>Main partners</b>	
<b>Period of implementation</b>	March 2021
<b>Language(s)</b>	Italian
<b>Conceptual basis of the GOOD practice examples (max. 500 words)</b>  Please give a short description, and references or links to important documents	Youth engagement and active participation through a digital graphic contest <a href="https://www.facebook.com/photo?fbid=187944560009698&amp;set=pcb.187944700009684">https://www.facebook.com/photo?fbid=187944560009698&amp;set=pcb.187944700009684</a> <a href="https://www.ascla.net/archiviati/contest-join-the-dots/">https://www.ascla.net/archiviati/contest-join-the-dots/</a>
<b>Objectives</b>	To attract youngsters in using graphics for expressing concepts close to youth participation, youth engagement through a mascot and a monogramme, linked to ASCLA'S MISSION
<b>Context</b>  What is the context (initial situation) and challenge being addressed? Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out	Open contest with requirements and participation rules published online, on the ASCLA main web site. The main scope of the contest was to realize an animation action, a sort of, for boosting youth participation all over Italy.

(timeframe)?	
<b>Methodological Approach</b> What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	Public contest with rules published online according to transparency criteria. Gadgets and awards for winners, second and third placed, Equal opportunity criteria respected for girls and boys
<b>Target groups and their characteristics</b>	Youngsters, boys, and girls, underaged and adults. Graphic design competences, digital skills, creativity, lateral thinking
<b>Stakeholders involved</b> Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the different roles for men and women (if applicable)	Lead Applicant Coordinator of the project: ASCLA  Donor: ASCLA
<b>Number of people involved</b> (e.g. % of the total population of the country or of the total target population, if a specific target has been set)	N. 56 works received all over Italy
<b>Methods for recruiting participants</b>  (if applicable)	Public open call, assessment and selection of potential participants, analysis of evidence.
<b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)	ICT Technicians, Graphic designers, web designers, trainers
<b>Role of each professional involved</b> Describe briefly	Members of the evaluation commission/jury.
<b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)	Graphic contest: - JUNIOR CATEGORY: design of a mascot representing ASCLA and its values, with specific reference to youth engagement; - SENIOR CATEGORY: design of a monogramme representing ASCLA and its values, with specific reference to youth engagement.
<b>Implementation process, success factors and innovation</b>  Please describe any phases of implementation	<b>Success factors:</b> <ul style="list-style-type: none"> <li>• Attractive topic of the contest</li> <li>• Wide participation of candidates all over Italy</li> <li>• Strong and sound digital communication and promotion</li> <li>• Phases:</li> <li>• Submission of the works</li> <li>• Evaluation by a jury composted by a group of experts</li> <li>• Ranking list</li> <li>• Selection</li> <li>• Award ceremony</li> </ul>
<b>Related resources that have been developed</b> List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible	<a href="https://www.facebook.com/photo?fbid=187944560009698&amp;set=pcb.187944700009684">https://www.facebook.com/photo?fbid=187944560009698&amp;set=pcb.187944700009684</a>



<p><b>Financing</b></p> <p>Where do the funds for the intervention come from?</p> <p>Who makes decisions about budget allocation?</p>	<p>Self-funded by the promoter ASCLA</p>
<p><b>Evaluation</b></p> <p>Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)</p>	<p>A jury composed by a group of experts evaluated the n. 56 works submitted and related applications. After evaluation, a ranking list was created and published. Winners, 1, 2 and 3 placed were awarded.</p>
<p><b>Results</b></p> <p>Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available</p>	
<p><b>Impacts and benefits</b></p>	<ul style="list-style-type: none"> <li>• Effective promotion and animation;</li> <li>• Good number of applications coming from national level, not only local;</li> <li>• Good visibility given by local/regional newspapers;</li> <li>• Very positive feedback on social media (Facebook and Instagram).</li> </ul> <p>Some links:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.instagram.com/ascla.it/">https://www.instagram.com/ascla.it/</a></li> <li>• <a href="https://www.lecceprima.it/zone/casarano/contest-join-the-dots-7679167.html">https://www.lecceprima.it/zone/casarano/contest-join-the-dots-7679167.html</a></li> <li>• <a href="https://www.facebook.com/AsclaFormazione/">https://www.facebook.com/AsclaFormazione/</a></li> </ul>
<p><b>Sustainability</b></p> <p>What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).</p>	<p>The transferability potential of the good practice is extremely high as practice boosting youth engagement, creativity, digital and visual communication as way of expressing a concept of "identity". Very important dimension of cooperation (possibly of submitting joint applications) and of entertainment.</p>
<p><b>Lessons learned</b></p> <p>What are the key messages and lessons learned to take away from the GOOD practice experience?</p>	<ul style="list-style-type: none"> <li>• Creating events and opportunities to involve youngsters, stimulating their creativity and capabilities;</li> <li>• Valorising opportunities offered by digital tools and digital graphic tools;</li> <li>• Stimulating cooperation and joint enterprises among youngsters.</li> </ul>
<p>Anything else you think we should know ...that might be relevant to share?</p>	

Description	
Date (of completion)	28/08/2021
Suggested by (name, email)	Elena Romanini: Elena.romanini@centoform.it

<b>Title/name of the GOOD practice</b>	<b>FESTIVAL DELL'ORIENTAMENTO (Career Guidance Festival)</b>
<b>Contact Person (name, address, email)</b>	Chiara Pancaldi, Centoform: chiara.pancaldi@centoform.it
<b>Abstract</b>  <b>An abstract of a maximum of 500 words is useful to provide a summary description of the practice</b>	Career Guidance Festival supported by the Emilia Romagna region involving youngsters, families, and main stakeholders at regional level to promote regional training and learning opportunities through joint initiatives. More than 50 events (conferences, workshops, webinars, round tables) organized on an annual basis, both onsite and online (due to covid lock down for 2020 edition). Direct involvement of local schools, Vet centres, Universities, Employment Services, and companies of the local skills ecosystem. 1500 youngsters involved in the 2020 edition. Gender focused initiatives implemented against gender stereotypes in Education.
<b>Country</b>	Italy
<b>Website</b>	<a href="https://orientafe.it/">https://orientafe.it/</a>
<b>Lead organisation</b>	Centoform
<b>Main partners</b>	Other VET centres of the Ferrara province <a href="https://orientafe.it/chi_siamo/">https://orientafe.it/chi_siamo/</a>
<b>Period of implementation</b>	On annual basis since 2019
<b>Language(s)</b>	Italian
<b>Conceptual basis of the GOOD practice examples (max. 500 words)</b>  Please give a short description, and references or links to important documents	Multistakeholder cooperation to fight skills mismatch, skills shortage and early school leaving phenomena. <a href="https://youtu.be/xGwBbuzEVBg">https://youtu.be/xGwBbuzEVBg</a> <a href="https://youtu.be/viYhMO45kYg">https://youtu.be/viYhMO45kYg</a> <a href="https://orientafe.it/progetto/">https://orientafe.it/progetto/</a>
<b>Objectives</b>	The project has 3 main objectives: <ul style="list-style-type: none"> <li>• Providing personalized career guidance services for student/youngsters, especially 13-16 youngsters;</li> <li>• Promoting social inclusion and gender gap reduction;</li> <li>• Fighting Early School Leaving.</li> </ul>
<b>Context</b>  What is the context (initial situation) and challenge being addressed? Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out (timeframe)?	The project is a part of the regional strategy devoted to reinforce the Educational offer and the integration among education levels and support services, according to a tailored approach to training and learning.
<b>Methodological Approach</b>  What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	Joint initiatives impacting at regional level (Emilia Romagna region) supported by ESF Funds. Adoption of individualized and personalized approach to learning and training, promotion of VET opportunities to increase their attractiveness for youngsters and families. Gender focused initiatives (webinars, conferences) implemented to overcome gender gap in education and promoting STEAM EDUCATION for girls.

<b>Target groups and their characteristics</b>	<ul style="list-style-type: none"> <li>14-16 Youngsters, boys, and girls</li> <li>Parents and Families</li> </ul>
<b>Stakeholders involved</b> Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the different roles men and women (if applicable)	Emilia Romagna Region, Municipality of Cento, Municipality of Ferrara, University of Ferrara, ITS Foundations based in Ferrara, companies
<b>Number of people involved</b> (e.g. % of the total population of the country or of the total target population, if a specific target has been set)	About n. 600 youngsters each edition, n. 50 events. As regards the 2020 online edition, n. 1500 youngsters and relative parents involved.
<b>Methods for recruiting participants</b> (if applicable)	Digital communication campaigns, awareness campaign in cooperation with local schools, training centres, University, employment agencies.
<b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)	Teachers, trainers, career guidance counsellors, entrepreneurs
<b>Role of each professional involved</b> Describe briefly	Direct engagement in the organization and deployment of the activities
<b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)	A set of career guidance activities, seminars, webinars, workshop, conferences, exhibitions.
<b>Implementation process, success factors and innovation</b>  Please describe any phases of implementation	Multistakeholder platform implementing the activities. Strong expertise of the partners managing the project The variety of activities and events deployed Extensive awareness campaign
<b>Related resources that have been developed</b> List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible	<a href="https://orientafe.it/progetto/">https://orientafe.it/progetto/</a>
<b>Financing</b>  Where do the funds for the intervention come from?  Who makes decisions about budget allocation?	Financed through ESF Funds by the Emilia Romagna Region. Project ID RIF PA 2019-12621/RER RIF PA 2019-12624/RER RIF PA 2019-12625/RER
<b>Evaluation</b>  Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)	Satisfaction questionnaires and interviews with direct beneficiaries and partner organizations. Results collected in official reports to be shared with the financing authority.

<b>Results</b>  Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available	Very positive results obtained from the first edition of the festival. Strong commitment of the partner, high interest of the prior targets.
<b>Impacts and benefits</b>	<ul style="list-style-type: none"> <li>Increased awareness of the learning and training opportunities for youngsters and families;</li> <li>Implementation of tailored initiatives for girls</li> <li>Promotion of VET and STEAM education for all, girls included;</li> <li>Systematic approach to Early School Leaving</li> </ul>
<b>Sustainability</b>  What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).	Emilia Romagna region will make the initiatives sustainable publishing annual calls for proposals.
<b>Lessons learned</b>  What are the key messages and lessons learned to take away from the GOOD practice experience?	Customized and tailored initiatives are fundamental to support youngsters' aware choices in Education, avoiding that the choices are exclusively influenced by the personal experience of parents.
Anything else you think we should know ...that might be relevant to share?	

Description	
<b>Date (of completion)</b>	31/07/2021
<b>Suggested by (name, email)</b>	Anna Schena: schena@glocalfactory.eu Valeria Quartaroli: quartaroli@glocalfactory.eu
<b>Title/name of the GOOD practice</b>	<b>Partecip@</b> Proporre, decidere, contribuire (propose, decide, contribute)
<b>Contact Person (name, address, email)</b>	Maria Carla Italia: italia@glocalfactory.eu, councillor for participation at the Municipality of Genoa (Municipio 1 Centro Est)
<b>Abstract</b>  An abstract of a maximum of 500 words is useful to provide a summary description of the practice	Partecip@ was an initiative of the Municipality of Genoa (Municipio 1 Centro Est) for the experimentation of participatory democracy practices focused on active citizenship, participation, care of common goods and territory. The Municipality approved a "Municipal Regulation for Participatory Democracy" on the basis of which a call for proposals was adopted and published on the municipal website. The call invited the population of the Municipality 1 Centro Est to participate in the definition of extraordinary maintenance and upgrading of public spaces and/or municipal buildings to be carried out in the areas identified by the call and implemented directly by the Municipality. Public meetings were held for the presentation, and it was possible to consult and compare the projects on the <a href="http://www.opengenova.org">www.opengenova.org</a> platform, while the selection of proposals was carried out on the <a href="http://www.urbancenter.comune.genova.it">www.urbancenter.comune.genova.it</a> portal. A municipal technical committee finally declared the eligibility of the projects submitted for consultation and ranked the selected projects.
<b>Country</b>	Italy
<b>Website</b>	The project was available at two web addresses, in different forms: <ul style="list-style-type: none"> <li>on the <a href="http://www.opengenova.org">www.opengenova.org</a> platform it was possible to consult and compare projects</li> </ul>

	<ul style="list-style-type: none"> <li>while the selection of proposals was carried out on the <a href="http://www.urbancenter.comune.genova.it">www.urbancenter.comune.genova.it</a> portal.</li> </ul>
<b>Lead organisation</b>	<p>Municipio 1 Centro Est del Comune di Genova</p> <p>Via Garibaldi 9 – Palazzo Galliera, Piano seminterrato  Phone: 010 5572356 – 5572304  Fax: 010 5572679  Website: <a href="http://www.municipio1centroest.comune.genova.it/">http://www.municipio1centroest.comune.genova.it/</a>  Email: <a href="mailto:municipio1partecipazione@comune.genova.it">municipio1partecipazione@comune.genova.it</a></p>
<b>Main partners</b>	<p>Main partners of the initiative have been:</p> <ul style="list-style-type: none"> <li>Urban centre – the network of the city of genoa in relation to administrative aspects</li> <li>OpenGenova – Association for digital literacy and culture</li> </ul>
<b>Period of implementation</b>	2013-2015
<b>Language(s)</b>	Italian
<p><b>Conceptual basis of the GOOD practice examples (max. 500 words)</b></p> <p>Please give a short description, and references or links to important documents</p>	<p>The conceptual basis of Partecip@ is making citizens responsible through making them participate directly in projects and activities for the community. Citizens usually want more and doing better and this is their right and task. But they can't also usually understand each operation needs energy and resources. Active democracy needs empowerment, and empowerment needs participation and direct involvement of everyone.</p> <p>Attached 1 the Vademecum of the call  Attached 2 the Call itself  Attached 3 Rules of participation  <a href="https://associazione.opengenova.org/progetti/partecipa/">https://associazione.opengenova.org/progetti/partecipa/</a></p>
<b>Objectives</b>	<p>Fundamental objective of Partecip@ was the maximum possible involvement of citizens at all stages of the process: planning, choice of feasible works and their implementation.</p> <p>The initiative was therefore mainly aimed at:</p> <ul style="list-style-type: none"> <li>encouraging processes of participation in the local community;</li> <li>promoting active citizenship in an optic of cultural change - empowering citizens and encouraging them to participate in decision-making and design processes that affect their <i>milieu</i>;</li> <li>drafting a Regulation on shared administration for the Municipality and its administrative staff.</li> </ul>
<p><b>Context</b></p> <p>What is the context (initial situation) and challenge being addressed? Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out (timeframe)?</p>	<p>The Municipality Est of Genova is composed by many different districts, including the Old Town. Some of them are active and involved, through associations and active citizens, some others are more dissociated from the public space and life. At the same time, just because there are interest in social community and many civic society associations, the Municipality often collects needs, problems and request of intervention. The challenge addressed by the Partecip@ is to involve in the decision process these active citizens and those of the districts less engaged. The whole process of the good practice includes the presentation of the initiative to the society, its dissemination and promotion, the activity itself and at the end the implementation of the projects selected. This process covered a period of an year and a half.</p>
<p><b>Methodological Approach</b></p> <p>What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.</p>	<p>The city council approved a council regulation based on which a call for tenders was adopted and published on the municipal website. Through this call for tenders, the municipality involved the citizenship in a twofold process</p> <ul style="list-style-type: none"> <li>on the one hand in the planning of extraordinary maintenance and rehabilitation of public spaces and buildings in the municipal territory;</li> <li>on the other hand, in the choice of the proposed interventions.</li> </ul> <p>All citizens were invited to submit - formally by post and/or e-mail - projects for the rehabilitation of public spaces.</p> <p>Once the projects had been collected, after an initial screening by the municipality, they were entered into a partner platform of the initiative: OpenGenova, an association that deals with participatory democracy. Public presentation meetings were planned, and it was also possible to consult and compare projects on the platform <a href="http://www.opengenova.org">www.opengenova.org</a>, while project proposals could be processed on a wiki page. The selection of proposals was instead carried out on the portal</p>



	<p>www.urbancenter.comune.genova.it, by citizens.</p> <p>A municipal technical committee finally declared the eligibility of the projects submitted for consultation and ranked the selected projects.</p>
<b>Target groups and their characteristics</b>	<p>The target group are all the citizens resident or not in the Municipality 3 of Genoa, including boys and girls from 16 years old.</p> <p>The Municipality involves many different districts and consequentially a diversified target of people. One of these districts is the upper one of the city, another the most cultural and then the Old Town that is something extremely uneven, diversified and with completely different needs and problems respect to all other parts of the city. Citizens resident or living in these districts, which are the target of the good practice, reflect these features.</p>
<b>Stakeholders involved</b> Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the different roles men and women (if applicable)	
<b>Number of people involved</b> (e.g. % of the total population of the country or of the total target population, if a specific target has been set)	
<b>Methods for recruiting participants</b>  (if applicable)	
<b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)	Representatives of the administration and civil servants; and a Technical Commission, chaired by the Secretary General of the Municipality and composed of technicians of the Municipality of Genoa appointed by deed of the Secretary General of the Municipality
<b>Role of each professional involved</b> Describe briefly	<p>The Technical Committee was responsible for</p> <ul style="list-style-type: none"> <li>• verifying the eligibility of the projects to be subsequently submitted to the citizens' scrutiny;</li> <li>• drawing up the ranking list of projects following the citizens' pronouncement;</li> <li>• informing the applicants of the results of the eligibility assessment;</li> <li>• following the results of participation through the expression of preferences, draw up a list of projects that could be implemented by the Municipality.</li> </ul>
<b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)	
<b>Implementation process, success factors and innovation</b>  Please describe any phases of implementation	<p>The implementation process, described in more details in the previous boxes, included:</p> <ol style="list-style-type: none"> <li>1. A first phase of defining a "Municipal Regulation for Participatory Democracy";</li> <li>2. A Municipal preparatory commission;</li> <li>3. Publicity activities (on the municipality's website, through posters, publicity on the main social networks - twitter and facebook)</li> <li>4. Dissemination assemblies and events in different places: centres, squares and strategic locations in the areas and neighbourhoods involved in the initiative, among which           <ul style="list-style-type: none"> <li>- Centro (Prione o vico Papa),</li> <li>-Lagaccio (Gal),</li> <li>-Oregina (quartiere in piazza),</li> <li>- Castelletto (villa Piaggio),</li> <li>- Portoria/Carignano (Berio)</li> </ul> </li> <li>5. The opening and implementing of the discussion forum on the OpenGenova and UrbanCenter platform;</li> <li>6. Establishment of a Technical Commission for the evaluation of the proposals;</li> <li>7. Evaluation of admitted projects;</li> <li>8. Vote;</li> <li>9. Information on the outcome of the vote;</li> <li>10. A return of the results organised by the municipality</li> </ol> <p>One of the most innovative aspects of the initiative was the use of the wiki</p>

	<p>platform (OpenGenova) where citizens were able to intervene in the very elaboration of the uploaded project proposals. This collaborative and participatory environment favoured the emergence of 22 project ideas, 14 of which subsequently became completed projects.</p> <p>The success of the initiative is well illustrated by the large number of projects submitted (34 projects, of which 27 were delivered by e-mail, 7 by hand, 0 by ordinary mail). And by the large number of people who decided to vote on the respective platforms: more than 3,500 citizens resident and domiciled in the territory of the Municipio Centro Est, over 16 years old, and economic operators and workers with their headquarters in the Municipio Centro Est. 600 non-residents participated in the consultation.</p>
<p><b>Related resources that have been developed</b></p> <p>List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible</p>	
<p><b>Financing</b></p> <p>Where do the funds for the intervention come from?</p> <p>Who makes decisions about budget allocation?</p>	<p>For the year 2014, the Municipality has earmarked the sum of €28,000 (VAT included) to finance these projects, 10% of capital investments.</p>
<p><b>Evaluation</b></p> <p>Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)</p>	
<p><b>Results</b></p> <p>Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available</p>	<p>25 projects were selected by more than 3,000 citizens. In 2014, Partecip@ won the e-gov Award, which is given annually to the best innovation projects developed by the public administration.</p> <p>The winning projects were as follows:</p> <ol style="list-style-type: none"> <li>1) "Giochiamo in piazza" Giardini Luzzati</li> <li>2) "Laboratorio di informatica" - Scuola De Scalzi-Polacco</li> <li>3) "Mensa Giano Grillo" - Scuola Giano Grillo</li> <li>4) "Pergolato giardino" Giardini Don Acciai</li> <li>5) "Come una nave" via Sapri</li> </ol> <p>From the earliest stages of elaboration and presentation of project ideas, sharing and democratic debate were the key words of the initiative. A "traditional" methodology, made up of information meetings and technical support for the interested parties, was soon joined by an effective methodology, made up of information meetings and technical support for interested parties, was soon flanked by an effective "wiki" methodology, taking advantage of the valuable contribution of the collaborative platform OpenGenova. The possibility of opening a project workshop on OpenGenova made it possible not only to find support in planning, but also to interact, discuss and share one's own idea and see it enriched by other contributions.</p>
<p><b>Impacts and benefits</b></p>	
<p><b>Sustainability</b></p> <p>What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).</p>	<p>Such an experience shows the need for local authorities to learn to network with civil society, in a relationship where everyone must learn to share knowledge and skills. Wiki processes can be a key element. However, it is necessary to reconstitute the foundations of citizenship and rethink institutions in depth. Regenerating democracy, especially in its "online" form, requires the commitment of all actors and an awareness of the need for long-term commitment.</p> <p>The only sore point was perhaps the low level of participation by the foreign communities living in the municipality, whose involvement is becoming increasingly complex due to the very fragile conditions in which they live, now aggravated by the economic crisis and which might prevent them even further from engaging on digital platforms and mechanisms of e-democracy.</p> <p>Moreover, although Partecip@ was entirely financed by municipal funds, it</p>

	was open to citizens to participate in the implementation phase of the projects also economically or as volunteers. But it is true that active citizenship cannot replace public intervention. Participation in the care of the commons is an added value, and participatory management must promote the enlargement of the public sphere, not its contraction.
<b>Lessons learned</b> What are the key messages and lessons learned to take away from the GOOD practice experience?	
Anything else you think we should know ...that might be relevant to share?	

Description	
<b>Date (of completion)</b>	31/07/2021
<b>Suggested by (name, email)</b>	Anna Schena: schena@glocalfactory.eu
<b>Title/name of the GOOD practice</b>	<b>Fammi Spazio</b>
<b>Contact Person (name, address, email)</b>	infospazio161@tracciabi.li
<b>Abstract</b>  <b>An abstract of a maximum of 500 words is useful to provide a summary description of the practice</b>	A physical and digital square where the critical investigation mixes with the non-commercial cultures that live in a multi-cultural district of Verona (IT). A temporary space that allows subcultures, too often repressed, to be able to self-determine their own artistic attitudes.
<b>Country</b>	Italy
<b>Website</b>	<a href="https://www.facebook.com/autoproduzioni.net/?ref=page_internal">https://www.facebook.com/autoproduzioni.net/?ref=page_internal</a>
<b>Lead organisation</b>	a.p.s. Centosessantuno
<b>Main partners</b>	Informal participation of other cultural and political associations of the district of Veronetta, mainly the organisations and groups involved in "Assemblea 17 dicembre" a network of groups of anti-fascists, anti-sexists and anti-racists of the city of Verona.
<b>Period of implementation</b>	From November 2019 to now (still in progress).
<b>Language(s)</b>	Italian.
<b>Conceptual basis of the GOOD practice examples (max. 500 words)</b>  Please give a short description, and references or links to important documents	The good practices <i>FammiSpazio</i> aims at using public and visible spaces to implement cultural and artistic activities with young people in order to inhabit the common spaces as a political action and in order to develop the senso of community that (not only) young people lost increasing the meeting and the exchange among people and marginalised youth.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• inhabiting the common spaces/squares through art and music as a political action</li> <li>• developing the sense of community that (not only) young people lost increasing the meeting and the exchange among people and marginalised youth</li> </ul>
<b>Context</b> What is the context (initial situation) and challenge being addressed? Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out	<p>The district of Veronetta is a multicultural and conflictual district of the city of Verona, which has always been the mirror of contradictions and different energies and needs of the city. In addition, in the last years, the district underwent a trial of gentrification. This process accentuated the gap between resident people, which most of the time are part of marginalised categories of society, and newcomers.</p> <p>Therefore, the main challenge is giving these people and in particular young people a way to express themselves, their needs and to be able to inhabit again the public spaces where they live as a tool of political participation and involvement.</p> <p>The good practice began in the midst of this process and, because of its</p>

(timeframe)?	success and of the increasing of the need it answers, it's still in progress.
<b>Methodological Approach</b> What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	The process and methodology used is for its own nature a participatory process because the 'event' is only proposed by the volunteers of FammiSpazio but then it is quite entirely self-managed.
<b>Target groups and their characteristics</b>	Marginalised young people of the district Veronetta in Verona. They are mainly young street artists and musicians of 18-28 years old. They are marginalised for cultural and/or economic background of them and their family.
<b>Stakeholders involved</b> Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the different roles men and women (if applicable)	The Municipality of Verona is warned every time the activities are implemented but it is rarely involved. The lack of engagement of the Municipality and of the opportunities for young people to express themselves is part of the situation FammiSpazio wants to deal with. Other associations/organisations of the district were freely involved.
<b>Number of people involved</b> (e.g. % of the total population of the country or of the total target population, if a specific target has been set)	150 people participating
<b>Methods for recruiting participants</b>  (if applicable)	Mainly word of mouth but also through social network
<b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)	Only volunteers with experience in youth associations.
<b>Role of each professional involved</b> Describe briefly	They are usually involved two fix volunteers, because the rest of the work is self-managed by young artists. These two volunteers are mainly in charge of the bureaucratic aspects of the events and of the general agenda of Fammi Spazio. 10 members are part of the steering committee of the associations of 5 of them are the designers and developers of the good practice FammiSpazio.
<b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)	The main activity of Fammi Spazio is the design, promotion and development of artistic performances in public, visible spaces as a tool of political expression. Each performance is launched by the volunteers of FammiSpazio but then it has its own life. Young artists self-manage it and the wide audience coming is made part of friends and stakeholders, part of people of the district who daily pass through that place. During the Covid19 pandemic (spring 2020), the performances have been moved online. The new format was: each participant should have produced a drawing/hip hop song. Then they would have been collected by volunteers voted by a jury. This new format had great success and allowed the good practice to go beyond the local context to an international one. In fact, some artists from France and Canada participated. Once the emergency of pandemic decreased, works have been shown in a performance with people there. It was the opportunity to meet again and to get to know new participants involved during the "pandemic phase".

<p><b>Implementation process, success factors and innovation</b></p> <p>Please describe any phases of implementation</p>	<p>As described in previous boxes, the implementation process is very simple and participatory. The association and its volunteers only give input and bureaucratic support. The other phases are in charge of participants themselves and street audience is part of the process as well.</p> <p>During the “online activities”, the steering committee of FammiSpazio met sometimes in order to decide the right tool to use to implement the activity online. Jitsi Meet was the program chose.</p>
<p><b>Related resources that have been developed</b></p> <p>List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible</p>	
<p><b>Financing</b></p> <p>Where do the funds for the intervention come from?</p> <p>Who makes decisions about budget allocation?</p>	<p>The activities of FammiSpazio have been funded by self-financing tools, such as refreshment points at the events. The funds have been advanced by the volunteers who always received back them thanks to the self-financing process.</p>
<p><b>Evaluation</b></p> <p>Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)</p>	<p>After each performance, and especially during the online new format/experimentation, an evaluation was developed after the end of each event by volunteers of the association.</p>
<p><b>Results</b></p> <p>Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available</p>	<p>150 people usually participate at the events and around 30 artists are directly involved.</p>
<p><b>Impacts and benefits</b></p>	<p>The participation and involvement of disadvantaged young people and of the local community is the main indicator of the impact and the benefits of the practice. In fact, the main aim of it, it's to provide marginalised young people a tool to politically express themselves and to do it in a public and visible space.</p>
<p><b>Sustainability</b></p> <p>What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).</p>	<p>FammiSpazio is a project that only needs one thing: a wide, trustworthy network and similar needs to answer to. The online experience also proved the project can be extended beyond a local context, even if local context is strongly part of the project's main objective: gain a public space where marginalised young people can politically express themselves.</p>
<p><b>Lessons learned</b></p> <p>What are the key messages and lessons learned to take away from the GOOD practice experience?</p>	



Anything else you think we should know ...that might be relevant to share?	
--	--

Description	
<b>Date (of completion)</b>	30/07/2021
<b>Suggested by (name, email)</b>	Valeria Quartaroli: quartaroli@globalfactory.eu
<b>Title/name of the GOOD practice</b>	<b>EDEN – Electronic Democracy European Network</b>
<b>Contact Person (name, address, email)</b>	<p><u>Contact names:</u> Leda Guidi - Daniele Tarozzi</p> <p><u>email:</u> leda.guidi@comune.bologna.it; tarozzi.daniele@comune.bologna.it</p> <p><u>Public body:</u> Comune di Bologna</p> <p><u>Phone number:</u> +39 051 203210 - +39 051/2195229</p>
<b>Abstract</b>  <b>An abstract of a maximum of 500 words is useful to provide a summary description of the practice</b>	<p>The EDEN project, implemented within the Municipality of Bologna between 2004 and 2007, has been one of the most innovative experiences in Italy, for that time, in the field of developing and promoting e-democracy mechanisms and tools that put citizens and local authorities in direct contact. The project aimed to stimulate and support the active participation of citizens in the decision-making process of the municipal administration of Bologna by facilitating interaction and exchange of information. Through the development of easy-to-understand tools in "natural language" (Natural Language Processing), EDEN essentially aimed at facilitating and making more effective the retrieval of information and services related to urban planning, traffic and environmental quality activities.</p>
<b>Country</b>	Italy
<b>Website</b>	<a href="http://www.edentool.org/1">http://www.edentool.org/1</a>
<b>Lead organisation</b>	Municipality of Bologna
<b>Main partners</b>	<p>Other administrations involved: City of Vienna (AU), City of Bremen (DE), Nisko Region (PL)</p> <p>Academic partners: University of Bremen (DE), Napier University (UK), Yana Research (IT)</p> <p>Other partners: Archivio Osvaldo Piacentini Onlus (IT), Digipolis CVBA (DE), Info Centrum – Consortium Nisko (PL), Internationaler Medienverbund Registrierte Genossenschaft mit Beschraenkter Haftung (AU), Omega Generation (IT)</p>
<b>Period of implementation</b>	From 2004 to 2007
<b>Language(s)</b>	Italian
<b>Conceptual basis of the GOOD practice examples (max. 500 words)</b>  Please give a short description, and references or links to important documents	<p>The aim of EDEN was primarily to enable genuine two-way communication between citizens and public administration staff. The project aimed to achieve this goal by defining a multimedia platform for democratic consultation. The software platform integrated tools based on new emerging technologies (NLP explained in detail below, and mobile communication protocols) in order to improve accessibility and user-friendliness; designed according to user needs emerging from current problems and experiences in civic consultation. The pilot sites then developed applications in the field of urban planning, based on the common platform, to run real tests and collect results.</p>
<b>Objectives</b>	<p>The overall goal of the EDEN project was to improve communication between Public Administrations (PAs) and citizens in decision-making processes. The improvement to be achieved was threefold:</p>

	<p>a) qualitative, made explicit through facilitating access to professional-quality data support through Natural Language Processing (NLP) and providing different views of an electronically linked map of the city;</p> <p>b) quantitative, by providing access through different media, in order to achieve the mass participation generally lacking in Public Administration processes;</p> <p>c) economic, by reducing the cost per action of citizen participation.</p> <p>This ambitious goal wanted to be achieved through the integration of tools in the existing institutional infrastructure that could allow citizens to dialogue with the Public Administration using their "natural language", thus obtaining a direct, pre-structured and at the same time richer interaction. These tools have been developed for general purposes, therefore as reusable as possible. The application context that has been chosen for the implementation of the pilot projects is that of urban planning networks, which involve several different groups, such as urban planners, architects, interested citizens. The communication of these groups was managed through integration into existing workflow technologies and using GroupWare and Unified Messaging Systems (UMS).</p>
<p><b>Context</b></p> <p>What is the context (initial situation) and challenge being addressed? Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out (timeframe)?</p>	<p>The use of the Internet by public administrations has been limited mainly to the creation of websites that are rich in information, but not very interactive and tend to be complex to navigate. The project EDEN has instead promoted interaction of the simple distribution of services, using software applications (NLP - Natural Language Processing) that allow the use of normal communication modes and not of the usual ones.</p> <p>NLP technology has been put at the service of the citizen to facilitate interaction with the Public Administration and participation in the decision-making process. With EDEN it has been facilitated the retrieval of information and services exclusively concerning Urban Planning activities in Bologna, such as roads and environmental quality.</p>
<p><b>Methodological Approach</b></p> <p>What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.</p>	<p>EDEN aimed at facilitating citizens' dialogue with the public administration, through software tools based on <b>Natural Language Processing (NLP)</b> methodologies, which allow to use normal communication modes and not bureaucratic and technical "jargons", thus simplifying navigation and participation in the decision-making process. While computer applications often require the user to interact according to predefined standards in which given rules must be respected, and which are generally characterised by a very limited flexibility (e.g. searches must be made on the basis of a predefined set of keywords, or by filling in a form containing predefined fields; the date must respect the format dd/mm/yy; etc.) and, therefore, substantially through the use of languages that are wholly or partially formal, natural language processing techniques allow the user to interact with a computer application using everyday language, without particularly restrictive constraints. Precisely because it eliminates constraints, it is a technique that can bring people who have difficulty in following more or less complex prescriptions closer to the use of computer applications. The use of natural language processing techniques is, therefore, another possibility, not alternative, but complementary to the use of multimedia tools, to create user interfaces within the reach of a wider portion of citizens, thus facilitating their participation. One example is the possibility of carrying out natural language searches in vast repositories of documentation (acts, deliberations, etc.).</p> <p>The following NLP modules are available in EDEN:</p> <ul style="list-style-type: none"> <li>- "Adress Guesser", a tool for automatically forwarding e-mail messages to the competent offices;</li> <li>- Answer Tree, an automatic FAQ manager;</li> <li>- Style Enhancer', an automatic style checker for NLP documents;</li> <li>- Multilanguage Helper', a multilingual translator of individual technical terms;</li> <li>- Natural Language Map, a tool for easy access to a geographically referenced database.</li> </ul>
<p><b>Target groups and their characteristics</b></p>	<p>The project addressed both public administration and citizens/users</p>
<p><b>Stakeholders involved</b></p> <p>Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the</p>	<p>Citizens, the city council all Municipal Departments</p>

different roles men and women (if applicable)	
<b>Number of people involved</b> (e.g. % of the total population of the country or of the total target population, if a specific target has been set)	The service has been open to all citizens (approx. 400.000 residents in the area of Bologna), but more specifically targeted at specific groups (according to the area covered) such as city-planners, architects, affected citizens.
<b>Methods for recruiting participants</b>  (if applicable)	
<b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)	All the sectors dealing with urban planning and communication to the public were involved in the experimentation. Specifically, the following organisational units were involved: Sportello Edilizia Intermedia Unit; U.I. Sportello per Imprese; Ufficio per le Relazioni con il Pubblico (URP); Settore Manutenzione e Conduzioni; Settore Mobilità Urbana; U.I. Environmental Quality; U.I. Territorial Information System; U.I. Urban Planning; Civil Engineering and Infrastructures Sector; Health and Quality of Life Sector; Municipal Police Sector. In order to carry out the activities, the staff of the local authority, belonging to the organisational units involved, has set up a specific and dedicated working group.
<b>Role of each professional involved</b> Describe briefly	
<b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)	<p>The core activity of EDEN, an acronym for Electronic Democracy European Network, consisted in developing a set of methodologies and tools in 'natural language' (NLP), integrated within urban planning applications using a UMS (Unified Messaging) approach.</p> <p>The basis of the project is to be found in the 'Municipality Voyager' project carried out by the authority in 2001, which enabled the development of a citizen messaging system for the municipality. In July 2003, the first prototype of the project was tested. In July 2003, the testing of the first prototype of the project started, followed in November by the testing of the second prototype, which ended in 2004.</p> <p>The modules used in NPL and made available to users on the municipality's website were the following:</p> <ul style="list-style-type: none"> <li>- ADDRESS GUESSER: a tool for automatically forwarding e-mail messages to the relevant offices to the relevant offices;</li> <li>- ANSWER TREE: automatic manager of a list of FAQ (frequently asked questions);</li> <li>- STYLE ENHANCER: automatic corrector of the style of PA documents, to improve their comprehensibility;</li> <li>- MULTY-LANGUAGE HELPER: multilingual translator of individual technical terms;</li> <li>- NATURAL LANGUAGE MAP: tool for easy access to a database according to geographical references;</li> <li>- NOTIFICATION HANDLER: citizens are automatically notified by e-mail, fax or SMS of new information in the system, according to customisable profiles;</li> <li>- GUIDED FORA &amp; POLLING: online forums and consultations, usenet news, email, fax or SMS;</li> <li>- UMS: unified messaging system, based on web, email, phone and fax.</li> </ul>
<b>Implementation process, success factors and innovation</b>  Please describe any phases of implementation	<p>The EDEN project was structured in seven work packages and four main stages, covering two development phases: an initial pilot phase and a final phase. In addition to the management and coordination activities, the project structure ensured a constant internal and external monitoring of the activities in order to fully adapt to the set objectives.</p> <p>After a phase in which the users' needs were collected, in order to design in more detail, the context in which to insert the application, these needs and requirements were thoroughly analyzed and consequently translated into formally well-defined functional specifications. These have been expressed with widespread and standard tools, in order to minimize any risk of misunderstanding between technicians and users (who have been subsequently called to validate them). Once a set of functional specifications was obtained, the project foresaw the development of Natural</p>

	<p>Language Processing tools and their integration in urban planning tools such as geographical navigation, informal discussion forum, GroupWare applications or survey service, following a UMS approach (Unified Messaging Systems).</p> <p>Testing phases were cyclically carried out to verify both that the developed tools were adapted to the application context and infrastructure of the pilot sites, and that these tools were actually effective within the general framework of public administration/citizen interaction in the pilot city.</p>
<p><b>Related resources that have been developed</b></p> <p>List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible</p>	
<p><b>Financing</b></p> <p>Where do the funds for the intervention come from?</p> <p>Who makes decisions about budget allocation?</p>	<p>Funded under the European Union's Fifth Framework Programme for Research, Technology Development and Demonstration (FP5-IST) with a total budget of € 2 373 354 – of which the EU Contribution reached € 1 349 770</p>
<p><b>Evaluation</b></p> <p>Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)</p>	<p>The project has been included in the document "Guidelines for the promotion of digital citizenship: e-democracy" drafted within the Project (CRC - Regional Competence Centers for e-government and information society) promoted and funded by the DFP in agreement with the Minister for Innovation and Technology. It follows that the evaluation of the project, in this case carried out by the CRC, has been extremely positive, making it a good practice among the experiences carried out.</p>
<p><b>Results</b></p> <p>Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available</p>	<p>The experimentation of the system showed: a concrete improvement and simplification in the dialogue between citizens and Public Administration; a greater participation in the decision-making process by the users; the easiness in finding information from the PA by the citizen; the creation of the new information channel for the citizen consisting of FAQ (Frequently Asked Questions); the improvement of the message routing system of the Municipality of Bologna.</p>
<p><b>Impacts and benefits</b></p>	<p>The implementation of EDEN unravelled the following impacts (both strengths and weaknesses):</p> <p><b>Strengths</b></p> <p>NLP (Natural Language Processing) tools will support citizens in understanding documents written in technical language. UMS (Unified Messaging System) will allow access from different media (e.g. web, telephone) while groupware applications will facilitate navigation and participation in decision-making.</p> <p><b>Weaknesses</b></p> <p>The lack of co-ordination with other public administrations and the lack of specific in-house expertise has been overcome through the improvement of dissemination and information tools, the organisation of training sessions, and the raising of awareness among managers.</p>
<p><b>Sustainability</b></p> <p>What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).</p>	<p>The initiative was one of the winners of the fifth edition of the 'Cento Progetti al Servizio dei Cittadini' (One Hundred Projects at the Service of Citizens) Award, promoted by Fornez and the Department of Public Administration.</p>

<b>Lessons learned</b>  What are the key messages and lessons learned to take away from the GOOD practice experience?	
Anything else you think we should know ...that might be relevant to share?	

Description	
Date (of completion)	Ongoing
Suggested by (name, email)	Lars Holmer-Hoven, Karen Helene Halvorsen Agder
Title/name of the GOOD practice	<b>Kids Tracks</b>
Contact Person (name, address, email)	barnetrakk@designogarkitektur.no
<b>Abstract</b>  An abstract of a maximum of 500 words is useful to provide a summary description of the practice	<p>Kids' Tracks is a digital registration tool that gives a clearer indication of children's movements in and around their surrounding area, which places they like and don't like.</p> <p>By participating in Kids' Tracks children get an opportunity to help in the development of society, whilst communicating directly with town planners and local politicians.</p> <p>Incorporating Kids' Tracks within the classroom</p> <p>Kids' Tracks is easy to implement and can be done by a teacher or town planner by logging into barnetrakk.no. The registration takes between one and three hours, although it is advisable to allow for a few extra hours of pre and post-production time.</p> <p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>• A school class and a teacher who can implement Kids' Tracks</li> <li>• A municipal employee, i.e. a town planner</li> <li>• Parental consent</li> <li>• Data facilities at school</li> <li>• Kids' Tracks is adapted to Norwegian standards on base maps and user authentication. It is therefore only applicable to Norwegian schools and municipalities.</li> </ul> <p><b>Preparatory questions before registration</b></p> <p>In order to better prepare pupils prior to the actual registration itself, a teacher should encourage them to reflect on their community, and their likes and dislikes within it first. Asking questions such as:</p> <p>Think about the route you take to and from school          How do you feel about it?          What places are pleasant and why?          Are there any particular places that you find scary or dangerous?          Do you wish for any specific features where you live? Describe</p> <p><b>Step 1</b>          Pupils locate their school, their home and their route to school on the map to orient themselves and become familiar with the map.</p> <p><b>Step 2</b>          Pupils will be asked to draw their route to school.</p> <p><b>Step 3</b>          On the map, using selected icon stickers that highlight places as either positive or negative, pupils get the chance to describe places they like and don't like, and what activities they associate with at those locations.</p> <p><b>Step 4</b>          After pupils have registered their data, it is collected up and written as a joint report that summarizes the main points, which is then sent to the municipality.</p> <p><b>Step 5</b>          When the registration is finished, the results will be available for planners to use as a resource for the municipality. Once Kids' Tracks has been completed, a planner can visit the class and talk about what the municipality</p>

	<p>has learnt about the use of the neighbourhood, and what they intend to do next.</p> <p><b>Outcome</b> Implementing Kids' Tracks is binding and can act as an important tool for the planning and development process in your municipality. All insights that emerge from the registration will be evaluated and the municipality will then consider how this can be used in specific projects and whether further involvement is necessary.</p> <p>If the class is particularly concerned with certain issues, the pupils and the teacher can encourage further activity, for instance:</p> <p>Creating an exhibition based on the pupils' ideas Writing letters to the editor of the local newspaper Initiating a project that can improve the community in cooperation with the municipality</p>
<b>Country</b>	Norway
<b>Website</b>	<a href="https://www.barnetrakk.no/en/">https://www.barnetrakk.no/en/</a>
<b>Lead organisation</b>	The Norwegian Centre for Design and Architecture
<b>Main partners</b>	Kids' Tracks is financed by the Ministry of Local Government and Modernisation and developed by, together with the Norwegian Centre for Science Education, the University in Bergen and the design team BENGLER.
<b>Period of implementation</b>	2016- ongoing
<b>Language(s)</b>	Norwegian
<p><b>Conceptual basis of the GOOD practice examples (max. 500 words)</b></p> <p>Please give a short description, and references or links to important documents</p>	
<b>Objectives</b>	Kids' Tracks gives local governments a clearer indication of children's movements in and around their surrounding area, which places they like and don't like. It also shows children how participation in planning processes works, and how they can be aware of and care for their rights at a young age. This not only benefits the children themselves, but also serves as a solid guideline for society as a whole.
<p><b>Context</b></p> <p>What is the context (initial situation) and challenge being addressed? Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out (timeframe)?</p>	<p>Children have the right to be heard on matters than concerns them. However, in practice politicians find it hard to get the voices from children, especially the youngest.</p> <p>This tool helps the voice their opinion on something that is very relevant in their everyday life: Their road to school.</p> <p>The local municipalities are responsible for securing the road to school for every children in Norwegian Primary Education.</p>
<p><b>Methodological Approach</b></p> <p>What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.</p>	



<b>Target groups and their characteristics</b>	<ul style="list-style-type: none"> <li>• Children and adolescents</li> <li>• Teachers and academic environments</li> <li>• Town planners, transport, public health, children's representatives in municipals and public administration</li> <li>• Other child caring services</li> <li>• Professionals within the fields of design, architecture or urban development</li> </ul>
<b>Stakeholders involved</b> Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the different roles men and women (if applicable)	<p>Kids' Tracks is financed by the Ministry of Local Government and Modernisation and developed by, together with the Norwegian Centre for Science Education, the University in Bergen and the design team BENGLER.</p> <p>The tool is freely available for all Norwegian Schools, and anyone else with an interest.</p>
<b>Number of people involved</b> (e.g. % of the total population of the country or of the total target population, if a specific target has been set)	
<b>Methods for recruiting participants</b> (if applicable)	
<b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)	Teachers, local politicians
<b>Role of each professional involved</b> Describe briefly	
<b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)	A class in a school put in their roads to school in a map, and mark different areas along the way with symbols and words understandable for kids in all ages (you do not have to be able to read or write to use the tool, because of symbols)
<b>Implementation process, success factors and innovation</b>  Please describe any phases of implementation	
<b>Related resources that have been developed</b> List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible	<p><a href="https://www.barnetrakk.no/eksempler/">https://www.barnetrakk.no/eksempler/</a></p> <p>Here are some examples of maps registered by schools in a selected few Norwegian cities / municipalities. Many make a report from the findings on the map. These reports are most often shared with local politicians.</p>
<b>Financing</b>  Where do the funds for the intervention come from?  Who makes decisions about budget allocation?	The project was a collaboration between the partners. After the tool was developed, the project has minimal maintenance-costs. Public funding.

<b>Evaluation</b> Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)	
<b>Results</b> Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available	
<b>Impacts and benefits</b>	For the children involved: First experience of using their voice. Hopefully this will lead to both better roads to school for kids, and to a democratic awareness in future citizens. The kids learn that their opinion is valued.
<b>Sustainability</b> What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).	The tool is freely available for everyone in Norway. Assuming that detailed maps over all communities are available, this tool could quite easily be replicated in other countries.
<b>Lessons learned</b> What are the key messages and lessons learned to take away from the GOOD practice experience?	It can be difficult to involve especially young children in democratic decisions. By taking the user-perspective, one developed a tool that is accessible for all. Instead of only training youngsters to fit in to the established political system, one could start the other way. What are the needs of children – how do they communicate – and start to try to accommodate does needs.
Anything else you think we should know ...that might be relevant to share?	

Description	
<b>Date (of completion)</b>	Ongoing
<b>Suggested by (name, email)</b>	Lars Holmer-Hoven and Karen Helene Halvorsen
<b>Title/name of the GOOD practice</b>	<b>Mandatory Youth Councils</b>
<b>Contact Person (name, address, email)</b>	Helene Vedal/ Camilla Thomassen Helene.vedal@afderfk.no Camilla.thomassen@agderfk.no
<b>Abstract</b>  An abstract of a maximum of 500 words is useful to provide a summary description of the practice	Norwegian municipal law states that all municipalities and regional counties must have representative councils for 1. The elderly 2. People with disabilities 3. Youth. Agder county council also has another council representing the users of the county' service. This council focus particularly on representing the underrepresented groups in society, for example the LGBTQ+ community. The councils are to be informed and express their opinion on all matters concerning them. The councils are both at local municipality level and the regional level. It has recently been decided to establish a youth council on the national level with members from all regions. This council

	<p>will be a group of reference for the government and ministries on all matters concerning young people.</p> <p>All members of the councils are democratically elected, if possible, although there are differences in how members are recruited.</p> <p>The Youth Parliament is held for two days in January each year. Each of the municipalities in the county are invited to send to young people and the coordinator for the local youth council. Regular politicians from the County Council and relevant administrative personnel from the County are also invited.</p> <p>The Youth Parliament focus on a particular subject that is relevant for young people. In 2020 the theme was the UN's Sustainable Development Goals. In 2021 the theme was "young exclusion".</p> <p>The young people in the youth parliament can run to be elected to the youth council, the operative part. The youth council consists of 15 members who ideally represent different ages, genders and municipalities. Both the large cities and the small communities in the countryside or the mountain regions are represented.</p> <p>The Youth Council has approx. 6 meetings each year. From the fall of 2020, all meetings have been done digitally on Teams.</p> <p>Also, the members of the youth council are appointed to the regular political committees of the county council.</p> <p>The council is led by the Youth County Mayor and the assistant County Mayor.</p> <p>One coordinator employed by the county assist the youth's work. The coordinator can also have projects on youth participation outside the regular meetings, and the coordinator has received Erasmus+ Youth funds for several projects including the young people.</p> <p>Many different private and public organisations, workgroups etc. want to have youth participation in their projects etc. The coordinator receives all requests on behalf of the youth council. The young people decide for themselves if they want to participate, and who from the council should represent them. Day-to day communication is done through a messenger-group.</p> <p>The young people can set their own agenda and decide what they want to work with the most. The youth council has raised many suggestions that has been approved by the County Council. The last big case was the establishment of a digital school health service. Two health nurses and one sexology nurse has been employed to manage the service that is to be launched in august 2021.</p>
<b>Country</b>	Norway
<b>Website</b>	<a href="https://agderfk.no/politikk/fylkeskommunale-rad-og-forum/ungdommens-fylkesutvalg-og-ungdommens-fylkesting/">https://agderfk.no/politikk/fylkeskommunale-rad-og-forum/ungdommens-fylkesutvalg-og-ungdommens-fylkesting/</a>
<b>Lead organisation</b>	Agder County Council
<b>Main partners</b>	Municipalities; national government and ministries; youth organizations; local politicians etc.
<b>Period of implementation</b>	The law making the councils mandatory came in 2018. Many municipalities and counties (Agder was one) had implemented these councils voluntarily many years earlier.
<b>Language(s)</b>	Norwegian
<b>Conceptual basis of the GOOD practice examples (max. 500 words)</b>  Please give a short description, and references or links to important documents	<p>The Municipality Law:  <a href="https://lovdata.no/dokument/NL/lov/2018-06-22-83/KAPITTEL_10#KAPITTEL_10">https://lovdata.no/dokument/NL/lov/2018-06-22-83/KAPITTEL_10#KAPITTEL_10</a></p> <p>Regulation of the Municipality Law concerning representation:  <a href="https://lovdata.no/dokument/SF/forskrift/2019-06-17-727">https://lovdata.no/dokument/SF/forskrift/2019-06-17-727</a></p>
<b>Objectives</b>	Secure the active participation of underrepresented groups in democratic and political processes on all levels.
<b>Context</b>  What is the context (initial situation) and challenge being addressed?	The need to have youth councils developed over time, and many municipalities and counties established their own youth councils to secure a stable and predictable system for participation. To secure participation from young people in matters concerning them has been

Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out (timeframe)?	<p>mandatory for many years. However, having a youth council only became mandatory in 2018.</p> <p>Young people possibility of participating in local democracy has varied greatly in different regions. The municipalities that have been the most active and successful has allocated time and resources for the task. Having a dedicated coordinator is a factor of success.</p> <p>Securing the demand to have a youth council in municipality law is intended to secure equal access to democratic processes for all young people in the country, regardless of where they live.</p>
<b>Methodological Approach</b> What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	<p>National networks have been established for the leaders of the youth councils, and for the coordinators.</p> <p>They are in contact through Facebook-groups, and exchange practices and support and guide one another.</p>
<b>Target groups and their characteristics</b>	<p>All young people in Agder county between the ages of 15-19 can sign up for the local and regional youth councils. There are different methods of selecting the youth. One always attempts to get a broad representation in the councils. It can however sometimes be challenging to recruit young people.</p> <p>In some places the councils can be a bit homogenic as it has not been possible to recruit youngsters from underrepresented groups.</p>
<b>Stakeholders involved</b> Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the different roles men and women (if applicable)	<p>Agder County Council. The responsibility for the different representative councils is placed in the Department of Co-creation and Internationalization.</p> <p>The coordinator is an advisor employed by the County. However, the councils themselves are independent and does not answer to the political or administrative leaders of the county council.</p> <p>The leader of the Youth Council is formally leading the work with support from the coordinator and other staff.</p>
<b>Number of people involved</b> (e.g. % of the total population of the country or of the total target population, if a specific target has been set)	
<b>Methods for recruiting participants</b>  (if applicable)	<p>The municipalities recruit the members mostly from the student councils in the local schools. The County Youth Council mostly recruit members from the municipality Youth Councils, but other young people are also welcomed to apply.</p>
<b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)	<p>The Coordinator in the municipalities and County Council and other administrative staff in the county.</p>
<b>Role of each professional involved</b> Describe briefly	
<b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)	<p>Meetings were political cases concerning children and young people are discussed.</p> <p>The Youth Council can give their statements and opinions on the different matters. The statements are saved with the case documents and follow the case to the politicians in the county council.</p> <p>The youth council in Agder does not only have the right to speak on all</p>

	<p>matters concerning them, but they now also have the right to propose cases and solutions that are voted on by the county council.</p> <p>Physical meetings also include non-political activities for the young people to get to know each other. It is crucial to feel safe and secure for all to contribute to the council's work.</p>
<p><b>Implementation process, success factors and innovation</b></p> <p>Please describe any phases of implementation</p>	<p>The Youth Council is set for one calendar year at the time. Former members are welcomed to continue to a second or third (or fourth) year, but must undergo the same recruitment procedure as all applicants.</p>
<p><b>Related resources that have been developed</b></p> <p>List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible</p>	<p>The Norwegian Directorate for Children, Youth and Family Affairs' Guidelines for Youth Councils  <a href="https://bufdir.no/fagstotte/produkter/ungdomsrad/">https://bufdir.no/fagstotte/produkter/ungdomsrad/</a></p> <p>Another more detailed and finetuned Guidelines for Youth Councils are under development by The Norwegian Association of Local and Regional Authorities (KS) and is to be launched in August 2021.</p>
<p><b>Financing</b></p> <p>Where do the funds for the intervention come from?</p> <p>Who makes decisions about budget allocation?</p>	<p>The County Council is responsible to fund the Youth Council and it is a part of the yearly budget.</p> <p>The Youth Council in Agder was in 2021 also awarded their own budget of approx. 50 000 Euro that they can use to support projects for young people in the region. The Youth Council has the authority to decide what projects should be awarded.</p>
<p><b>Evaluation</b></p> <p>Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)</p>	<p>A national task-force has been established with youth from all regions. They will evaluate the work of the youth councils and will provide recommendations for the establishment of a national youth council.</p> <p>The Youth Council in Agder is represented in the task-force by one of the most experienced members.</p>
<p><b>Results</b></p> <p>Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available</p>	<p>The youth council evaluate their own work in the meetings. The minutes from all meetings are archived and are publicly available upon request.</p>
<p><b>Impacts and benefits</b></p>	<p>Securing participation of young people is the most important impact.</p> <p>Also, participation in youth councils gives the young people experience in political work in a safe and supported environment. Many have continued into ordinary politics as young adults both on the local, regional and national level.</p>
<p><b>Sustainability</b></p> <p>What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).</p>	<p>The experiences from Norway and Agder should be possible to replicate in other countries.</p>
<p><b>Lessons learned</b></p> <p>What are the key messages and lessons learned to take away from the GOOD practice experience?</p>	

Anything else you think we should know ...that might be relevant to share?	
--	--

Description	
Date (of completion)	Ongoing
Suggested by (name, email)	Lars Holmer-Hoven, Karen Helene Halvorsen Agder
Title/name of the GOOD practice	Young Culture
Contact Person (name, address, email)	runar.nilsen.wiktil@trondheim.kommune.no
<b>Abstract</b>  An abstract of a maximum of 500 words is useful to provide a summary description of the practice	Young Culture (Ung Kultur) is a digital Youth Club. We use Discord, a user-friendly and available platform that many young people already know well. Like a traditional youth club, this online club consists of different rooms and categories/floors where young people can meet digitally to play, do creative activities and social contact with other youth and safe adults. Unlike the local online clubs that exists, Young Culture is available to all young people around the country. It is also possible to create rooms for particular cities or regions with limited access. Youth participation is crucial to ensure a relevant and attractive meeting place for children and youths. Young Culture Norway is to a large extent for youth interested in computer culture, gaming/ e-sport and other activities. In an online youth club, there is also room for other activities and interests, all depending on the what the young people wish for. It is also a goal that this space can be a safe social arena, that fosters relations between people, and prevents isolation and exclusion.
Country	Norway
Website	www.ungkulturnorge.no
Lead organisation	Ung Kultur
Main partners	Youth Work Norway, Norwegian Youth Festivals of Art (UKM), Trondheim municipality
Period of implementation	2020- ongoing
Language(s)	Norwegian
<b>Conceptual basis of the GOOD practice examples (max. 500 words)</b>  Please give a short description, and references or links to important documents	According to the report «Kids and Media 2020”, 86% of 9–18-year-olds plays computer games. 96% of boys and 76% of girls. More than 8 out of 10 young people between 13-18 that uses social media has a lot of contact with their friends on the platforms. The share of users of Discord has increased from 14% to 29% since 2018.  The Projects is founded in the Norwegian Government’s <i>Computergamestrategy 2020-2022</i> where municipalities and others are encouraged to facilitate meeting places for young people interested in gaming.
<b>Objectives</b>	
<b>Context</b>  What is the context (initial situation) and challenge being addressed? Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out (timeframe)?	The project was a response both to the computer games strategy from the Government and to the lockdown during the pandemic.
<b>Methodological Approach</b>  What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What	The project was developed by experienced youth workers in collaboration with young people in their local clubs.



<p>was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.</p>	
<b>Target groups and their characteristics</b>	Young people (primarily 13-19) in Norway, particularly those interested in computers and gaming.
<b>Stakeholders involved</b> Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the different roles men and women (if applicable)	
<b>Number of people involved</b> (e.g. % of the total population of the country or of the total target population, if a specific target has been set)	
<b>Methods for recruiting participants</b>  (if applicable)	The site is promoted by the regular youth clubs, on discord and in some like Instagram and Tik Tok.
<b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)	Professional youth workers and volunteers Contributors are hired to do lectures, workshops etc. Artists, photographers, influencers and media personalities etc.
<b>Role of each professional involved</b> Describe briefly	
<b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)	Digital workshop, lectures and gaming tournaments. A digital summer festival in July 2021
<b>Implementation process, success factors and innovation</b>  Please describe any phases of implementation	The website and Discord-channel was launched in 2020.
<b>Related resources that have been developed</b> List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible	<p>Rapport <i>Meatingplaces Computerculture</i> Møteplass datakultur</p> <p>Meld. St. 18 (2020–2021) (regjeringen.no) The Norwegian Government Deposit Report to the Parliament on Children and Young Peoples Culture</p> <p>The Norwegian Departement of Culture's strategy for CumputerGaming 2020-2022. Spillerom - Dataspillstrategi 2020–2022 (regjeringen.no)</p>
<b>Financing</b>  Where do the funds for the intervention come from?  Who makes decisions about budget allocation?	The project is publicly funded by the partner organizations.

<b>Evaluation</b>  Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)	The project is ongoing and has not yet been evaluated.
<b>Results</b>  Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available	
<b>Impacts and benefits</b>	<p>Creating digital communities for young people with similar interests. The pandemic closed the world for young people all over the world and in Norway.</p> <p>However, many young people in the country feels isolated regardless of the pandemic. Norway is a country with great distances and outside the biggest cities, the population is spread very thinly in the rural areas.</p> <p>Many young people have little or no means of public transportation after school hours, and this is one of the major challenges facing youths in rural Norway.</p> <p>Also, small municipalities do not have the resources to provide a youth club for more than a few hours a week. The quality of the clubs also varies a lot. Many places, the youth clubs are closed. Also, many youth clubs do not feel relevant to young people today, as they have not changed their activities as the interest of the young people shift.</p> <p>A digital community available for all can help some of these challenges.</p>
<b>Sustainability</b>  What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).	The project could be a template for creating similar sites in other countries.
<b>Lessons learned</b>  What are the key messages and lessons learned to take away from the GOOD practice experience?	
Anything else you think we should know ...that might be relevant to share?	

Description	
<b>Date (of completion)</b>	14/06/2021
<b>Suggested by (name, email)</b>	Christina Karaberi: xkaraberi@e-trikala.gr
<b>Title/name of the GOOD practice</b>	<b>e-dialogos</b>

<b>Contact Person (name, address, email)</b>	Odisseas Raptis, Kalampkas 28str, 42100, Trikala oraptis@e-trikala.gr
<b>Abstract</b>  <b>An abstract of a maximum of 500 words is useful to provide a summary description of the practice</b>	<p>The absolute and certainly innovative “tool” e-Government, in which each Trikala citizen – from anywhere in the country or the planet – has freely in his hands, is e-dialogos. Through the website (<a href="http://www.edialogos.gr">www.edialogos.gr</a>) citizens have the opportunity to actively participate in decision-making processes of the municipality, with the use of new technologies.</p> <p>Similarly, the Municipality of Trikala is given the opportunity to work creatively and productively with people making online poll, picking Electronic Signatures and participating in an online consultation with a view to preparing and implementing policy actions.</p> <p><i>e-dialogos has been nominated by the European Commission as a finalist project for the European eGovernment Awards 2009, announced during the 5th Ministerial eGovernment Conference, that took place between 18-20 November '09 in Malmö, Sweden.</i></p>
<b>Country</b>	Greece
<b>Website</b>	<a href="http://www.edialogos.gr">www.edialogos.gr</a>
<b>Lead organisation</b>	E-Trikala S.A,
<b>Main partners</b>	<p>The project is implemented by the region of Thessaly with a pilot application in the Municipality of Trikala and is funded by the "Πολιτεία" program of the Ministry of Interior, Public Administration and Decentralization</p> <p>Other partners:</p> <ul style="list-style-type: none"> <li>• E-Trikala S.A (<a href="https://www.e-trikala.gr/">https://www.e-trikala.gr/</a>)</li> <li>• IMC e-services</li> <li>• Access2Democracy (<a href="http://www.access2democracy.org">http://www.access2democracy.org</a>)</li> </ul>
<b>Period of implementation</b>	The service was implemented in 2007 and is still active
<b>Language(s)</b>	Greek
<b>Conceptual basis of the GOOD practice examples (max. 500 words)</b>  Please give a short description, and references or links to important documents	<p>e-Dialogos is an example of e-democracy that aims to enable all citizens (especially those that do not have easy access to the authorities) and Municipal Departments/Authorities to co-operate with each other in implementing Municipal policies.</p> <p>The e-Dialogos platform consists of three tools:</p> <ul style="list-style-type: none"> <li>• Online poll</li> <li>• Electronic Signatures collection</li> <li>• Online consultation participation</li> </ul> <p>For a citizen to participate in e-diaologos is quite easy:</p> <ul style="list-style-type: none"> <li>• First, they need to Register (It is compulsory in order to participate)</li> <li>• This gives them the chance to stay informed about all the subjects and participate in open discussions (Simply and constructively with other citizens)</li> <li>• Then the citizen can also submit his/her opinion: (via a constructive questionnaire) and examine the results (What did other citizens said in the open dialogue session)</li> <li>• Last, one can participate in the meetings of the Municipal Council remotely and Collect e-signatures</li> </ul>
<b>Objectives</b>	The platform empowers the citizens (both those living in the city and those residing in the periphery) and promotes e-participation via an electronic platform that allows everybody to be actively involved in city's policy planning and implementation.
<b>Context</b>  What is the context (initial situation) and challenge being addressed?  Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out (timeframe)?	<p>E-Dialogos wants to provide to all citizens (from all ages, financial and social status) the ability to equally participate in policy making.</p> <p>It was initiated in 2007 and is still active.</p>
<b>Methodological Approach</b>  What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process and in which way it was a participatory process? How long did it take to learn	<p>e-dialogos provided three different tools to the citizens:</p> <ul style="list-style-type: none"> <li>• Online poll: this procedure is always initialized by the Municipality. Via this tool, questionnaires are uploaded in e-dialogos in order to investigate the public opinion or even their level of satisfaction in relation to specific Municipal policies or actions. Via e-polls we are given the opportunity to analyse the opinion of a large number of people and in accordance to their demographic characteristics</li> <li>• Collection of e-signatures: this procedure is initialized by the citizens. This service is the electronic version of a person gathering supporting signatures for an issue. Via this tool a citizen or a group of people can make a</li> </ul>

<p>lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.</p>	<p>request/demand on line and all citizens that agree with this can state their support by signing on line. If the number of signatures reaches a specific level, then the Municipality is obliged to give an answer in relation to this request and the whole issue will then be discussed at the city council.</p> <ul style="list-style-type: none"> <li>Online consultation: this procedure is initialized by the Municipality and is based on the co-operation of three services offered in e-Dialogos that allows all citizens to have an integrated, well-constructed and time-oriented consultation/discussion procedure: The well-established and thorough citizen understanding on the matter in question <ol style="list-style-type: none"> <li>The e-forum</li> <li>E-Voting</li> </ol> <p>The on-line consultation procedure goes as follows: at first, the Municipality presents online a number of issues that considers important. After an open discussion the citizens will decide and vote which issues are of importance.</p> <p>The issues voted by the citizens as most important will then be placed in an open online consultation procedure that has three steps:</p> <ol style="list-style-type: none"> <li>Open discussion via e-forum</li> <li>A questionnaire that the citizens will be asked to fill in</li> <li>Participation of the citizens to the city council not only in person but also via email.</li> </ol> </li> </ul>
<b>Target groups and their characteristics</b>	All citizens of all ages, nationality and sex.
<b>Stakeholders involved</b> Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the different roles men and women (if applicable)	Citizens, the city council all Municipal Departments
<b>Number of people involved</b> (e.g. % of the total population of the country or of the total target population, if a specific target has been set)	The service is open to all citizens (83.000 residents of Trikala)
<b>Methods for recruiting participants</b>  (if applicable)	The service was widely disseminated at the beginning via press releases, brochures, TV coverage, etc.
<b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)	Depending on the issue offered for e-polling, e-signatures and e-consultation different groups of people or Municipal department are involved.
<b>Role of each professional involved</b> Describe briefly	This has been answered on the section "methodological approach"
<b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)	
<b>Implementation process, success factors and innovation</b>  Please describe any phases of implementation	
<b>Related resources that have been developed</b> List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible	<p>Phone: 8001117800  Email: <a href="mailto:info@edialogos.gr">info@edialogos.gr</a>  Site: <a href="https://dialogos.trikalacity.gr/">https://dialogos.trikalacity.gr/</a>  Other links: <a href="https://www.e-trikala.gr/portfolio/e-dialogos-egovernment-tool/">https://www.e-trikala.gr/portfolio/e-dialogos-egovernment-tool/</a></p>

<p><b>Financing</b></p> <p>Where do the funds for the intervention come from?</p> <p>Who makes decisions about budget allocation?</p>	<p>The project is implemented by the region of Thessaly with a pilot application in the Municipality of Trikala and is funded by the "Πολιτεία" program of the Ministry of Interior, Public Administration and Decentralization</p>
<p><b>Evaluation</b></p> <p>Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)</p>	<p>There was no evaluation conducted although more than once the Municipal Council requests the use of e-dialogos in order to report and gather the publics opinions in important issues.</p>
<p><b>Results</b></p> <p>Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available</p>	
<p><b>Impacts and benefits</b></p>	<p>e-dialogos introduced to the citizens the idea of participation via e-governance.</p> <p>All citizens groups were empowered to use technology in order to be informed about important matters of the community, state their opinion, vote and even raise awareness on specific matters.</p> <p>Via the e-dialogos tools a bottom-up procedure was used allowing the citizen to be involved, co-decide and co-create e.g a municipal policy or activity.</p>
<p><b>Sustainability</b></p> <p>What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).</p>	<ul style="list-style-type: none"> <li>• This platform has proven its usability and has become a sustainable tool that is still active for more than 10 years in the city of Trikala</li> <li>• It can easily be implemented as a whole or parts of the service to other Greek Municipalities as well. Nowadays there are several relevant services in other Greek cities.</li> <li>• E-dialogos could also become an example for other European cities as well.</li> </ul>
<p><b>Lessons learned</b></p> <p>What are the key messages and lessons learned to take away from the GOOD practice experience?</p>	<p>One lesson learned had been the added value of this service. To be precise, by providing the citizens the tool to state their opinion, participate in policy making and be engaged, it has allowed us to create a very active local community that is ready to participate and support novel ideas and activities. Citizens of all ages (especially young people) have proven to be the city's best allies, when it comes in promoting innovative ideas.</p>
<p>Anything else you think we should know ...that might be relevant to share?</p>	

Description	
<b>Date (of completion)</b>	16/06/2021
<b>Suggested by (name, email)</b>	Christina Karaberi: xkaraberi@e-trikala.gr
<b>Title/name of the GOOD practice</b>	<b>Smart Trikala</b>
<b>Contact Person (name, address, email)</b>	Municipality of Trikala Phone: +030 243120000 20000@trikalacity.gr 18 Asklipiou str. Trikala 42100
<b>Abstract</b>  <b>An abstract of a maximum of 500 words is useful to provide a summary description of the practice</b>	<p>Smart Trikala is a group of ICT services, monitored by the control room at the city Hall, that enables-among other things- the citizens to be informed, file a request/ complain, find supporting services, conduct a number of bureaucratic actions remotely. To be more precise. Smart Trikala offers the following:</p> <ul style="list-style-type: none"> <li>• e-KEP (Automated Citizens Service Centre)</li> <li>• Mobile Check App</li> <li>• Wireless Internet Access and Municipal Services Online</li> <li>• Smart Lighting System</li> <li>• Smart Parking System</li> <li>• Environmental Conditions Monitoring System</li> <li>• Smart+Connected Digital Platform</li> <li>• Smart City Control Centre</li> <li>• Data collection and analysis</li> <li>• Traffic lights operation monitoring system</li> <li>• Comprehensive Geographic Information System (GIS)</li> </ul>
<b>Country</b>	Greece
<b>Website</b>	<a href="https://trikalacity.gr/en/smart-trikala/">https://trikalacity.gr/en/smart-trikala/</a>
<b>Lead organisation</b>	Municipality of Trikala
<b>Main partners</b>	Cisco, Space Hellas, ITM Intelligent, e-trikala, Vodafone, Municipal Water and Sanitation Utility, Engis by Enstruct, Egritos Group.
<b>Period of implementation</b>	From 2017. The services are still active
<b>Language(s)</b>	Greek and English
<b>Conceptual basis of the GOOD practice examples (max. 500 words)</b>  Please give a short description, and references or links to important documents	<p>The Municipality of Trikala has implemented Smart Trikala as an integrated ICT tool dedicated to support the citizens by companying the current citizens needs, the SDG future goals of the city and any new technology. The Municipality's main goal is to put technology at the service of the citizens, thus improve their daily life and living standards and enable their mobility and access in participatory activities.</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Promote technology in favour of citizens</li> <li>• promote bottom-up participatory methodology</li> <li>• Promote sustainable development (in accordance to SDG goals)</li> <li>• Increase citizens participation in governance issues</li> <li>• support the citizens and improve their quality of life</li> <li>• enable the citizens to conduct remotely important municipal chores</li> </ul>
<b>Context</b>  What is the context (initial situation) and challenge being addressed? Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out (timeframe)?	<p>Trikala is an old "smart story", whose grassroots lie back in 2003 with several correlated projects being implemented so far. The ambition is that Trikala will become a reference for European cities of similar size. The digital transformation strategy for Trikala, is aimed to become a key component of the city's strategy for 2025, with a vision for a smart, efficient and resilient city. Trikala 2025 strategy that was designed in 2014 recognised the long smart history of Trikala and that digital technology is a key driver for government efficiency and transparency, as well as effectiveness in its response against environmental effects that grow their size and impact. Moreover, digital technologies can enhance economic growth and innovation, job creation and city's internationalisation but also, social coherency across the municipality. Ensuring that everyone can benefit from the digital world, through supporting digitally skilled, environmental and social sensitive citizens, can enable them to close barriers in a rapidly changing digital world and as such, to transform Trikala to a friendly</p>



	environment for investments, visitors and well-being.
<p><b>Methodological Approach</b></p> <p>What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.</p>	<ul style="list-style-type: none"> <li>• All current and future services of Smart Trikala are monitored at the control room.</li> <li>• Smart City Control Centre: The control centre for all “Smart City” services was established on the ground floor of City Hall. Terminals were installed to monitor the following systems: <ul style="list-style-type: none"> <li>• The Cisco Smart+Connected Digital Platformis designed to display the data it collects on one admin screen</li> <li>• GIS displays spatial – urban planning data and points of interest in the Municipality of Trikala</li> <li>• Traffic light operation monitoring system. It offers online monitoring of malfunctions and blown light bulbs in the city's intersections that are regulated by traffic lights.</li> <li>• Municipal vehicle traffic recording system</li> <li>• Terminal for monitoring the operation of wireless network hubs for free Wi-Fi access</li> <li>• Solenoid valves monitoring and regulating system – Municipal Water and Sanitation Utility</li> <li>• Recording and monitoring of the progress of residents' petitions</li> <li>• Posting of Municipality of Trikala open data</li> <li>• Partners: Cisco, Space Hellas, ITM Intelligent, e-trikala, Vodafone, Municipal Water and Sanitation Utility, Engis by Enstruct, Egritos Group.</li> </ul> </li> <li>• The services currently implemented in Smart Trikala are following: <ul style="list-style-type: none"> <li>• e-KEP (Automated Citizens Service Centre): Special, ATM-style machines offer residents the option, at any time of the day or night, to request and print out municipal clearance certificates, civil register certificates, and other related municipal authority documents, quickly, simply and easily. Residents will be identified via their Resident Card. The goal is for more complex e-services to be activated soon, which will also allow residents to submit and pick up documents that need to be notified to the Municipal Authority. The petitions and related documentation will be communicated directly, through the electronic records, to the appropriate Municipal Directorate. Using the e-KEP, interested parties will be able to print out the relevant official responses to their requests.</li> <li>• Mobile Check App: Residents can send their requests directly to the Municipal Authority through the Check app for mobile phones. This comprehensive application is available for free on Google Play and the App Store. Its basic function is the capacity to log and monitor the progress of resident petitions. The application is linked to the “20000” comprehensive residents' service platform and it directs petitions straight to the competent Municipal Department. Furthermore, it covers basic information needs, by displaying announcements and events posted on the Municipality's website. It also functions as a tourist guide, highlighting points of interest on a map and displaying handy information such as useful telephone numbers, pharmacies open late, and gas stations. <ul style="list-style-type: none"> <li>◦ Partners: Egritos Group</li> </ul> </li> <li>• Wireless Internet Access and Municipal Services Online: The entire commercial centre of the city of Trikala is now covered for wireless internet access. <ul style="list-style-type: none"> <li>◦ Partners: Cisco ,Vodafone,and Space Hellas</li> </ul> </li> <li>• Smart Lighting System: A Smart Lighting System has been implemented to manage municipal street-lighting; it has achieved energy savings of over 60% compared to conventional lighting systems. Also, a wireless control system has been installed, which offers the capacity for early malfunction detection, “smart” intervention scheduling, dynamic lighting adjustment when, where and to the extent needed, to achieve maximum energy savings and to improve visibility for drivers, cyclists and pedestrians.</li> <li>• Smart Parking System: A Smart Parking Management System has been implemented, which allows the identification, imaging and monitoring of designated parking spaces in the city centre. The sensor provides feedback to the network's controllers by sending appropriate signals when the spot is occupied or unoccupied. Furthermore, residents can be informed in real time about the availability of parking spots in the selected area, both through the parking mobile app for smart phones and through signs that can be installed in central points around the city. Also, traffic control authorities are provided with real-time information about illegal parking instances. The application also offers the option to pay for parking. Most recently one more service was added. All parking spaces dedicated to people with mobility issues are now monitored. People with such issues have a special card that gives</li> </ul> </li></ul>

	<p>them free access to those parking spaces. At the same time, in case of an no eligible usage of the parking space the authorities are notified remotely.</p> <ul style="list-style-type: none"> <li>○ Partners: ParkGuru, VivaWallet, Cisco, Space Hellas</li> <li>• Environmental Conditions Monitoring System: Using special equipment for environmental readings (such as measuring the concentrations of air pollutants and particulate matter, and noise levels), the quality of the atmosphere can be evaluated and any potential impact on public health can be assessed. Also, the application displays real-time standardised indexes of environmental quality that allow for comparative evaluations (benchmarking), real-time alerts, and the identification of trends that could or should lead to specific measures. <ul style="list-style-type: none"> <li>○ Partners: Space Hellas, Cisco</li> </ul> </li> <li>• Smart+Connected Digital Platform: The Cisco Smart+Connected Digital Platform – CDP is a comprehensive IT system that utilises the advantages of the Internet of Things (IoT) and manages different surveillance and information applications, while also feeding into third-party systems through application programming interfaces (APIs). The platform collects, stores, normalises, and visualises the data produced by the above structures and applications and makes it available for analysis to parties interested in utilising them to benefit the city's residents and businesses. <ul style="list-style-type: none"> <li>○ Partners: Cisco, Space Hellas</li> </ul> </li> <li>• Data collection and analysis: An application has been implemented that permits fast and easy user connections to the wireless municipal network in different ways, such as through users' accounts on social media platforms. Data from wireless network use will be utilised by the Municipal Authority that will use the Marera application to inform residents about cultural events and activities in the Municipality and to help them enjoy their time in the city. Furthermore, in association with the local Trade Association or other interested parties, business activity and increased consumer activity are promoted through targeted offers or other promotional activities. <ul style="list-style-type: none"> <li>○ Partners: Sieben, Space Hellas</li> </ul> </li> <li>• Traffic lights operation monitoring system: Electronic equipment (controllers) are installed at the city's intersections and constantly monitor the traffic lights' operation, reports any potential breakdown, provides information about light bulb malfunctions per direction and signage (red – orange – green) and notifies the control centre online or sends a text message to the competent employee. <ul style="list-style-type: none"> <li>○ Partners: ITM Intelligent Traffic Lights management, Lios electronics</li> </ul> </li> <li>• Comprehensive Geographic Information System (GIS): The Geographic Information System includes Business Intelligence (BI) with broad capabilities, so as to provide management of every level with tools to facilitate well informed decision-making for the Municipality, as well as easy access to the data by residents. It includes, among other things, apps for Urban Planning data, Urban Planning Archives, Technical Projects, Municipal Property, Signage, Traffic Lights, Street Lighting, and points of interest. Furthermore, as part of a pilot project, waste collection routes will be analysed and optimised <ul style="list-style-type: none"> <li>○ Partners: Engis</li> </ul> </li> </ul>
<b>Target groups and their characteristics</b>	Depending on the service used Smart Trikala main target groups are the citizens, visitors and all Municipal Departments.
<b>Stakeholders involved</b> Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the different roles men and women (if applicable)	Each stakeholder responsible for a service is named in the methodological approach section
<b>Number of people involved</b> (e.g. % of the total population of the country or of the total target population, if a specific target has been set)	Target population: 83.000 residents of Trikala

<b>Methods for recruiting participants</b>  (if applicable)	Smart Trikala is promoted via all the local, national and international media. The services are often presented at the press and the city of Trikala has been widely recognized as a smart and innovative city.
<b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)	Depending on the service
<b>Role of each professional involved</b> Describe briefly	
<b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)	This has been analysed on the methodological approach section.
<b>Implementation process, success factors and innovation</b>  Please describe any phases of implementation	This has been analysed on the methodological approach section.
<b>Related resources that have been developed</b> List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible	<ol style="list-style-type: none"> <li>1. All services can be accessed from this link:  <a href="https://trikalacity.gr/en/smart-trikala/">https://trikalacity.gr/en/smart-trikala/</a> </li> <li>2. Other links about Smart Trikala:             <ul style="list-style-type: none"> <li>• <a href="https://polis2020.wordpress.com/2018/05/25/smart-trikala-1/">https://polis2020.wordpress.com/2018/05/25/smart-trikala-1/</a></li> <li>• <a href="https://www.theguardian.com/cities/2018/sep/04/trikala-greece-first-smart-city-dont-need-to-know-a-politician-to-get-something-done">https://www.theguardian.com/cities/2018/sep/04/trikala-greece-first-smart-city-dont-need-to-know-a-politician-to-get-something-done</a></li> <li>• <a href="https://www.sciencedirect.com/science/article/pii/B9780128161692000079">https://www.sciencedirect.com/science/article/pii/B9780128161692000079</a></li> </ul> </li> </ol>
<b>Financing</b>  Where do the funds for the intervention come from?  Who makes decisions about budget allocation?	It is funded by the Municipality of Trikala. The Municipality is responsible for making all budget related decisions.
<b>Evaluation</b>  Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)	

<p><b>Results</b></p> <p>Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available</p>	<p>Data from 2017-2020:</p> <ol style="list-style-type: none"> <li>1. Requests submitted via different tools <ul style="list-style-type: none"> <li>• Web Site: 1321 requests</li> <li>• Mobile App: 595 requests</li> <li>• Face to face meetings: 965 requests</li> <li>• Phone Center (24310 20000): 42504 requests</li> </ul> </li> </ol> <p>Total: 45.385 Requests</p> <ol style="list-style-type: none"> <li>2. Data according to the nature of each request: <ul style="list-style-type: none"> <li>• 70% of the requests concern electricity lighting issues</li> <li>• 10% of requests are for cleaning issues</li> <li>• 20% on all other requests</li> </ul> </li> <li>3. Average solution time: 16 days (depending on the nature and type of problem).</li> <li>4. In 2020 there is an increase: <ul style="list-style-type: none"> <li>• 200% on requests for stray animals</li> <li>• 0% on bulb replacement requests</li> </ul> </li> <li>5. To mobile App "Trikala CheckApp" has 1.200 downloads</li> <li>6. Conclusion is that due to the fact that the youth is inactive the mobile app does not yet have the impact we would like.</li> </ol>
<p><b>Impacts and benefits</b></p>	<p>Trikala launched the "Trikala 2025: Trikala Smart and Resilient City" strategic plan in 2015, with an ambition to achieve in an "attractive for businesses, visitors and citizens; operationally smart; sufficient against crises (political, financial, social, food etc.); agile and sustainable city"</p> <p>The strategy seeks to retain Trikala as the Greek smart city "flagship", where new technology and opportunities will enhance city response and economic performance and improve citizens' lives. The city's downtown has become an experimental area that supports testing, validation and development of new smart services in a flavoured environment, attractive to innovators and big vendors to deploy new technologies at a small scale in the beginning, but with the potential to scale-up to the whole city ecosystem. This is supported by the city's Control Room, the Smart City Unit, the Open Data Portal, and the GiSeMi Innovation Hub. These assets are the reference points for government departments, the council, the stakeholders, projects, potential new start-ups and innovating businesses.</p> <p>The goal is to transform the digital status of the city and region while also adding value to and addressing gaps in existing government initiatives to ensure that all citizens and businesses have access to modern digital facilities and services. The strategy focuses and has already succeeded in areas of connectivity including IoT readiness, Fibre Broadband Services to the node (and expected soon to fiber-to-the-home), Wi-Fi extension, 5G to support innovation and research proposals. The overall aim is to provide the digital infrastructure capabilities needed for the city's smart city initiatives, and in partnering with the telecommunications providers to connect all homes and businesses -even in rural areas-, to enhance service use, to promote entrepreneurship and ultimately, to generate new jobs and assure citizens active participation at different levels of local governance.</p>
<p><b>Sustainability</b></p> <p>What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).</p>	<p>Smart Trikala is without a doubt an added value for the city of Trikala and has proven to be a sustainable good practice. Many of the services currently implemented via Smart Trikala have been adopted by other Greek cities.</p>
<p><b>Lessons learned</b></p> <p>What are the key messages and lessons learned to take away from the GOOD practice experience?</p>	<p>By providing the citizens adequate, integrated knowledge on all important organization aspects of the Municipality and by offering tools that enables them to make requests, state their opinion and participate in decision making, we are creating an active community that can support and promote the city's sustainable development.</p>
<p>Anything else you think we should know ...that might be relevant to share?</p>	

Description	
<b>Date (of completion)</b>	17/06/2021
<b>Suggested by (name, email)</b>	Christina Karaberi: xkaraberi@e-trikala.gr
<b>Title/name of the GOOD practice</b>	<b>Cities4People</b>
<b>Contact Person (name, address, email)</b>	George Gorgogetas Kalampakas 28str 42100, Trikala ggorgogetas@e-trikala.gr
<b>Abstract</b>  <b>An abstract of a maximum of 500 words is useful to provide a summary description of the practice</b>	<p>Cities-4-People is an EU funded project that aims to contribute to making cities better places to live in by improving urban and peri-urban mobility through sustainable mobility innovations. Ultimately, the project aims to support the visions of the Basque Declaration and the Bremen Declaration: identifying new pathways for creating productive, sustainable, resilient and inclusive EU cities.</p> <p>The project focus in:</p> <ol style="list-style-type: none"> <li>1) having citizens participate in the innovation supply chain of their local mobility ecosystems</li> <li>2) empowering local communities of engaged city changers by offering them the necessary arsenal to interact and innovate.</li> </ol> <p><u>Some key words for this best practise are: Citizens communities, people-oriented services and solutions, co-design methodology, bottom-up procedure, co-creation activities, citizens engagement</u></p>
<b>Country</b>	Greece
<b>Website</b>	<a href="https://cities4people.eu/">https://cities4people.eu/</a>
<b>Lead organisation</b>	Copenhagen Business School (CBS) ( <a href="http://www.cbs.dk">www.cbs.dk</a> )
<b>Main partners</b>	<ol style="list-style-type: none"> <li>1. OXFORDSHIRE COUNTY COUNCIL (<a href="http://www.oxfordshire.gov.uk">www.oxfordshire.gov.uk</a>)</li> <li>2. UCL INSTITUTE OF HEALTH EQUITY (<a href="http://www.instituteofhealthequity.org">www.instituteofhealthequity.org</a>)</li> <li>3. MUNICIPALITY OF THE CITY OF BUDAPEST (<a href="http://www.budapest.hu">www.budapest.hu</a>)</li> <li>4. INSTITUTE FOR TRANSPORT SCIENCES NON-PROFIT LTD (KTI) (<a href="http://www.kti.hu">www.kti.hu</a>)</li> <li>5. CITY OF HAMBURG AND DISTRICT OFFICE OF HAMBURG ALTONA (<a href="http://www.hamburg.de">www.hamburg.de</a>)</li> <li>6. HAFENCITY UNIVERSITY HAMBURG (<a href="http://www.hcu-hamburg.de">www.hcu-hamburg.de</a>)</li> <li>7. E-TRIKALA S.A (<a href="http://www.e-trikala.gr">www.e-trikala.gr</a>)</li> <li>8. Q-PLAN INTERNATIONAL PC (<a href="http://www.qplan-intl.com">www.qplan-intl.com</a>)</li> <li>9. ÜSKÜDAR MUNICIPALITY (<a href="http://www.uskudar.bel.tr">www.uskudar.bel.tr</a>)</li> <li>10. ISTANBUL UNIVERSITY (<a href="http://www.istanbul.edu.tr">www.istanbul.edu.tr</a>)</li> <li>11. WHITE RESEARCH SPRL (<a href="http://white-research.eu">white-research.eu</a>)</li> <li>12. STICHTING WAAG SOCIETY (<a href="http://www.waag.org">www.waag.org</a>)</li> </ol>
<b>Period of implementation</b>	It began in 1 <sup>st</sup> of June 2017 and had a duration of 36 months
<b>Language(s)</b>	English, Greek, Magyar, Deutsch, Turkish
<b>Conceptual basis of the GOOD practice examples (max. 500 words)</b>  Please give a short description, and references or links to important documents	<p>Cities-4-People promotes a people-oriented transport and mobility (POTM) approach, which provides new ways to deliver innovative, sustainable and targeted solutions that address the needs of the public. As the name suggests, POTM is a form of transport and mobility that takes the needs and wishes of the people into account with the goal of improving transportation and increasing urban sustainability. We chose a POTM approach because of its participatory character and its potential to lead to interventions that are really required and accepted by the people they eventually affect</p> <ul style="list-style-type: none"> <li>• Citizens at the core: We start from real urban challenges and move towards smart solutions following procedures that are truly participatory and building on strong local knowledge to understand specific conditions, problems and cultural elements. The people, with their views, needs and desires, are the primary reference point for us. The term 'people' embraces all types of stakeholders of the urban mobility supply chain: these are the leading actors in the entire innovation process, working together in local communities.</li> <li>• Community empowerment: To empower our mobility communities to interact and collaborate with mobility experts,</li> </ul>

	<p>policy makers and other urban mobility stakeholders, we engage citizens in local Mobility Labs, offering, in this way, an open-to-all, bottom-up and community-based model to support participation in local mobility developments. We also create and deploy pilot-specific Citizen Mobility Kits, which are suites of offline and online tools aiming at enhancing collaborative activities of the Mobility Communities and at supporting them in envisioning and realising ways to innovate.</p> <ul style="list-style-type: none"> <li>Urban sustainability: Cities-4-People has a holistic and inclusive approach towards urban sustainability, as it takes into account climate change and environmental issues, socio-economic and socio-cultural aspects as well as the relevance of citizens' participation in urban planning. In this context, social determinants and health inequality factors (e.g. health hazards, access to health services, access to employment, etc.) are investigated as key elements influencing the sustainability of urban developments, while shared-economy mobility solutions are presented as a way to facilitate the emergence of citizen-led, sustainable urbanism, with multiple environmental, social and mobility-related benefits. <ul style="list-style-type: none"> <li>Concretely, we have five pilot areas that showcase new opportunities for sustainable urban development, suited to meet local needs and tackle serious urban challenges in cost-efficient ways. Thus, they contribute to a new vision for sustainable urbanisation, in which collaborative technologies and social innovation foster engagement in neighbourhood governance and increase the involvement of citizens in participatory urban planning.</li> </ul> </li> </ul> <p>Links:</p> <ul style="list-style-type: none"> <li>Citizen's mobility kit: <a href="https://cities4people.eu/citizen-mobility-kit/">https://cities4people.eu/citizen-mobility-kit/</a></li> <li>Co-creation Activities publications: <a href="https://cities4people.eu/publications/">https://cities4people.eu/publications/</a></li> <li>Tools and Resources: <ol style="list-style-type: none"> <li>Communication and Voting Tools (This list of tools provides ways to keep track of your community's needs, know which problems are most commonly identified in your neighborhood, gather concepts and solutions, and hold votes on which solutions your community likes best)</li> <li>Guides and Best Practices (These are guidelines and recommendations for the practical questions surrounding POTM, giving advice on how to involve stakeholders, how to hold a survey, how to develop a marketing strategy, and more.)</li> <li>Educational and Inspirational Materials (This list includes resources for learning more about mobility, urban planning, co-creation, and interventions. It includes guidebooks and case studies to give you the knowledge and inspiration to get started making a difference in the way your own neighborhood moves) <a href="https://cities4people.eu/resources/tools-and-resources-for-replication/">https://cities4people.eu/resources/tools-and-resources-for-replication/</a></li> </ol> </li> <li>Deliverables on co-creation activities and methodology can be found here: <a href="https://cities4people.eu/resources/c4p-reports/">https://cities4people.eu/resources/c4p-reports/</a></li> </ul>
<b>Objectives</b>	<p>The project aims to:</p> <ol style="list-style-type: none"> <li>Have citizens participate in the innovation supply chain of their local mobility ecosystems</li> <li>Empower Mobility Communities by offering them necessary arsenal to interact and innovate</li> <li>Design demand-driven and sustainable urban mobility innovations</li> <li>Refine and demonstrate the effectiveness of POTM approach through the five pilot programs, finally enabling its sustainable uptake</li> <li>Contribute to the creation of novel standards and the production of knowledge regarding the social impact of mobility interventions</li> <li>Ultimately support the visions of the Basque Declaration and Bremen Declaration, identifying new pathways of creating productive, sustainable, resilient and inclusive EU cities</li> </ol>



<p><b>Context</b></p> <p>What is the context (initial situation) and challenge being addressed?</p> <p>Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out (timeframe)?</p>	<p>Trikala is a medium-sized provincial city and the capital of the Trikala regional unit in the middle of Greece. It hosts a population of about 83,000 inhabitants (130,000 including the suburbs and nearby villages).</p> <p>In Trikala Cities-4-People aimed during the projects lifetime to contribute to the re-planning of the existing public transport system as well as the introduction of new mobility solutions, especially in the area of the grand open market via a bottom-up procedure, co-creation, citizens participations and on line voting.</p> <p>The timeline in creating the mobility community and finalizing the services to be implemented can be found here: <a href="https://cmk.cities4people.eu/practice/trikala">https://cmk.cities4people.eu/practice/trikala</a></p> <p>Link for the Trikala pilot: <a href="https://cities4people.eu/pilot-areas/trikala-gr/">https://cities4people.eu/pilot-areas/trikala-gr/</a></p>
<p><b>Methodological Approach</b></p> <p>What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.</p>	<p>We believe that solutions can be truly effective only if they are demand-driven and locally designed. Therefore we have set up Citizen Mobility Communities in five pilot areas across Europe. They bring together citizens and a wide range of transport and mobility stakeholders, including city authorities, social innovators and social entrepreneurs, public and private transport operators and transport authorities. In so doing, these communities function as incubators for new ideas. They are involved in a multi-steps process that starts with understanding local urban contexts, pinpointing the socio-economic and mobility challenges that are more urgent and consequently selecting the most adequate intervention areas; co-developing and endorsing mobility interventions; piloting, refining and scaling them up in real-life contexts; and finally assessing the project approaches and the pilots.</p> <p>To facilitate the co-creative process in the Citizen Mobility Communities, we have arranged physical spaces where each community can meet and work: the Citizen Mobility Labs. And since we know that creativity is not everyone's piece of cake and co-creation is easier said than done, we have elaborated Citizen Mobility Kits to support participants in their cooperation. A space and a toolkit alone are not enough, though: to make sure they are used and publicised, we have planned several collaborative actions such as co-creation workshops and Mobility Hackdays</p> <p>The step-by-step bottom-up procedure that not only Trikala but all pilot sites followed is presented in the following link: <a href="https://cities4people.eu/news/events/">https://cities4people.eu/news/events/</a></p>
<p><b>Target groups and their characteristics</b></p>	<p>The end user of Cities4People is the citizens of Trikala. The mobility community formed via the co-creation activities consisted of groups such as the Cyclists of Trikala, AROGI (Foundation supporting people with disabilities), volunteers, student councils and citizens of all ages in general.</p>
<p><b>Stakeholders involved</b></p> <p>Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the different roles men and women (if applicable)</p>	<p>Citizens and a wide range of transport and mobility stakeholders, including city authorities, social innovators and social entrepreneurs, public and private transport operators and transport authorities</p>
<p><b>Number of people involved</b> (e.g. % of the total population of the country or of the total target population, if a specific target has been set)</p>	<p>During all the events conducted during the projects lifetime more than 500 people were involved in all activities.</p>
<p><b>Methods for recruiting participants</b></p> <p>(if applicable)</p>	<p>Recruiting participants is a vital part of the co-creation methodology adopted in this project.</p> <p><a href="https://cities4people.eu/citizen-mobility-kit/">https://cities4people.eu/citizen-mobility-kit/</a></p>
<p><b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)</p>	<p>Technical engineers, Project managers, dissemination and communication experts. Volunteers, Municipal Authorities)</p>

<p><b>Role of each professional involved</b> Describe briefly</p>	<ul style="list-style-type: none"> <li>• Technical engineers, Project managers, dissemination and communication experts: were responsible in designing and conducting all the co-creation activities and promoting this bottom up methodology</li> <li>• Volunteers, students, Municipal authorities etc were the ones participating to those activities, taking decisions (voting) and creating this mobility community.</li> </ul>
<p><b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)</p>	<p>The timeline in creating the mobility community and finalizing the services to be implemented can be found here: <a href="https://cmk.cities4people.eu/practice/trikala">https://cmk.cities4people.eu/practice/trikala</a></p>
<p><b>Implementation process, success factors and innovation</b></p> <p>Please describe any phases of implementation</p>	<p>The procedure (step by step) to engage the local community and built up an active community can be found here: <a href="https://cmk.cities4people.eu/practice/trikala">https://cmk.cities4people.eu/practice/trikala</a></p>
<p><b>Related resources that have been developed</b></p> <p>List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible</p>	<ul style="list-style-type: none"> <li>• "Contextualising mobility variables" – Luise Noring, Isabel C. G. Fróes, Ditte Tellgren (September 2018)</li> <li>• "Driving Factors of Sustainable Transportation: Satisfaction with Mode Choices and Mobility Challenges in Oxfordshire and Hamburg" – K Parnell, K Tatum, T. Cekic, &amp; J Knieling (June 2019)</li> <li>• "Co-creating sustainable urban planning and mobility interventions in the city of Trikala" – Margarita Angelidou, Eleni Karachaliou, Anastasia Matonaki, Karaberi Christina (October 2019)</li> <li>• "Co-creation of Local Mobility Solutions: Lessons from the Mobility Lab in Hamburg-Altona" – K Tatum, T Cekic, A Landwehr, J Noennig, J Knieling, B Schroeter (February 2020)</li> <li>• "Co-creation Techniques and Tools for planning at neighbourhood level. Experience from four European Research and innovations projects" – Angelidou, M. Karachaliou, E. Froes, I. Wippo, M. (May 2020)</li> <li>• "Co-creating sustainable urban metabolism towards healthier cities" – Isabel Fróes, Malene Køster Lasthein (2020)</li> </ul>
<p><b>Financing</b></p> <p>Where do the funds for the intervention come from?</p> <p>Who makes decisions about budget allocation?</p>	<p>Project name: Cities-4-People Topic: MG-4.5-2016 "New ways of supporting development and implementation of neighbourhood-level and urban-district level transport innovations" Grant agreement: 723194 Type: Research and Innovation Action EU contribution: 3,999.937.50 euros</p>
<p><b>Evaluation</b></p> <p>Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)</p>	<p>Building upon the principles of the Health Technology Assessment (HTA) and Implementation science, the POTM framework encompasses a Core-Outcome-Set (COS) evaluation methodology that is used as a baseline for definitions, metrics and assessment protocols for urban mobility interventions. Implementation science is "the scientific study of methods to promote the systematic uptake of research findings and other Evidence Based Practices into routine practice, and, hence, to improve the quality and effectiveness of health services" (Eccles and Mittman 2006). HTA is defined by the World Health Organisation as "the systematic evaluation of properties, effects, and/or impacts of health technology", which, in turn, is described as "the application of organized knowledge and skills in the form of devices, medicines, vaccines, procedures and systems developed to solve a health problem and improve quality of lives".</p> <p>Although traditionally applied strictly to the health care sector, HTA and principles of implementation science can be fruitfully used in other domains which can have an impact on health, including transportation and mobility. As a matter of fact, HTA should be regarded as "a multidisciplinary process to evaluate the social, economic, organizational and ethical issues of a health intervention or health technology. The main purpose of conducting an assessment is to inform a policy decision making" (WHO).</p> <p>At the heart of HTA is the Core Outcome Set, a standardised set of outcomes for any particular health technology across a range of dimensions – social, health/health equity, economic, and environmental. Within Cities-4-People, an open process is used to co-develop a common COS of definitions, metrics, indicators and methods, which will guide the assessment of the impact of POMT interventions. The pathway of planning starts with analysing the wider context that affects the needs of the community, the resources needed to develop the programme or intervention, the activities or outputs of the intervention or programme (what gets done, including stakeholder engagement) and outcomes, including changes in attitudes or behaviours</p>

	<p>(short term outcomes) and social, health, and environmental impacts (medium term and longer term). Once again, the contribution of citizens and local communities is considered fundamental to identify the outcomes that should be measured, the metrics and tools to measure them and the expected targets that our interventions should meet. Instead of being developed top-down by experts, Cities-4-People's COS will build upon local knowledge and local needs. The COS will be kept open so that the community can use it after the project ends.</p>
<p><b>Results</b></p> <p>Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available</p>	<p>Through the wheelchair scooter, persons with reduced mobility can now enjoy in equal terms with their fellow citizens life in the city centre of Trikala. In addition, using some imagination and the help of another European project, SMARTA2, Trikala has linked the booking services to a mobile application that is also integrating shared mobility services such as carpooling and real-time information.</p> <p>During January and up to the lockdown phase in April 2020, the wheelchair scooter and smart storage lockers have been used for approximately 50 and 120 times respectively. The city has made these services permanent, meaning that citizens have been able to enjoy them beyond the end of the project.</p>
<p><b>Impacts and benefits</b></p>	<p>Via Cities 4 People we focused on:</p> <ol style="list-style-type: none"> <li>1) having citizens participate in the innovation supply chain of their local mobility ecosystems</li> <li>2) empowering local communities of engaged city changers by offering them the necessary arsenal to interact and innovate.</li> </ol> <p>All the tools used to achieve citizens participation and the methodology that supports co-design, bottom-up procedure, co-creation activities and citizens engagement, can be replicated and be of great use in any other activity especially when it comes in empowering young people to become active members of the community.</p>
<p><b>Sustainability</b></p> <p>What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).</p>	<p>In fact, our pilot areas are not only essential in co-designing sustainable, demand-led, bottom-up solutions: they are also key in testing and evaluating these solutions. Some of them may work better than others, while some of them may need adjustments. We made sure that those solutions with greater potential were not abandoned after the end of the project, but bear fruit inspiring other communities: we also moved forward in sustaining them and scaling them up. Moreover, starting from concrete cases, we have developed evidence-based guidelines, summarised in a POTM Deployment Toolkit &amp; Replication Guide, aiming to enhance the innovation capacity and sustainability of urban mobility systems.</p> <p>In the link below one can find all the tools and practices that can be replicated for another project or area.  <a href="https://cities4people.eu/resources/tools-and-resources-for-replication/">https://cities4people.eu/resources/tools-and-resources-for-replication/</a></p>
<p><b>Lessons learned</b></p> <p>What are the key messages and lessons learned to take away from the GOOD practice experience?</p>	<p>The initial implementation process is a key learning from the project, namely the fact that all Cities4People services were the result of a bottom-up procedure that made sure that the services received the public's support and were scaled up and continued after the project ended. In other words, it was the community that decided what to implement and not the projects consortium.</p> <p>The Cities4People team in Trikala focused on stakeholders and decision-makers from the local authority, including the Municipal Department for Civil Planning, the Department of Green Spaces and AROGI (association of individuals with mobility issues). The stakeholders and decision makers offered their expertise in city mobility issues. AROGI (The Disabled Association) provided their insights as to what a user needs and the best ways it could be implemented. The Municipality undertook the procedures and expenses to buy the second wheelchair scooter.</p>
<p>Anything else you think we should know ...that might be relevant to share?</p>	<p>Co-creation was a new concept at the beginning of the project and it was essential for Trikala to think out of the box and organise attractive workshops and activities in order to engage the local community. In order to make people aware of the pilot interventions and to facilitate engagement of the wider community, the city used all available communication channels.</p> <p>Maintaining the balance between a pilot chosen by the community that could also be implemented was another challenge. The key factors were the result</p>

	from the online voting, as well the citizens' opinions taken from workshops, as they were ranked and discussed with experts. This helped to make sure that the pilot chosen was the one the mobility community wished to support and furthermore, it was fitting with the Municipality's plans to change the city into being more people-friendly with mobility problems.
--	---

Description	
Date (of completion)	22/07/2021
Suggested by (name, email)	Dora Heracleous: dora.hubnicosia@gmail.com
Title/name of the GOOD practice	<b>There is No Plan(et) B: youth activism in the fight against climate change in Cyprus</b>
Contact Person (name, address, email)	Georgina Christou, Postdoctoral Research Fellow, University of Cyprus christou.georgina@ucy.ac.cy
<b>Abstract</b>  An abstract of a maximum of 500 words is useful to provide a summary description of the practice	This project studies the phenomenon of youth politics and activism from the perspective of youth themselves, through the case study of youth activism on climate change in Cyprus. Understanding non-formal forms of youth political participation in Cyprus is of critical importance in light of the emerging global discussions on climate change, the visible effects of climate change on the planet and its impact on both nature and human lives. The recent focus of public debate has been the discovery of natural gas in Cyprus's exclusive economic (maritime) zone which has become a contested political issue between the Republic and Turkey. However, public debate on climate change has been greatly absent in Cyprus. The project will shed light on the role of youth in the fight against climate change and contribute towards creating more knowledge and awareness about their voices and political participation as well as work towards highlighting their role as equal members of society.
Country	Cyprus
Website	There is No Plan(et) B: youth activism in the fight against climate change in Cyprus (lse.ac.uk)
Lead organisation	European University Cyprus
Main partners	University of Cyprus
Period of implementation	January 2020 - May 2021
Language(s)	English and Greek
<b>Conceptual basis of the GOOD practice examples (max. 500 words)</b>  Please give a short description, and references or links to important documents	<b>KEY POINTS</b> <ul style="list-style-type: none"> <li>• Climate change has emerged as a global challenge and crisis of existential proportions.</li> <li>• Recently an international movement of school students called 'Fridays for Future' emerged to fight for climate action.</li> <li>• The role that young people seek to play in climate action is often downplayed, dismissed or marginalized.</li> <li>• Formal and informal spaces are needed to enable youth political participation and access to information on climate change policies.</li> <li>• Public policies are needed to address ageism as a phenomenon of systemic discrimination towards not only older adults but also towards children and youth</li> </ul> Policy Brief - <a href="https://www.lse.ac.uk/Hellenic-Observatory/Assets/Documents/Research/Cyprus/Projects-2019-20/There-is-No-PlanetB-Policy-Brief.pdf">https://www.lse.ac.uk/Hellenic-Observatory/Assets/Documents/Research/Cyprus/Projects-2019-20/There-is-No-PlanetB-Policy-Brief.pdf</a>  Research Report - forthcoming

<p><b>Objectives</b></p>	<p>Even though Cyprus is disproportionately affected by climate change and its effects are already visible, there is an absence of public debate and transparency on policies and measures taken on climate change. This contributes to a lack of awareness among the general population about the climate crisis and the need for urgent action.</p> <p>This general lack of awareness and easy access to information on current policies has meant that the question of climate change has yet to become a key issue in social policy discussions. At the same time, the role that young people seek to play in this respect is often downplayed, dismissed or marginalized. In large part, this results in a policy gap which needs to be addressed given the urgency of the climate crisis.</p> <p>Young people have a right to participate in democratic processes and decisions which affect their lives in the present and the future. Given their frequent exclusion from official political channels, and the current widespread disappointment with established political institutions, youth often seek to achieve social change through participation in social movements. The activist work of young people who aim to create more awareness and put pressure on the government to take action about climate change needs to be supported by policy measures that provide the necessary space for their perspectives and contributions in public debates. Such measures need to address, among others, the role of education, the media and of governmental agencies in facilitating a more democratic and inclusive public dialogue around climate change.</p>
<p><b>Context</b></p> <p>What is the context (initial situation) and challenge being addressed? Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out (timeframe)?</p>	<p><b>Context</b></p> <p>In recent years, climate change has emerged as a global challenge and crisis of existential proportions. Scientists predict that rising temperatures around the globe will create multiple problems for human life and wider ecosystems with irreversible consequences in the absence of drastic measures aimed at reducing greenhouse emissions. Scientists' calls for urgent action to curtail the adverse consequences of climate change have not found a satisfactory response from governments. Social movements fighting for climate action have emerged to create more awareness about climate change and to put pressure on governments to take policy measures to address the problem.</p> <p>Young people have been at the forefront of such initiatives. Following, Greta Thunberg's 'school strike for climate' outside the Swedish parliament in August 2018, an international movement of school students under the name of 'Fridays for Future' emerged to consolidate the efforts of young people who are engaged in protest and climate action.</p> <p>Inspired by these developments, a group of young people in Cyprus came together to form Youth for Climate Cyprus, a grassroots activist group aligned with the aims and objectives of the international Fridays for Future and calling for policy changes that can effectively address climate change.</p> <p><b>Challenges</b></p> <p>Young people in Cyprus and especially minors who are not eligible to vote have very limited opportunities for participating in formal political life and in ways that would allow them to contribute their own perspectives on issues that affect their lives, including climate change. A more general cultural understanding that young people need not participate in political life but focus instead on their education, and that they are citizens in the making rather than present social actors, discourages many children and youth from engaging with political issues. More generally, the limited political existence of the Republic of Cyprus as an independent state, founded only in 1960, has meant that it lacks the maturity and tradition in forming and maintaining processes, mechanisms and practices of democratic participation and operation. As a result, the perspectives of diverse groups, including those of children and young people, are often excluded.</p>
<p><b>Methodological Approach</b></p> <p>What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please</p>	<p>Ethnographic study of Youth for Climate Cyprus from January 2020 to May 2021. The study included data from ethnographic observation, individual in-depth interviews and focus group discussions with young climate activists, as well as data from the collection and analysis of the group's social media posts and local press coverage. The overall aim of the study was to investigate how young people organize and mobilize around the cause of climate change and make meaning of their activism.</p>

include gender aspects addressed in the description of the methodological approach.	
<b>Target groups and their characteristics</b>	Young students, both male and female, and young people who are environmentalists and want to participate in democratic life, and particularly in public consultations about the environment and climate change.
<b>Stakeholders involved</b> Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the different roles men and women (if applicable)	The funding agencies are the A.G. Leventis Foundation (CY) and the Hellenic Observatory at the London School of Economics and Political Sciences (UK). The implementing partners are the European University Cyprus and the University of Cyprus.
<b>Number of people involved</b> (e.g. % of the total population of the country or of the total target population, if a specific target has been set)	3 researchers and a considerable number of youth climate activists who actively participated in democratic life through a series of grassroots actions, approximately 30-50 young people.
<b>Methods for recruiting participants</b>  (if applicable)	Ethnographic fieldwork
<b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)	3 researchers for the specific project but there was the support from teachers and parents for the actions of the activist group
<b>Role of each professional involved</b> Describe briefly	The researchers explored the phenomenon of youth activism and politics through the case study of 'Youth for Climate Cyprus'. Their main guiding research questions revolved on how young people made sense of their climate activism, the forms of activism they engaged in and how they organized, as well as the networks they drew upon to connect and promote their cause. To answer these research questions, they employed qualitative research methods of data collection and analysis including ethnographic observations, textual analysis, focus-group interviews and individual interviews, during the period of January 2020-May 2021. Due to the onset of the COVID-19 pandemic in early 2020, they had to modify their original design and timeline, so as to be able to navigate the restrictions imposed due to the pandemic as well as the consequences it brought on participants' (and the research team's) personal circumstances.
<b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)	Two personal interviews were conducted with ten (10) participants and two focus group interviews with the remaining eight (8), a total of 22 interviews.
<b>Implementation process, success factors and innovation</b>  Please describe any phases of implementation	The first personal interview explored young activists' meanings of participation in the social movement against climate change. During the second personal interview, participants were asked to share photos which captured their understandings of climate change and youth activism on climate change. Using the method of photo-elicitation interviewing, participants were asked to reflect on and discuss issues raised in/by the photos they had either taken themselves or had selected for this purpose. As mentioned, two photo-elicitation focus group interviews were also conducted with youth activists using a set of photos selected by the research team which young activists were asked to comment on and discuss. The majority of the personal and focus group interviews were conducted online as a result of social distancing measures imposed due to the pandemic. Although the project team conducted some ethnographic observations of events such as protests and assemblies, this was limited as the organization of events requiring physical presence was halted in early 2020 with Youth for Climate moving the bulk of its activities online during the pandemic. Finally, the project team conducted textual thematic analysis of the Youth for Climate's posts on their open-to-the-public Facebook Page as well as of news articles appearing in the local press regarding the

	<p>Group's activities for the period 2019-2020, which covers the establishment of the Youth for Climate and the period under study. The project received an ethics approval from the Cyprus National Bioethics Committee and all participants provided their consent and/or assent, along with their parents' or guardians' consent where applicable, for their participation in the project activities.</p>
<p><b>Related resources that have been developed</b></p> <p>List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible</p>	<p>Policy Brief - <a href="https://www.lse.ac.uk/Hellenic-Observatory/Assets/Documents/Research/Cyprus/Projects-2019-20/There-is-No-PlanetB-Policy-Brief.pdf">https://www.lse.ac.uk/Hellenic-Observatory/Assets/Documents/Research/Cyprus/Projects-2019-20/There-is-No-PlanetB-Policy-Brief.pdf</a></p> <p>Research Report - forthcoming</p>
<p><b>Financing</b></p> <p>Where do the funds for the intervention come from? Who makes decisions about budget allocation?</p>	<p>The project was funded by the A.G. Leventis Foundation and the Hellenic Observatory at the London School of Economics and Political Sciences.</p>
<p><b>Evaluation</b></p> <p>Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)</p>	
<p><b>Results</b></p> <p>Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available</p>	<p>The following constitute the main conclusions derived from the project:</p> <p>Young climate activists in the project held quite clear and complex understandings of the magnitude of the climate crisis and the scale of its impact which fuelled their engagement in climate activism. Resisting adult conceptions of climate change as an issue of the distant future and working against ageist structures and perceptions which they saw as delimiting their political participation, young people in the project rallied around a common cause through collective action. Inspired by the acts of Greta Thunberg which brought upon the realization that they can indeed make a difference, young members of Youth for Climate engaged in a variety of strategies and means to pursue their activism and subvert adult-led exclusionary, ageist, and dismissive ideologies on climate change and youth political participation.</p>
<p><b>Impacts and benefits</b></p>	<p>Young climate activists in the project saw capitalism and its ideological tenets of profit maximization and overconsumption as among the main drivers of the anthropogenic climate change. Many called for systemic change that would allow for the crafting of different possibilities for the future, positioning themselves at once both as future-makers and present-makers who wish to be taken seriously. Drawing on futural orientations for many young activists meant reframing the problem of climate crisis as a social justice issue that affects the less privileged who are left to bear the bulk of its consequences as well as an intergenerational justice issue as young people are destined to deal with the ramifications of present and past generations' choices. Looking at how youth mobilize and self-organize in forms of collective action as well as examining their own understandings of environmental activism allows for a more nuanced appreciation of youth politicization and mobilization as well as the variegated forms of resistance youth can engage in to subvert adult-imposed relationships of power. Engaging with the question of youth climate activism reveals the frictions and tensions of everyday youth politics as much as it does the structural inequalities youth face in their struggle for equal social and political participation. It further begs attention to the ways in which anxieties, concerns but also visions of the youth can be allowed to be heard and voiced on equal grounds as a matter of intergenerational justice which both demands and offers alternative readings of the past, present and</p>



	<p>future. As such it befalls on the state to not only provide avenues for, but also to safeguard and ensure youth's authentic participation in its various institutions.</p>
<p><b>Sustainability</b></p> <p>What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).</p>	<p>This good practice actually is a meta-study on an actual series of grassroots practices and actions organised by an informal group called Youth for Climate Cyprus. This sequence of actions (protests, public interventions, assemblies) exemplifies the importance of political participation of young people in democratic life. The project mapped in this template carefully analyses the lessons learned from this young activist group making their main arguments available to the public. This good practice is a bit perplexed in nature but there is a tremendous possibility for replication and sustainability.</p>
<p><b>Lessons learned</b></p> <p>What are the key messages and lessons learned to take away from the GOOD practice experience?</p>	<p>Public education especially, but also informal and non-formal forms of education, have a particularly vital role to play not only in promoting the cause of climate justice, as young climate activists in the project purported, but also in cultivating those skills and dispositions necessary for active citizenship. Justice oriented citizenship education becomes crucial for planting the seeds for engaging youth with the political in ways in which democracy is sustained, as well as hopefully allowed to grow, as questions of legitimacy, inequalities and right(s) to the future are brought forth through and by youth's activism.</p>
<p>Anything else you think we should know ...that might be relevant to share?</p>	<p>The activities and engagement of Youth for Climate Cyprus:</p> <p>Rania, along with Nektarios (m.), was one of the initiators of Y4C. They decided to call for the first youth protest on climate justice in Cyprus after becoming aware of the call for a global mobilization initiated by the FFF movement. Therefore, the idea of street protesting came, and felt as a legitimate form of activism for these youth, through the global youth movement for climate justice that was gaining visibility at the time. Overall, due to the absence of a social movement tradition in Cyprus and the relative lack of non-institutional forms of politics, street protesting felt as something new that needed to be legitimized in some form by these youth. Both these initiators of the movement described activism as 'getting out of one's comfort zone', as becoming in other words exposed, visible to the public eye. These perceptions of activism as exposure tie nicely with street protesting that was one of the main mobilizing repertoires of the group in order to voice their demands in the public sphere but also recruit more followers.</p> <p>Street activism was seen by many members of Y4C as the quintessential form of activism. However, perhaps because of the above-mentioned lack of social movement tradition, as well as dominant perceptions that children are or should be apolitical/innocent beings, many youth participants felt more comfortable undertaking a more 'behind-the-scenes' activist role. They felt that their role was much more about disseminating information and raising-awareness on climate change, rather than advocacy either on the street level or through policy channels. This type of mentality about activism led to the formation of the research group as part of Y4C where youth were active in gathering scientific data on climate justice and distributing them to the public through a number of channels like social media or by transforming them into policy recommendations that along with other</p>

	organizations they handed to policymakers when they had the rare opportunity. Representatives of Y4C also visited schools to raise awareness on climate justice issues. This mentality further led to everyday forms of activism by trying to raise awareness through daily conversations with peers or even parents.
--	---

Description	
<b>Date (of completion)</b>	23/07/2021
<b>Suggested by (name, email)</b>	Dora Heracleous: dora.hubnicosia@gmail.com
<b>Title/name of the GOOD practice</b>	<b>MigratED, Migrations and human rights enhanced through technology in education.</b>
<b>Contact Person (name, address, email)</b>	Future Worlds Center www.futureworlds.eu/wiki/Main_Page globaleducation@futureworldscenter.org
<b>Abstract</b>  <b>An abstract of a maximum of 500 words is useful to provide a summary description of the practice</b>	<p>MigratED, Migrations and human rights enhanced through technology in education, is a Global Citizenship Education Project (GCE) financed by the Erasmus + Programme of the European Union.</p> <p>The MigratED project aims at disseminating good educational practices on intercultural dialogue, migration and human rights, by training teachers, educators and younger generations on these topics and on the use of digital and multimedia tools.</p> <p>Youth and the educational community are involved in a digital awareness raising campaign for promoting a sharing and welcoming culture in Italy, Portugal, Slovenia, Cyprus and Greece.</p>
<b>Country</b>	Italy, Portugal, Slovenia, Cyprus and Greece.
<b>Website</b>	Migrated
<b>Lead organisation</b>	We World Onlus
<b>Main partners</b>	<ul style="list-style-type: none"> <li>• CSAPSA 2</li> <li>• Municipality of Bologna. Ri.E.Sco – CDLEI</li> <li>• ULHT / CICANT – The Centre for Research in Applied Communication, Culture, and New Technologies, Lusófona University</li> <li>• ActionAid Hellas</li> <li>• 4Change</li> <li>• SLOGA</li> <li>• KARPOS</li> <li>• FUTURE WORLDS CENTER</li> </ul>
<b>Period of implementation</b>	February 2018 - April 2021
<b>Language(s)</b>	English, Greek, Italian, Portuguese, Slovenian
<b>Conceptual basis of the GOOD practice examples (max. 500 words)</b>  Please give a short description, and references or links to important documents	<p>In the European context the misperception and lack of knowledge of the migratory phenomenon are becoming increasingly worrying: Global Citizenship Education (GCE) can play an extremely important role in preventing the building of walls that impede the ever more necessary meetings between different cultures.</p> <p>Modern technologies, digital tools, and social media have come to permeate our daily life, bringing about several benefits, as well as many flaws. Far too often, the digital world has turned into a sounding board for hate speech and fake news.</p> <p>GCE is currently facing a great challenge: there is an urgent need to train citizens aware of the global dynamics, beyond the media propaganda and alarms that abound in many European countries today. We need to involve all people in the construction of a fair and equitable society and in the exercise of their rights and responsibilities towards others.</p> <p>We want to construct a non-superficial narrative on migration, promoting human rights and intercultural dialogue. We consider the</p>

	<p>involvement of the educational community crucial for an awareness raising among young people and the entire society. We trust in the capacity of new generations to build societies free from fear that foster equality and social inclusion.</p> <p>Activities   Migrated</p>
<p><b>Objectives</b></p>	<p>The ambition of MigratED project is to deconstruct hate speech and to contribute to a counter-narrative by disseminating testimonies of young people experiencing encounters with the “other”, also online including social media.</p> <p>MigratED intends to foster the wilful use of technologies and their potential as inclusive tools when addressing sensitive topics: digital and multimedia tools become means for the creation of an inclusive and multicultural community, combating messages of hate, whilst promoting values of active citizenship and democracy among younger generations.</p> <p>Through activities focusing on media literacy and education, research and participatory videos, young people tell their stories through video making and storytelling, promoting hospitality and inclusion. Conferences and workshops encourage young people to think about hate speech, languages used online and by media in narratives concerning migration issues. An online and offline awareness raising campaign involving youth, the education system, local communities and EU citizens, to make them more aware about GCE’s issues and a correct use of technology in teaching and promoting good practices on these themes.</p>
<p><b>Context</b></p> <p>What is the context (initial situation) and challenge being addressed? Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out (timeframe)?</p>	<p>The Need analysis Reports represent valid informative tools, based on interviews conducted in the local communities of the partner countries of MigratED project. They have been the source on which both the methodological guidelines and the trainings and capacity building activities for educators and teachers have been designed.</p> <p>In 2018, more than 400 organizations were mapped by MigratED partners, informed about project objectives and foreseen activities, and invited to take part to a needs assessment analysis. Reports have been produced both at national level in each partner country and at European level.</p> <p>As a general result of this needs assessment analysis, the following recommendations have been extracted:</p> <ul style="list-style-type: none"> <li>• Need to support teachers and professionals with innovative methodologies applied to Global Citizenship Education (GCE) themes;</li> <li>• Need to develop new didactic approaches for the daily and practical use of digital technologies as a tool to deal with GCE in formal and non-formal education settings;</li> <li>• Need to allow participants to share good and creative practices on the use of digital technologies for GCE;</li> <li>• Need to promote a multidisciplinary and combined methodologic approach.</li> </ul>
<p><b>Methodological Approach</b></p> <p>What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.</p>	<p>Participatory video methodology was one of the main methodological lines of the project. In each country, the focus groups of youngsters involved have produced participatory videos, after receiving training on GCE themes, on media and video literacy and with the support of facilitators and video-making experts, as well as their teachers.</p> <p>What is a participatory video for the MigratED project?</p> <ul style="list-style-type: none"> <li>• All the phases of the video-making process are done collectively: design, script, writing, filming, editing;</li> <li>• They are not made for the youngsters but by the youngsters, with the active participation of all the groups’ members;</li> <li>• The distance between object and subject of the video is attenuated;</li> <li>• They are based on the youth’s real life experiences or their fiction stories based on these questions: “Where is migration in your world? In your life, family, street or school?” “Find the diversity in everyone/everywhere”;</li> <li>• They are able to deconstruct stereotypes and counteract negative narratives.</li> </ul> <p>Within the MigratED project, the total of 51 participatory videos have been produced: 18 of them are the main part of the final MigratED Webdocumentary “The communities we want”, published and translated in the languages of the five countries involved within the project. The different stories in each country are collected together, creating one key message:</p>

	<p>the encounter and sharing among European young people and migrants, refugees, asylum seekers.</p> <p>The webdoc is an important awareness raising and advocacy tool: it can be used for the replication of pilot educational activities, shared with stakeholders and policy makers, disseminated online in different communication channels, as well as screened in public events involving communities and citizens.</p>
<b>Target groups and their characteristics</b>	<p>The project is for:</p> <ul style="list-style-type: none"> <li>teachers, youth workers, and other professionals working closely with youngsters, undertaking trainings on matters of education on GCE, Migration and Human Rights through digital tools.</li> <li>students and young people aged 15-20, including migrants, refugees and asylum-seekers, to prompt social and intercultural inclusion of marginalized people through multimedia tools and participatory videos.</li> </ul>
<b>Stakeholders involved</b> Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the different roles men and women (if applicable)	During the project 80 local and national authorities, such as schools, municipalities, organizations, community centres, involved in the promotion and fruition of educational and recreational activities.
<b>Number of people involved</b> (e.g. % of the total population of the country or of the total target population, if a specific target has been set)	<ul style="list-style-type: none"> <li>During MigratED a total number of 325 educators were trained and involved in project activities.</li> <li>During MigratED a total number of 800 students and youngsters were trained and involved in project activities.</li> <li>During the project 80 stakeholders were involved</li> </ul>
<b>Methods for recruiting participants</b>  (if applicable)	Through formal and non-formal educational networks
<b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)	<p>325 educators</p> <p>80 local authorities, institutions, etc</p> <p>Researchers and project teams</p>
<b>Role of each professional involved</b> Describe briefly	<p>Educators were one of the main target groups and participated in training activities both at the international and the national level. Then they collaborated with their students for the development of the participatory videos.</p> <p>The stakeholders participated in events and conferences in which they got informed about the results and the political demands of the partner organisations.</p>
<b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)	<p>PHASE 1: Training of teachers and educators</p> <ol style="list-style-type: none"> <li>Assessment of learning needs of teachers and educators: The assessment starts with the mapping of scholastic and educational projects run in each partner country within schools/educational institutes/youth centers on migrations, development and fundamental rights and on digital tools for education. This assessment identifies the perceptions regarding the necessity to strengthen awareness on these themes, in order to outline gaps and/or to intervene in support of intercultural education or GCE within the educational communities, by using technology as teaching tools.</li> <li>Publication of methodological guidelines and development of educational material: Starting with the results of the needs assessments conducted in each country, the guidelines "Global Citizenship and Multimedia" are redacted for the staging of international and national trainings, held for teachers and educators. Divided in 8 chapters, they include both theoretical knowledge and good educational practices on GCE issues and their link with the use of technology; the Guidelines are published and disseminated online in order to achieve a wider public within the educational community.</li> <li>International training of trainers and national trainings: International Training of Trainers is carried out in Bologna,</li> </ol>

	<p>gathering around 40 professionals in formal and non-formal education setting and trained on managing diversity in education; media and digital tools in GCE; climate change, sustainable development and migrations in education; media literacy and participatory video in education. As a continuation of the international Training of Trainers, each partner organization realizes National Training courses for educators and teachers of the different EU local context, on migration, human rights, media education and multimedia tools for teaching, with a specific focus on Participatory Videos as a tool for inclusive learning.</p> <p>PHASE 2: Fostering students and youngsters' intercultural competences and critical thinking skills</p> <ol style="list-style-type: none"> <li>Media Education Workshops and events: The Media literacy workshops addressed to youngsters in each country, and especially engaging class and groups composed by national and foreign young people, in order to promote intercultural dialogue. The need is to raising awareness and educate about a correct use of media and digital tools, starting from the participants' interests and habits and deepening some GCE issues. These workshops are the first step for the production of participatory research and video production; on the other hand, they are the starting point for the organization of public events in which the young participants themselves are the key players of an awareness raising campaign on the issues of media, human rights and migration.</li> <li>Participatory videos and researches: Following the workshops, in each country, different focus groups of young people are created in order to produce participatory videos on the GCE issues (interculturality, diversity, migrations, human rights...) collectively. These videos, as well as the participatory researches conducted by youngsters, are based on the real life experience of youth, and aim to create a collaborative process of production of audio-visual materials, empowering them and stimulating their critical thinking on both the use of media and the social problems of their local contexts.</li> </ol> <p>PHASE 3: Awareness raising campaign for more inclusive schools through global citizenship education and multimedia tools</p> <ol style="list-style-type: none"> <li>Web-documentary and online platform: The web-documentary "The communities we want – the voice of youth on human rights and migration" is based on the assemblage of the participatory videos and other audiovisual materials produced in each country. Organized by the team of the University of Lusofona with the support of all partners, it is available in 5 languages and it is hosted on the Webplatform. The different stories told by the youngsters and emerged in each country create message common narrative in the Webdoc: the encounter and sharing among European young people and migrants, refugees, asylum seekers.</li> <li>Communication and advocacy campaign: The last activities of the MigratED project foresee an awareness raising campaign at national and EU level, implemented both in the digital world and with specific national and international events. The digital communication campaign aims to disseminate all the materials produced in the different activities, giving voice primarily to the young generation involved. Each organization participates and organizes awareness raising and advocacy events, addressed to the educational community, and to local, national and European institutional stakeholders. These two communication and advocacy campaigns culminate in two pillar moments of the project: The international preview for the Webdoc, which takes place on the Terra di Tutti Film Festival in October 2020 in Bologna and on the parallel screening events that the partners hold simultaneously in other countries. The final international conference of the project, to present the results and the political demands of the partner organizations, involving international stakeholders and policy makers.</li> </ol>
<p><b>Implementation process, success factors and innovation</b></p> <p>Please describe any phases of implementation</p>	<p>The implementation process is described in the previous section.</p>

<p><b>Related resources that have been developed</b></p> <p>List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible</p>	<p>Main project documents to be found here: Documents   Migrated</p> <p>Participatory videos and webdocumentary to be found here: migratED – Media education for human rights (migratedvideos.eu)</p>
<p><b>Financing</b></p> <p>Where do the funds for the intervention come from?</p> <p>Who makes decisions about budget allocation?</p>	<p>This project is an Erasmus+ KA3 project</p>
<p><b>Evaluation</b></p> <p>Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, etc.)</p>	<p>The official evaluation is not available to the public. The project consortium uploaded a final brief analysis report in which we read that: In April 2021 the project MigratED - Migrations and human rights enhanced through Technology in Education has reached its closing date after 3 years of activities. Cofunded by the Erasmus+ programme of the European Union, MigratED has aimed to disseminating good educational practices on intercultural dialogue, migrations and human rights among the educational community, to raise awareness towards a sustainable, innovative and inclusive educational system. The project has achieved this objective by promoting the correct use of new multimedia technologies, and critical thinking skills in the digital world – issues that these years, more than ever, are demonstrating their importance.</p> <p>The project has proposed educational actions based on the development of both civic and media literacy skills, and it has realised an online communication action and an advocacy campaign on the project topics.</p> <p>The ambition has consisted in the promotion of synergies among these skills, understanding that EU and global citizens need innovative tools to understand the complexity of current societies, and to act in favour of a sustainable and inclusive development. Considering the lifelong dimension of learning processes, MigratED has thus promoted global and digital skills not only to youth but also to teachers, educators, and professionals in education. At the end of 2020, MigratED has been awarded as best practice within the LifeLongLearningPlatform Award under the category Learning that empowers – The future of learning.</p> <p>Nowadays, European, national and local contexts require more than ever a revolution in terms of development of citizens' lifelong learning skills.</p> <p>The educational sector is addressing a deep crisis, not only for the lack of financial investments but also for the need for a transformation of educational approaches and methodologies, to promote digital, civic, and environmental skills. The COVID-19 pandemic has accentuated these structural problems: according to UNDP data, in 2020, the closure of schools to slow the spread of the virus has affected more than 90 percent of the world's student population, 1.5 billion children and young people. It has had adverse impacts on the digital skills gap that already existed, on inequalities on access to education, also linked to digitalization, as well as on the lack of awareness of global issues among European citizens.</p>
<p><b>Results</b></p> <p>Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available</p>	<ul style="list-style-type: none"> <li>• MigratED has promoted sustainable development, migrations and human rights topics, connecting them to media-literacy. It has been possible thought educational activities based on GCE approach, combining theoretical and practical pedagogics methods, developing knowledge, but also hard and soft competencies, as well as sustainable behaviours of teachers, educators, and of EU and migrant youth and students.</li> <li>• The project educational activities have foreseen participatory methodologies to promote inclusive education, based on the idea that the activities are done "with" people and not "on" or "for" people, emphasizing collective learning and inclusiveness. The innovative element of MigratED method is represented by the combination of these participatory approaches with the use of IT, digital and audio-visual tools: professionals in education and youth involved have been trained on the use of participative audio-visual</li> </ul>

	<p>methodologies and tools. More than 30 participatory videos on GCE topics have been created by youth, and disseminated in public (online and in presence) events in the five partner countries. These videos are based on the real-life experience, and aim to create a collaborative process, empowering youth and stimulating their critical thinking on both the use of media and the social problems of their local contexts.</p> <ul style="list-style-type: none"> <li>To ensure multipliers effects, long-term sustainability and a wider impact of MigratED, a thematic and methodological fil rouge among educational, communicational and advocacy activities have been created. MigratED has disseminated good practices on GCE, media literacy and educative inclusion outside the educational system, turning towards the entire society, starting from the youth's voice. The communication action foreseen has been participative, having the goal to disseminate not only learning tools, but also audio-visual materials and communication creative contents created with (and for) the youth. With the overall aim of promoting policies and frameworks on GCE and on digital tools as forms of inclusive learning in the educational system, the advocacy action has a multistakeholders and multilevel approach, based on the involvement of different actors from public, private and third sector entities, active in educational and social fields at local, national and European level.</li> </ul> <p>More to read here: <a href="#">Final-Brief-Analysis-Report-MigratED-Apr-2021.pdf</a></p>
<b>Impacts and benefits</b>	<p>Adults and youth have been not only trained but also actively involved in an online awareness-raising action, by creating creative digital communication materials on GCE topics, to be disseminated in social media. The underlying awareness of MigratED approach has consisted of that the achievement of active global citizenship, promoter of sustainable and inclusive development, needs to go together with the digital transition.</p> <p>This "twin transition" is particularly relevant in terms of key skills to be promoted, especially if we consider the impact of the COVID-19 pandemic and the related containment measures on 100 million EU citizens and on the education sectors -formal, not formal and informal.</p> <p>Promoting social inclusion in education has represented one of the main goals of MigratED, with particular regard to the inclusion of minorities, migrants/refugees and European citizens having migrant background. Within all its activities, the project contributes to it, combatting racism and discrimination and promoting active citizenship, through global citizenship education focusing on human rights, development and migration issues, and using participatory methods and tools. Global education activities have been addressed to formal and informal educational settings, promoting multi-disciplinary approach and mixed learning environments (school and social sector, teachers and social workers, students and migrants), allowing exchange and intercultural dialogue among project's beneficiaries.</p> <p>Cross-sectorial impacts have been stimulated by the involvement of target groups and stakeholders since the designing phase of the project and its activities, empowering them as multipliers of the project, asking for their collaboration for the promotion of the communication and awareness raising actions.</p>
<p><b>Sustainability</b></p> <p>What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).</p>	<p>High sustainability possibilities, particularly because the active contribution of youth in the production of collaborative multimedia tools it was evident throughout the project. This has given them voice within MigratED communication action, realised especially online and in social media, to raise awareness on project's topic, using high-impact forms of expressions (especially on social media), fitting with expectations and languages of young generations. Some youths have been involved as media activists and peer educators within awareness raising events.</p> <p>This is highly important for sustainability purposes.</p>



<b>Lessons learned</b>  What are the key messages and lessons learned to take away from the GOOD practice experience?	Global citizenship education is elemental for active youth participation in democratic life. Migration, human rights and intercultural dialogue are becoming increasingly urgent and necessary at school level, by using multimedia tools, in order to construct a non-superficial narrative and promote a society free from fear and in which equality and social inclusion are implemented, primarily in the educational field. Especially today, in a European context where the misperception and lack of knowledge of the migratory phenomenon are becoming increasingly important, Global Citizenship Education can play an extremely important role in preventing the building of walls that impede the ever more necessary meetings between different cultures. Global citizenship education thus contributes to the building of a model of citizenship. This model is based on an awareness of the dignity of all human beings, a sense of belonging to a global community and people's involvement, both as individuals and collectively, in order to drive cultural, social and political change for the construction of a more just and sustainable world
Anything else you think we should know ...that might be relevant to share?	


Description	
<b>Date (of completion)</b>	27/07/2021
<b>Suggested by (name, email)</b>	Dora Heracleous: dora.hubnicosia@gmail.com
<b>Title/name of the GOOD practice</b>	<b>Smart Cities - Smart applications for residents, businesses and visitors in Greece and Cyprus</b>
<b>Contact Person (name, address, email)</b>	Paphos Municipality 28th of October Square, PO Box 60032 - 8100, Pafos, Cyprus Tel: +357 26822270   Fax: +357 26934762 e-mail: town.hall@pafos.org.cy
<b>Abstract</b>  <b>An abstract of a maximum of 500 words is useful to provide a summary description of the practice</b>	Implemented in Paphos in Cyprus, Chania on the Greek island of Crete and Lesbos in Greece's North Aegean region, the Smart Cities project has developed IT applications to help citizens, businesses and visitors interact with local authorities. The applications cover such areas as e-governance and citizen participation in public actions; collection and digitisation of material of natural, cultural and touristic interest; and promotion of tourism and the specific characteristics of each city. They also foster cooperation between the participating municipalities in these fields.
<b>Country</b>	Greece and Cyprus
<b>Website</b>	Grid posts   Smart Cities (smartcities-project.eu)  Δήμος Πάφου (pafos.org.cy)
<b>Lead organisation</b>	Municipality of Paphos (CY)
<b>Main partners</b>	Municipality of Chania (EL) Municipality of Lesbos (EL)
<b>Period of implementation</b>	01/2017 - 02/2020
<b>Language(s)</b>	Greek and English

<p><b>Conceptual basis of the GOOD practice examples (max. 500 words)</b></p> <p>Please give a short description, and references or links to important documents</p>	<p>The need of improving the access, use and quality of information and communication technologies by the citizens who live in the partner municipalities.</p> <p>Strengthening ICT applications in e-government, e-learning, e-inclusion, e-culture and e-health, in particular increasing the use of ICT in areas of common interest (in the areas of e-government, e-business, e-culture and tourism).</p>
<p><b>Objectives</b></p>	<p>The individual objectives of the project are:</p> <ul style="list-style-type: none"> <li>• developing e-democracy and participatory applications to familiarize municipal, business and business workers with their use so that there is easy delivery and use of broad information, promoting participation in public actions, increasing transparency, reduction of bureaucracy, reduction of costs and timing of a series of procedures.</li> <li>• collecting and digitizing material of natural, cultural, tourist interest</li> <li>• development of tourist projection applications</li> <li>• the cooperation of the Municipalities in the above areas.</li> </ul>
<p><b>Context</b></p> <p>What is the context (initial situation) and challenge being addressed? Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out (timeframe)?</p>	<p>Development of smart systems for interaction between citizens, companies, visitors and local authorities, and enhanced ICT use in areas of common interest for different cities allow public services to be streamlined and procedures simplified. This saves time and money for service providers and users, increases transparency, and leads to faster and more efficient communication and cooperation between municipalities.</p> <p>Further elements of Smart Cities aimed at supporting the application of such systems included the formulation by participating cities of business action plans and strategic marketing and branding plans. These were based on survey findings. These features tied in with another key aim of the project: that of creating an attractive environment for enterprises, visitors and organisations.</p> <p>Events were held to familiarise municipal and company employees with the tools elaborated under the project and to support good practice exchange. Foremost among these were workshops on the role of local authorities in implementing smart city-related actions and information days publicised through the distribution of informative and promotional material.</p>
<p><b>Methodological Approach</b></p> <p>What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.</p>	<p>Development of a Digital Tourism / Culture and Entrepreneurship Platform, a common portal for promoting and providing advanced services to citizens and visitors of the municipalities of Paphos, Chania and Lesvos. In particular, a promotional and information platform will be developed for businesses located within the Municipality and beyond, where several electronic services will be provided, with the main project manager in the Municipality of Paphos. The same package includes the Development of Digital Applications of e-Democracy and Participation for the Municipalities of Paphos and Lesvos. The purpose of the package is to increase citizen participation, strengthen democracy and transparency, and reduce bureaucracy through a system that includes an Information Portal, Online Participation Platform, Online Polls and Consulting Communities, Social Networking Services, Social Services.</p>
<p><b>Target groups and their characteristics</b></p>	<p>Citizens, Businesses and Visitors of the municipalities of Paphos, Chania and Lesvos.</p>
<p><b>Stakeholders involved</b></p> <p>Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the different roles men and women (if applicable)</p>	<p>European Regional Development Fund through the "Interreg V-A - Greece-Cyprus" Operational Programme</p> <p>Municipalities of Paphos, Chania, and Lesvos</p> <p>Local public bodies</p>
<p><b>Number of people involved</b></p>	

(e.g. % of the total population of the country or of the total target population, if a specific target has been set)	The citizens living in the municipalities of Paphos, Chania and Lesvos.
<b>Methods for recruiting participants</b> (if applicable)	
<b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)	Researchers for collecting data for digitization ICT developers
<b>Role of each professional involved</b> Describe briefly	<p>Researchers were responsible for the collection, documentation, and digitization of material of Cultural and Tourist interest.</p> <p>The ICT developers were responsible for developing the digital platform where several electronic services are provided, such as digital Applications of e-Democracy and Participation</p>
<b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)	<p>Publicity and Information: it deals with information and publicity actions and includes information days, 2 for each municipality mainly targeting local bodies, representatives of local government and the general public, the creation of communication identity, printed and electronic information material, its main responsibility of which the Municipality of Lesvos has, as well as the web site of the act.</p> <p>Material collection, documentation and digitization: it concerns the collection, documentation and digitization of material of cultural and tourist interest by all beneficiaries. This material will be integrated into the digital platform developed by the Municipality of Paphos. In addition, a digital tour will be implemented in the Municipality of Chania, which will highlight the benefits of visiting the Municipality.</p> <p>Development of digital applications: Development of a Digital Tourism / Culture and Entrepreneurship Platform, a common portal for promoting and providing advanced services to citizens and visitors of the municipalities of Paphos, Chania and Lesvos. In particular, a promotional, information and information platform will be developed for businesses located within the Municipality and beyond, where several electronic services will be provided, with the main project manager in the Municipality of Paphos. The same package includes the Development of Digital Applications of e-Democracy and Participation for the Municipalities of Paphos and Lesvos. The purpose of the package is to increase citizen participation, strengthen democracy and transparency, and reduce bureaucracy through a system that includes an Information Portal, Online Participation Platform, Online Polls and Consulting Communities, Social Networking Services, Social Services.</p> <p>Preparation of Business – Strategic Plans: it relates to the preparation of Business Plans for the full implementation of the actions of the "smart" city in the municipalities of Paphos and Chania. This project will study, based on the specific characteristics and needs of each site, the extension of actions to the smart city with a range of areas affecting the operation of the city and those living, working and moving within it. It will also elaborate a Strategic Marketing Plan for the 3 cities that aims at shaping cities' identity and developing strategies and policies focused solely on city visibility, creating a strong, unique, attractive profile utilizing the deliverables of this project.</p> <p>Exchange of good practices and transfer: it deals with the Exchange of Good Practices and the Transfer of Knowledge through the organization by the Municipality of Lesvos and the participation of all beneficiaries in the Smart City workshop. How the Local Government can meet the challenge. The involvement of both company representatives and representatives of other municipalities with experience in implementing innovative actions from Greece and abroad will contribute decisively to the objectives of the program.</p>
<b>Implementation process, success factors and innovation</b>  Please describe any phases of implementation	<p>The above-mentioned activities constitute the main implementation phases of the project.</p> <p>Its main element of innovation is the development of the digital platform for e-governance and e-democracy, where the voices of citizens and local businesses could be heard by the municipal authorities.</p>

<p><b>Related resources that have been developed</b></p> <p>List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible</p>	<p>Grid posts   Smart Cities (<a href="http://smartcities-project.eu">smartcities-project.eu</a>)</p>
<p><b>Financing</b></p> <p>Where do the funds for the intervention come from?</p> <p>Who makes decisions about budget allocation?</p>	<p>Total investment for the project "Smart Cities" is EUR 643 000, with the EU's European Regional Development Fund contributing EUR 546 550 through the "Interreg V-A - Greece-Cyprus" Operational Programme for the 2014-2020 programming period. The investment falls under the priority "Information and Communication Technologies".</p> <p>Main decision body is the Municipality of Paphos.</p>
<p><b>Evaluation</b></p> <p>Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)</p>	
<p><b>Results</b></p> <p>Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available</p>	<p>The following deliverables that stemmed out of the project implementation constitute Smart Cities' main elements of innovation:</p> <ul style="list-style-type: none"> <li>a) the development of a common digital platform for Tourism / Culture and Entrepreneurship that includes, inter alia, web portal services, newsletter, Polls for e-democratic participation, etc.</li> <li>b) the development of digital applications of e-democracy and participation in the Municipality of Paphos, which include: e-participation platform-electronic signatures, e-polling platform, e-communities platform, etc.</li> <li>c) the development of digital applications of e-democracy and participation in the Municipality of Lesvos: where in addition to the above is also included an online system for recording complaints with the ability to record problems and complaints of citizens,</li> <li>d) support of E-Government applications in the Municipality of Chania through the supply of equipment that includes 4 Infokiosks and 8 special complaint recording machines.</li> </ul>
<p><b>Impacts and benefits</b></p>	<ul style="list-style-type: none"> <li>• The development of interaction systems and the increase of the use of ICT in areas of common interest, which lead to the better management of the services of the Municipality, as there is now an electronic service for the citizens. These interaction systems also contribute to the achievement of communication and cooperation between the different service units of the municipalities, with the result that their operation becomes more efficient and immediate.</li> <li>• Reducing bureaucracy, increasing transparency and simplifying procedures reduce time and costs for services and users and make a significant contribution to improving living standards. The ability of the citizens for active participation and communication with the authorities, as well as the immediate and valid information on issues of common interest, also plays a crucial role towards the visible impact of the project.</li> </ul>
<p><b>Sustainability</b></p> <p>What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).</p>	<p>The project digital platform, as well as all relevant tools for citizens' e-democratic participation could be transferred and applied in many more local contexts across Cyprus and Greece.</p>

<b>Lessons learned</b> What are the key messages and lessons learned to take away from the GOOD practice experience?	Active citizen participation at the local level is an important facet of democracy and increases the feeling of belonging to the community.  E-participation and e-governance are elemental for recording as many voices as possible, especially in such difficult times like the Covid-19 era.
Anything else you think we should know ...that might be relevant to share?	

Description	
<b>Date (of completion)</b>	2017 – ongoing
<b>Suggested by (name, email)</b>	Anita Gagovska, Mladiinfo International: anita@mladiinfo.net
<b>Title/name of the GOOD practice</b>	<b>Youth Banks North Macedonia/ Младински Банки Северна Македонија</b>
<b>Contact Person (name, address, email)</b>	Marjan Icoski, Mladiinfo International: marjan@mladiinfo.eu
<b>Abstract</b>  An abstract of a maximum of 500 words is useful to provide a summary description of the practice	<p>The Youth Banks is a unique model for the resolution of the most serious issues for youth in North Macedonia: unemployment and democratic participation. Contrary to the outdated methods and concepts, Youth Banks offer much more than only training and workshops. They provide first-hand experience and direct participation of youth, transforming the lives of the youth and their communities. The Youth Banks is an innovative program for grant-making i.e. creation of youth funds that allow financing and support of local actions and initiatives from informal groups of young citizens. 50% of the financial means of the fund are secured by the local governments and the other 50% are fundraised from the business community and/or (inter)national donors by the local NGOs and youth.</p>  <p>The Youth Banks are managed by Youth Banks Councils consisted of 5 to 7 young members aged 15-30. The members of the Councils are young, recognized people in their local communities, elected on a public call administered by the local NGOs and the respective municipalities. The Council's members are further trained by the local NGOs to lead the Youth Banks program in their municipalities, respecting the rules for grant-making and allocation of funds. The funds are awarded to the best community actions submitted by the informal groups of youngsters. Further, the Youth Banks Councils decide on the award of the grants for community actions, projects, and initiatives by the informal groups of young people. The actions can vary from educational activities, cultural events, competitions, to festivals, sports, small-scale infrastructure projects, environmental campaigns, volunteering initiatives, etc. Therefore, the Youth Banks fully rely on the motto "from youth to youth" helping young people to experience real-life situations and gain employment and life skills by giving them the power to administer and run the program and the community actions on their own.</p> <p>The Youth Banks model in North Macedonia is implemented by the Youth Banks Network Macedonia (YBNM), composed of 13 youth organizations from all over the country. The Network is led by Mladiinfo International as a licensee of the Youth Banks International, a consortium based in Northern Ireland. Thus far, more than 10 memorandums of cooperation are signed with municipalities from North Macedonia for implementation of the model. Effectively, the YBNM member, Association of citizens Youth Can is implementing the first cycle of the Youth Banks in the municipalities of Aerodrom, Gjorce Petrov, and Karposh in the Skopje region.</p>

<b>Country</b>	Republic of North Macedonia
<b>Website</b>	<a href="http://www.mladinskibanki.mk">www.mladinskibanki.mk</a> ; <a href="https://www.facebook.com/YouthBanksNetworkMacedonia">https://www.facebook.com/YouthBanksNetworkMacedonia</a>
<b>Lead organization</b>	Mladiinfo International
<b>Main partners</b>	NGOs: CEFE Bitola, Youth Alliance Krusevo, Youth Board Prilep, Poraka Nova Struga, Multikultura Tetovo, Youth Can Skopje, Volunteering Center Skopje, Innova Lab Bitola, Association Intercultura Skopje, Association for intercultural integration Inclusion Ohrid, LAG Agro Leader Bitola, Youth Empowerment Platform Gostivar.
<b>Period of implementation</b>	2017- ongoing
<b>Language(s)</b>	Macedonian and English (partially)
<b>Conceptual basis of the GOOD practice examples (max. 500 words)</b>  Please give a short description, and references or links to important documents	<p>The concept of the model is structured around the Youth Banks Golden Rules. Although the model is conceived as a flexible program that is tailored to the specific needs of young people, the work of the Youth Bank Councils is based on solid and transparent principles. The objective of these principles is to ensure that the core values of the Youth Banks concept are always applied and aimed to achieve its goals. The Youth Banks Golden rules are:</p> <p><b>Youth-Led:</b> Young people are the ones taking the responsibility, make decisions on the distribution of grants, follow the implementation of approved projects, work to promote the Youth Banks, and care about their reputation in the community. The Youth Banks Network Macedonia provides education and training for young people, and advises young people to nurture, respect, and apply the basic principles and procedures of the model.</p> <p><b>Participation:</b> Each member of the Youth Banks Board has an equal opportunity to express his/her opinion and participate in the decisions for awarding of the grants.</p> <p><b>Open to all young people:</b> The opportunity to receive grants is open to all young people (aged 15 to 30) who want to achieve a positive change in their community. The Youth Banks especially encourages young people who do not have equal opportunities as others, such as the socially disadvantaged, people with disabilities, minorities, vulnerable groups, etc.</p> <p><b>Clear selection procedures:</b> Selection procedures make the process of decision-making to be responsible, fair, and transparent.</p> <p><b>Clear and understandable language:</b> In all written and spoken communication, the Youth Banks language is clear, simple, and understandable for youth.</p> <p><b>Opportunity for learning and development:</b> Using practical and interesting learning methods, the Youth Banks enables young people to acquire new knowledge and skills that can not be acquired through formal education, applicable in real-life situations.</p> <p><b>Promoting mutual understanding and respect for diversity:</b> Youth Banks provide space for young people coming from different cultures, political, religious, and ethnic communities to share experiences and develop mutual understanding, tolerance and respect.</p> <p><b>Reflection and evaluation:</b> The Youth Banks Councils allocate a significant part of their time for reflection and evaluation of training, working groups, and other activities in which they were involved, through which they grounded their decisions about the grant-making and award. They analyze their previous activities and decide what can be improved in the future for their work to be more successful.</p> <p><b>Opportunity to celebrate success:</b> Youth Banks believes it is important to celebrate success and showcase the work of the youth to inspire and engage positive change.</p>

	<p>The key document summarizing the concept, methodology, and management of the Youth Banks is the Youth Banks Guide for North Macedonia. Available only in the Macedonian language at: <a href="https://bit.ly/3x24utu">https://bit.ly/3x24utu</a></p>
<p><b>Objectives</b></p>	<ol style="list-style-type: none"> <li>1. Developing employability and life skills among youth by engaging youngsters in governing the grant-making scheme as well as developing local community initiatives;</li> <li>2. Supporting youth participation by engaging youngsters in decision-making processes on the local level, especially underrepresented youth</li> <li>3. Promoting good governance and corporate social responsibility by stimulating local authorities and businesses that work transparently and accountably, invest in the personal and professional development of the local youth, and enhance the quality of life in the communities.</li> <li>4. Educating youngsters and CSOs members of YBNM on impact-making, activism, and democratic citizenry through participation in the Youth Banks model.</li> <li>5. Building capacities of youth, local governments, and civil society organizations to become more resilient and to create joint community actions</li> <li>6. Introducing an innovative mechanism for cross-sectoral cooperation via a model that provides sustainability of the interventions involving all relevant stakeholders.</li> </ol>
<p><b>Context</b></p> <p>What is the context (initial situation) and challenge being addressed? Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out (timeframe)?</p>	<p>In North Macedonia, quite a few young people attend non-formal education. Available data show that almost 90% of youngsters have never taken part in a civic initiative or CSO activity. Additionally, more than half consider that they cannot influence the work of the authorities, and almost 85% have never been involved in the creation of public policies. Nevertheless, the most severe problem for Macedonian youth is unemployment. The proliferation of youth employment policies in recent years (among which the EU's Youth Guarantee) has managed to mitigate the problem to some extent. A drop is noted in the unemployment rate from 40.6% in 2016 to 30.5% in 2019. Consequently, as per Eurostat data, in 2019 the share of young people at risk of poverty and social exclusion is approx. 43%, equally distributed among men and women. In connection with this, the percentage of youth not in employment, education, or training (NEET) remains traditionally high, reaching 24.5% in 2019.</p> <p>The main reason for the high unemployment is low skills, or skills mismatch i.e. the low quality of the educational system and its disconnection from the private sector. To a large extent, this disadvantaged position of youth in the labor market is also rooted in the problematic school-to-work transition amid concerns that educational programs do not reflect labor market needs. According to the ILO, this transition lasts on average 31 months from graduation to the first job and much longer for youth with only primary and secondary education. For these reasons, even though estimates of future youth demography are not available, recent research shows that youth are the most numerous categories leaving the country. Moreover, around two-thirds of them showed a strong intention to move abroad permanently.</p> <p>Tackling the abovementioned issues, the Youth Banks program from 2017 has directly involved and empowered more than 150 young people. They have been trained on the model, aimed to provide employability skills to youth through training, workshops and most importantly real-life experience. Furthermore, they have been involved in direct communication and problem solving with the local authorities, increasing their sense of belonging in the community and their democratic capacities. Concretely, the first cycle of implementation of the model by Youth Can have additionally targeted more than 50 people, members of the Youth Banks Councils and members of the informal groups from the municipalities of Aerodrom, Gjorce Petrov, and Karposh. They have attended three training modules on soft skills, project writing and management, leadership and communication skills useful for their further employment and sustainability of the model. In general, the cycle of the Youth Banks lasts for one year. YBNM and Youth Can started the implementation of the program in 2020, and it is expected to finish in late autumn 2021.</p>
<p><b>Methodological Approach</b></p> <p>What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process and in which way it was a participatory process? How</p>	<p>The principles of the methodology of the Youth Banks are oriented around the "development through community participation" which enables full participation for all young people. In addition to the "golden rules", the work of the Youth Banks is based on the basic principles of the Youth Banks Network Macedonia in line with the Youth Banks International consortium.</p> <p>As a result of the process of development through community participation, community members can:</p> <ul style="list-style-type: none"> <li>• Solve specific local problems that will improve the quality of life in their community (visible and concrete result);</li> <li>• Develop mutual relations, i.e. to build capacities for utilization of local resources, as well as for effective joint work on their development (resulting in the development of social cohesion).</li> </ul>



<p>long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.</p>	<p>These principles must be incorporated into the community's actions, projects and initiatives of the informal youth groups, which receive support through the Youth Banks:</p> <p>Local solutions: The ability to recognize and use their human, natural, cultural, and economic resources to move the community forward;</p> <p>Local benefits: Strong and successful community involvement benefiting all citizens from the implementation of the project;</p> <p>Participation in the planning process: Provides support to achieve the set goals and long-term sustainability of the projects;</p> <p>Procedural approach: Realistic goals lead to visible results that will build self-confidence and a positive attitude, and will encourage new initiatives among young people;</p> <p>Local partnerships: Trust, openness, and sharing of responsibilities between the informal groups leads to success;</p> <p>Local leadership: Those that will know what and how to achieve and which people to trust will encourage others to join;</p> <p>Volunteer work: Provides satisfaction from socializing, pride in participating in something useful for the community, and builds the necessary trust.</p>
<p><b>Target groups and their characteristics</b></p>	<p>The Youth Banks have four direct target groups:</p> <p>1) Youth aged 15-30 from various regions from North Macedonia. Particularly, the model focuses on a disadvantaged or marginalized group trying to boost their participation and employment skills. Youth from 15-24 are the most represented, still in high school or in university.</p> <p>2) Local authorities – municipalities. Focus is given on smaller or rural municipalities, yet it does not exclude the urban ones as well. The municipalities involved in the project are predominantly urban, coming from the region of Skopje: Aerodrom, Gjorce Petrov and Karposh</p> <p>3) Business community – small, local businesses that have an active role in their local communities and close contacts with the young citizens such as shops, bakeries, repairment shops, service providers, etc.</p> <p>4) Youth organizations – coming from several regions from North Macedonia to boost their capacities to work with young people and implement the Youth Banks model, as well as to involve them in larger national networks</p>
<p><b>Stakeholders involved</b> Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the different roles men and women (if applicable)</p>	<p>1) Local authorities – municipalities. The role of the municipalities is to provide financial and technical support to the Youth Banks and the Youth Banks Councils. The municipalities finance 50 % of the funds through the regular municipal budget, ensuring to become a permanent budget line to provide sustainability of the model. The technical support is provided in the forms of logistics, venues, promotion, or any in-kind help by the municipal bodies and administration.</p> <p>2) Local businesses – small, local businesses that have an active role in their local communities and close contacts with the young citizens such as markets, bakeries, repairment shops, service providers, etc.</p> <p>3) Youth organizations – coming from Skopje and regions outside the capital to boost their capacities to work with young people and implement the Youth Banks model, as well as to involve them in larger national networks</p> <p>4) International donors – provide funding for the implementation of the Youth Banks, as well as technical and human resource support. Thus far, USAID and the US Embassy in North Macedonia have supported the model</p>
<p><b>Number of people involved</b> (e.g. % of the total population of the country or of the total target population, if a specific target has been set)</p>	<p>The Youth Banks program from 2017, has directly involved and empowered more than 150 young people. The first cycle of implementation of the model by Youth Can has additionally targeted more than 50 people, members of the Youth Banks Councils and members of the informal groups from the municipalities of Aerodrom, Gjorce Petrov, and Karposh.</p>
<p><b>Methods for recruiting participants</b>  (if applicable)</p>	<p>The recruitment of participants is done in a transparent and public manner. Open calls for a selection of Youth Banks Councils members, and open calls for the community actions, projects, and initiatives are the key channels for recruitment. The open call contains certain criteria and procedures that the applicants need to fulfill. In these efforts, the YBNM Network members are doing online and onsite promotions of the calls. Also, the municipalities as equal partners are promoting the call as well in their local communities, with the help of their administration. Last but not least, Mladiinfo conducts a large online promotion through its vast social media</p>

	channels and networks in the country.
<b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)	In the Youth Banks program, various professionals are involved to ensure the correct implementation of the model and guarantee the quality of the process itself. As three main ones are the trainers and youth workers from the YBNM Network and the volunteers from the local community.
<b>Role of each professional involved</b> Describe briefly	<p>The trainers from the YBNM Network are selected to educate and train the members of the Youth Banks Councils as the ones who will decide on awarding the best initiatives and actions.</p> <p>Youth workers from the YBNM Network participate in the whole duration of the Youth Banks cycle, to provide the necessary soft skills and methodological approach to the Youth Council members and the young people part of the informal groups.</p> <p>Volunteers from the local community such as teachers, municipal administration, social workers participate in the logistics and oversight of the realization of the Youth Banks cycle.</p>
<b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)	<p>The main activities of the Youth Banks program are connected to the timeframe and budgeting cycle of the municipalities. Therefore, the timeline of one cycle is limited up to one year and include the following activities:</p> <ol style="list-style-type: none"> <li>1. Creation of the Youth Banks/Funds i.e. signing of a memorandum of understanding with the municipalities</li> <li>2. Open call for members of the Youth Banks Councils</li> <li>3. Capacity building for the members of the Youth Banks Councils</li> <li>4. Opening and promotion of the Call for the community actions, projects and initiatives by the informal groups of youth</li> <li>5. Selection and award of the best actions, projects and initiatives</li> <li>6. Implementation of the actions, projects and initiatives by the informal groups</li> <li>7. Monitoring and evaluation of the implemented actions, projects and initiatives</li> <li>8. Promotion of the impact and results in the local community</li> </ol>
<b>Implementation process, success factors and innovation</b>  Please describe any phases of implementation	<p>The implementation of the abovementioned activities consists of four phases:</p> <ol style="list-style-type: none"> <li>1) Securing local authorities support and forming the Youth Banks Funds</li> <li>2) Capacity-building of the Youth Banks Councils</li> <li>3) Implementation of the community actions, projects, and initiatives</li> <li>4) Monitoring and evaluation</li> </ol> <p>The innovation of the Youth Banks program is in the structure of the model itself. It tries to combine the most important stakeholders in the community: the municipalities, the businesses, and the civil society sector. The aim is to create long-term and sustainable cooperation among these stakeholders, putting youth as forerunners and main protagonists in the program. By leading the processes, Youth Banks create a "win-win" situation: make empowered and active youth citizenry, as well as good governance and transparency of the local authorities.</p> <p>The most important factor of success is the cooperation with the municipality as a representative from the authorities. The municipality is the key player that needs to incorporate the Youth Banks in their annual budget, becoming the strongest ally of the local youth. The good cooperation goes a long way, as shown by the experiences of the Mozaik Foundation from Bosnia and Herzegovina who is implementing the model for the last 12 years.</p>
<b>Related resources that have been developed</b> List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible	<p>There are several resources of the Youth Banks model in Macedonia. There are internal documents of the YBNM Network such as the Statute, Membership Form, Strategic Plan, etc. Yet, the most important resource is the Youth Banks Guide for North Macedonia, containing the main rules and procedures on how to establish and manage a Youth Bank. The Guide is available only in the Macedonian language: <a href="https://bit.ly/3x24utu">https://bit.ly/3x24utu</a></p>

<p><b>Financing</b></p> <p>Where do the funds for the intervention come from?</p> <p>Who makes decisions about budget allocation?</p>	<p>The establishment of the YBNM and Youth Banks are financed by the USAID and US Embassy in North Macedonia. They have supported the Network and the program since 2017. The funds for the actual creation of the Youth Banks are 50 % from the municipalities of Aerodrom, Gjorche Petrov, and Karposh, and the other 50 % are secured by the YBNM and NGO Youth Can.</p> <p>The decision for the budget allocation is entirely on the Youth Banks Councils consisted of 5-7 young people. They have the full power to decide which community actions, projects, and initiatives will support.</p>
<p><b>Evaluation</b></p> <p>Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)</p>	<p>The evaluation of the Youth Banks will happen after the finalization of the first cycle in late autumn 2021. The evaluation will be carried by the YBNM and Youth Can, as well as the municipal administration and the young people involved in the Youth Banks. The evaluation consists of qualitative methods, where all interested parties will access the quality of the implementation of the program, its results and its impact on the local community. On the other hand, evaluation of the work of the YBNM Network was done in 2019 by the USAID as the main donor, using outside experts and tailor-made impact assessment methodology.</p>
<p><b>Results</b></p> <p>Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available</p>	<p>The Youth Banks program from 2017, directly has involved and empowered more than 150 young people. The first cycle of implementation of the model by Youth Can has additionally targeted more than 50 people, members of the Youth Banks Councils and members of the informal groups from the municipalities of Aerodrom, Gjorche Petrov, and Karposh. As explained, a qualitative evaluation will be done by late autumn 2021.</p>
<p><b>Impacts and benefits</b></p>	<p>The Youth Banks program from 2017, has directly involved and empowered more than 150 young people. They have been trained on the model, aimed to provide employability skills to youth through training, workshops and most importantly real-life experience. Moreover, they have been involved in direct communication and problem solving with the local authorities, increasing their sense of belonging in the community and their democratic capacities. Concretely, the first cycle of implementation of the model by Youth Can have additionally targeted more than 50 people, members of the Youth Banks Councils and members of the informal groups from the municipalities of Aerodrom, Gjorche Petrov, and Karposh. They have attended three training modules on soft skills, project writing and management, leadership and communication skills useful for their further employment and sustainability of the Youth Banks model itself.</p> <p>Besides the impact and benefits for the young people, the Youth Banks brings benefits to the other involved stakeholders:</p> <ul style="list-style-type: none"> <li>-The municipalities of Gjorche Petrov, Aerodrom and Karposh strengthened their accountability, communication with the young citizens and good governance. They have established close contacts and created a new innovative way for the participation of their young citizens</li> <li>- YBNM Network and NGO Youth Can, increased their networks and pool of young people and established cooperation with these municipalities and the business community. They have also built up their capacities and recognition in their local communities</li> <li>-The businesses have enhanced their social corporate responsibility by supporting local actions for community development</li> </ul>
<p><b>Sustainability</b></p> <p>What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).</p>	<p>The sustainability of the Youth Banks model is shown by several examples. First of all, the YBNM Network and the Youth Banks Model in North Macedonia is based on the original model developed in Northern Ireland in 1999. Starting from Northern Ireland, today, the Youth Banks are implemented in more than 20 countries in Europe and beyond, supporting +5000 projects. Secondly, probably the most successful example comes from the Western Balkan region. The MOZAIK Foundation from Bosnia and Herzegovina, with the assistance of Youth Bank International, has started the Youth Banks in 2008 with only 5 municipalities as partners, spreading the model across the country. Up to 2020, MOZAIK managed to reach 49 municipalities and support 559 projects. During these 12 years, the total amount raised for the implementation of the model is over 1.5 million euros.</p> <p>In North Macedonia, the YBNM Network was created in 2017, with the generous support exactly from the MOZAIK Foundation. Initially, 4 organizations created the Network, and later on, 9 others from different regions of North Macedonia joined. In the beginning, the model was introduced in more than 10 municipalities signing memorandums of understandings with the municipal administration, to finally in</p>

	<p>2020, NGO Youth Can start with the implementation of the model in the municipalities of Gjorche Petrov, Aerodrom and Karposh. Through the YBNM Network, the model in 2022 will be implemented in several more municipalities outside the Skopje area.</p>
<p><b>Lessons learned</b></p> <p>What are the key messages and lessons learned to take away from the GOOD practice experience?</p>	<p>The takeaways from the Youth Banks are the following:</p> <ol style="list-style-type: none"> <li>1) The cooperation between the most important community stakeholders is the key to youth empowerment. Young people feel motivated, eager to change, and act for good in their community when they directly have their say. They choose what the community needs, and propose actions, projects, and initiatives to fulfill the needs and creatively solve the problems.</li> <li>2) By having a real-life experience by participating in the evaluation of the community projects, and award of the funds, the Youth Bank Council members boost their employability skills and boost their confidence. By having the power to allocate budget money to their fellow peers, they learn a democratic lesson on accountability, good governance, and democracy.</li> <li>3) The Youth Bank model is highly sustainable if all involved parties follow the Golden Rules and Basic Principles. It has fair and just financial representation that motivates the stakeholders to continue with the model. The fact that the Youth Banks advocate for the program to be a permanent budget line of the local authorities gives strong incentives to the other parties to continue their support as well.</li> <li>4) The Youth Banks is a model whose importance and usefulness grow day by day. The deterioration of the youth conditions all across Europe opens a space for their implementation. As seen, it can be replicated in various environments and conditions, ensuring huge multi-level community impact and sustainability in a long term.</li> </ol>
<p>Anything else you think we should know ...that might be relevant to share?</p>	

Description	
<b>Date (of completion)</b>	2020- ongoing
<b>Suggested by (name, email)</b>	Marjan Icoski, Mladiinfo International: marjan@mladiinfo.eu
<b>Title/name of the GOOD practice</b>	<b>My City / Moj Град</b>
<b>Contact Person (name, address, email)</b>	hey@gorjan.rocks
<b>Abstract</b>  An abstract of a maximum of 500 words is useful to provide a summary description of the practice	<p>The youth citizens of North Macedonia are excluded from the decision-making processes on the local level. Due to the democratic deficit in the institutional setup in the local governments, they often feel helpless and without having their say. The communication between the citizens and the authorities is weak, and the initiatives and ideas for better local communities are lost in the bureaucratic labyrinth. The ways of online communication and advocacy in front of the local governments are limited, without any online engagement tools, and reduced to basic communication via social media channels.</p> <p>Based on these experiences, the My City online platform was created in 2020, aimed to give space to young citizens to raise their voices and influence the decision-making processes in the capital of North Macedonia, the City of Skopje. The platform was created by Gorjan Jovanovski, a young green activist from North Macedonia with the support of the initiative Green Humane City, which was inspired by their fight for a more inclusive and greener Skopje. My City is a tool for democratization of the decision-making processes providing policy resolution for the local issues, citizens control and monitoring, and increase of the transparency of the city of Skopje.</p> <p>My City creates a direct link between the citizens of Skopje and the City Council by allowing the citizens to submit policy ideas and solutions through the platform. These ideas are publically available and can be revised by the users of the platform, who further vote on the most useful and needed proposals. The three proposals with the most votes are further developed and elaborated by the legal team of My City, and later, directly submitted on the monthly Council Meetings of the city of Skopje. The City Council discusses them and makes the final decision for their acceptance or refusal with justification for the decision.</p> <p>In this way, the platform assures direct involvement and control in the work of the City Council of Skopje and makes constant monitoring of the policies, priorities, and activities of the municipality. The platform is open to all citizens of North Macedonia, but especially targets young citizens living in the area of Skopje as the carriers of positive changes. The platform also has an inclusive approach enhanced by its online character, granting easy, time-saving, eco-friendly, and equal opportunity for direct democratic participation.</p>
<b>Country</b>	Republic of North Macedonia
<b>Website</b>	<a href="https://mojgrad.mk/">https://mojgrad.mk/</a>
<b>Lead organization</b>	GREEN HUMANE CITY – Civic Initiative
<b>Main partners</b>	<p>CSOs and Civic Initiatives: AirCare, NGO Eden, On Bicycle, Don't be trash, Humane cities, Anima Mundi, Go Green, Mama Organa, Collective Z, First Children's Embassy Megjasi, One Can, Polio Plus, Avaja, Eduactive Org, Paw Enthusiasts, Homeless Animals Without Borders, From Zero to Zero</p> <p>Individuals: Gorjan Jovanovski (Founder), Dragana Velkovska (City Council Counselor), Ivo Bosilkov, Irina Arsova, Igor Jadrovski, Igor Raiden, Lazar Gjurov (Founding members)</p>
<b>Period of implementation</b>	2020- ongoing
<b>Language(s)</b>	Macedonian
<b>Conceptual basis of the GOOD practice examples (max. 500 words)</b>  Please give a short description, and references or links to important	<p>The concept of My City is to establish direct relations between the citizens of the City of Skopje and the local authorities through the submission of policy proposals and solutions. As an independent online platform, My City allows direct citizens' participation in the decision and policy-making processes of the City of Skopje. Every user of the platform can participate in each of the segments of creating the proposal. It can submit a new proposal, can work on elaboration and justification of other proposals, follow the City Council Meetings, etc.</p> <p>My City tends to create a virtual infrastructure for the establishment of an authentic</p>

documents	<p>online community, proposing a new and innovative model for democratic participation on the local level. The spirit of this community is constructed jointly through collective actions and the creation of practical policy solutions for the most pertinent problems of Skopje such as urban infrastructure, ecology, waste management, protection of natural resources, sustainable development, and citizens' solidarity.</p> <p>The concept of My City until now is narrowed to a local one. The reasons for these are twofold. First, Skopje as the Macedonian capital is accommodating almost half of the population of the country. Therefore, it has complex urban and resource problems that require immediate sustainable solutions. Secondly, some of the founders of the My City platform are at the same time Counselors in the City Council of Skopje and have direct power to propose the most popular policy solutions at the Council Meetings. This does not prevent citizens outside of Skopje to use the platform, yet the proposals shall be directed at their respective City Councils through other means, such as civic initiatives, open collaborations, etc.</p> <p>In any case, the concept of My City favors solely ethical and sustainable policy proposals and actions aimed towards the common good of the local communities. To facilitate better access, the team of My City offers further assistance for the development, elaboration, and justification of the voted proposals. Equally important, the concept does not reject the non-selected proposals, yet, they stay open for a vote and can be submitted at one of the next City Council meetings if they have received enough votes to qualify in the top three.</p>
<b>Objectives</b>	<p>My City is a democratization tool of the local decision-making process. It aims to:</p> <ol style="list-style-type: none"> <li>1. Make the decision-making process more open and inclusive for the citizens of the City of Skopje and young people as the forerunners of innovations and change.</li> <li>2. Directly involve the citizens in the policy and decision-making by using their knowledge, ideas, and innovations and give them the legitimacy to decide for their problems.</li> <li>3. Educate and empower the local youth on local democratic processes and enhance good governance</li> <li>4. Make the work of the City of Skopje more citizens friendly, accountable and transparent</li> <li>5. Offer new, green, and humane approaches to decision and policy-making of the City of Skopje through co-creation methods.</li> </ol>
<p><b>Context</b></p> <p>What is the context (initial situation) and challenge being addressed? Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out (timeframe)?</p>	<p>My City was created to ameliorate the situation with the extremely low participation of youth citizens in the decision and policy-making processes. The Youth Participation Index reveals that political, social, and economic participation is extremely low, positioning the youth as one of the most excluded and marginalized groups. Comparing to the Agenda 2020 of the Council of Europe, youth in N. Macedonia had almost ten times lower participation rates. Recent research has also shown that more than half of youth consider that they cannot influence the work of the authorities, and almost 85 % have never been involved in the creation of public policies.</p> <p>Additionally, the Law on Youth as the basic legal document concerning their participation as an active citizenry was just recently adopted for the first time in the history of the country. Complementary, continuous inconsistent modifications in youth strategic actions and policies such as the National Youth Strategy, Action Plans, Local Youth Strategies, etc, are pushing young people away from political processes on the Europeanization path of the country.</p> <p>The legal and policy framework in North Macedonia grants involvement of young people through structural dialogues, yet at the same time hindering the democratic participation of youth not formally involved in an organized form of civic participation such as the NEET category, youth from disadvantaged groups, youth from rural areas, minorities, etc. For example, in 2018, the Youth Municipal Councils as one of the most important local youth bodies to influence the decision-making were formally constituted in only 53 % of the municipalities, but the majority of them remain inoperative.</p> <p>On the other hand, even though almost all of the municipalities in the country have an online presence in terms of the website and social media, online tools for democratic participation and engagement are not established. The citizens do not have online platforms or software through which they can democratically participate and the e-services of the municipalities are not properly established. Therefore, My City was created in October 2020, aiming to change this situation by offering direct democratic participation in the decision and policy-making of the city of Skopje.</p>
<p><b>Methodological Approach</b></p> <p>What methodology has been used to address the initial</p>	<p>The methodology of the My City platform relies on three pillars:</p> <ol style="list-style-type: none"> <li>1) Online democratic participation and engagement – as an online democratization tool, My City offers direct participation of the citizens of the city of Skopje who can</li> </ol>

<p>issue and lead to a successful outcome and finally to the good practice?</p> <p>What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.</p>	<p>propose policy ideas and solutions and vote. All members are equally represented and have equal rights for participation in an easy, accessible, and transparent manner. This creates a sense of belonging and empowerment to the My City members which proposals will be directly addressed to the local authorities.</p> <p>2) Open and competitive character – every member is free to propose its ideas and cast its votes for the active policy proposals. The three policy proposals with the most votes will be selected for further development and elaborations before they are proposed on the Agenda of the City Council of Skopje. In this way, the platform represents a virtual space for exchanging and sharing, and at the same time, boosts the innovativeness and creativity of its members. Moreover, in an open way it maps the most worrisome problems and issues that the community of Skopje is facing.</p> <p>3) Direct access to the local government authorities – by liaising with the Counselors of the city of Skopje who share the same mission of Skopje as a green, humane and sustainable urban area, My City offers direct access to the City Council of Skopje as the highest and most important body in the local authority. The best three policy proposals through the Counselors are proposed to the monthly Council's meetings, diminishing the need to create civic initiatives, collect signatures or use other forms of policy dialogue with the local government. This approach saves time, effort and also raises the awareness of the City Council and the general public for new, innovative solutions for the urban problems.</p>
<p><b>Target groups and their characteristics</b></p>	<p>The target group of My City the citizens of the city of Skopje who want to participate in the decision and policy-making processes on the local level. Nevertheless, all citizens from North Macedonia can be counted in the indirect groups since the platform is open and available for every registered user. As a separate sub-target group, are the young people from the city of Skopje aged between 16-35.</p> <p>The intervention does not require special characteristics of their target group, since it is open and inclusive regardless of age, sex, social background, ethnicity, sexual orientation, etc. However, as a common trait, the members need to have the basic digital skills and democratic awareness so they can correctly use and make the most of the platform.</p>
<p><b>Stakeholders involved</b></p> <p>Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the different roles men and women (if applicable)</p>	<p>My City is a platform founded by young green civic activists and civil society organizations and initiatives from North Macedonia. The platform is managed and administered by the coalition of these individuals and organizations Green Humane City. Green Humane City counts 7 individual founding members, experienced professionals, and activities in various fields, and 12 CSOs. It is open for membership by any interested individual or CSO sharing its mission and values. My City is not institutionally supported by any national or international donor, so all funds for the platform are a voluntary contribution from its individual and legal entities members.</p> <p>Green Humane City – members:</p> <p>CSOs and Civic Initiatives: AirCare, NGO Eden, On Bicycle, Don't be trash, Humane cities, Anima Mundi, Go Green, Mama Organa, Collective Z, First Children's Embassy Megjasi, One Can, Polio Plus, Avaja, Eduactive Org, Paw Enthusiasts, Homeless Animals Without Borders, From Zero to Zero</p> <p>Individuals: Gorjan Jovanovski (Founder), Dragana Velkovska (City of Skopje Counselor), Ivo Bosilkov, Irina Arsova, Igor Jadrovski, Igor Raiden, Lazar Gjurov (Founding members)</p>
<p><b>Number of people involved</b> (e.g. % of the total population of the country or of the total target population, if a specific target has been set)</p>	<p>Thus far, the online community counts 9.906 users and continues to grow every day. The users need to create a profile granting them the right to propose policy initiatives and vote. The majority of the community members are coming from the city of Skopje, and a smaller portion outside the capital. Even though the platform does not have a specific target number, the aim is to attract as many members as possible from all regions of the country.</p>
<p><b>Methods for recruiting participants</b></p> <p>(if applicable)</p>	<p>The participants i.e. members of the My City platform are recruited primarily online. Online promotion and campaigns take place on youth-friendly media such as Instagram, Facebook, Tik Tok, etc. where the potential participants are informed about the work, mission, and impact of the platform. The platform founders are distinguished activities, professionals, and social impact influencers who also use their channels to attract new members and spread the idea of the platform.</p> <p>Moreover, the participants are recruited through onsite promotional events such as press conferences, info sessions, promo days, etc, taking place in common, public places in the city of Skopje. The CSOs as main supporters of Green Humane City, also contribute to the recruitment through the online and offline channels and networks, through activities and events part of their everyday work.</p>
<p><b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)</p>	<p>The platform is managed and administered by various professionals combining expertise and experience. In the first row, My City as an online tool relies on the ICT experts (software developers) who manage the large online community and technicalities of the platform. Additionally, several university professors in humanities and natural sciences are founders of the network, who give expertise in sustainable development, political systems, and local democracy. Furthermore, the platform</p>



	welcomes distinguished national sportsmen and sportswomen, actors and actresses, lawyers, and local politicians. The platform also has numerous volunteers who support its activities and mission coming from different backgrounds and education, including teachers, social workers, trainers, doctors, engineers, etc.
<b>Role of each professional involved</b> Describe briefly	The roles between the members are divided into the joint task of democratic engagement and policy advocacy in front of the city of Skopje. Hence, part of the individual members oversees the promotion, others of the education, and the third group on the legal and technical support and advocacy, depending on the expertise they bring into the platform. The other members involved are participating as consultants, promoters, ambassadors, and any other roles necessary. Saying this, the platform does not have a clear structure and hierarchy yet involves a variety of professions and expertise to address the complex urban and sustainable development problems of the city of Skopje.
<b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)	<p>Since My City is constructed for citizens to directly participate and influence the work of the City Council of Skopje, it follows the Council's timeline and sequences. My City is always open for its members to propose a policy idea or solution, by simply creating it and posting it on the platform. Once the proposal is received, it becomes viral and open for the other members to review and vote. The first three proposals with the most votes are selected to be officially submitted to the City Council of Skopje monthly meetings through the City Counselors members of the platform. Before submission, the legal and policy team of My City is justifying and elaborating on the proposal together with the members that proposed it. After submission and discussion at the City Council meeting, the members receive detailed feedback on the status (approved/rejected) and the timeline and resources of implementation if the outcome is positive.</p> <p>In short, the monthly cycle of the My City platform is consisted of:</p> <ol style="list-style-type: none"> <li>1) Online proposals for policy ideas and solutions</li> <li>2) Online voting for the best three proposals</li> <li>3) Developing and argumentation of the proposals</li> <li>4) Submission to the City Council of Skopje on the monthly meetings</li> <li>5) Feedback on the successfulness of the proposals and next steps of implementation</li> </ol>
<b>Implementation process, success factors and innovation</b>  Please describe any phases of implementation	<p>The activities of the monthly cycles of My City can be grouped into three phases:</p> <ol style="list-style-type: none"> <li>1) Gathering and voting on the best three policy proposals</li> <li>2) Developing and submitting the proposals to the City Council of Skopje</li> <li>3) Feedback and possible implementation of the policy</li> </ol> <p>The innovation of the platform lies in its directness and openness for the citizens, and especially youth from the region of Skopje. Being an online tool, it is youth-friendly and engaging, open and transparent to the public. The citizens are proposing their policy ideas and solutions, and the citizens' vote which three would be nominated for submission in front of the City Council of Skopje. In a way, this competition for the best policy proposals gives motivation and opens a path for creativity and collaboration.</p> <p>Moreover, the innovation lies in the direct connection to the City Council of Skopje through the members of the Green Humane City platform. Very easy, through the City Counsellors members of the platform, the proposals are becoming part of the City Council's Agenda where all Counselors and other political subjects and the general public are familiarized. Thus, the problem as such is recognized in the public and among the decision and policy-makers as well.</p>
<b>Related resources that have been developed</b> List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible	<p>Having in mind that this intervention is an online tool for democratization of the local government, the platform itself is the main resource: <a href="https://mojgrad.mk/">https://mojgrad.mk/</a>. The platform is available only in the Macedonian language.</p>
<b>Financing</b>  Where do the funds for the intervention come from?  Who makes decisions about budget allocation?	<p>All funds for the platform are a voluntary contribution from its founders and individual and NGO members. Mostly, the funding involves in-kind services (consultancy, support, promotion), and modest financial means used for the management and administration of the platform and the community itself. The allocation of the budget is decided by the founding members who act as managers of the platform. Thus far, no funding by any national or international donor has been given.</p>

<p><b>Evaluation</b></p> <p>Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)</p>	<p>Currently, there is no conducted evaluation of My City. However, the feedback of the participants/members of the usefulness, innovativeness, participatory approach, and user experience is excellent.</p>
<p><b>Results</b></p> <p>Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available</p>	<p>The results of My City go in an encouraging direction.</p> <p>Firstly, 9.906 members are registered and active in the vibrant online community, predominantly youth. Due to time, this number progressively grows and incorporates more and more citizens outside of the capital city of Skopje.</p> <p>Secondly, 44 policy ideas and suggestions are registered on the platform. 42 of them concerning the city of Skopje, and one each for the cities of Shtip and Bitola, respectively. The policy suggestions are diverse, proposed by different categories of citizens. Of all of them, 8 are submitted to the City Council of Skopje which negatively decided on 7 of them, and 1 is still pending a resolution.</p> <p>Third, my platform received high recognition among the citizens, who are starting to spread the idea outside of the capital. Hence, the cities of Shtip and Bitola were added in the work of the platform, and announcement for several other cities has been recently made.</p> <p>The policy proposals and their status can be seen at <a href="https://mojgrad.mk/initiatives/">https://mojgrad.mk/initiatives/</a>, available only in the Macedonian language.</p>
<p><b>Impacts and benefits</b></p>	<p>The impact and benefits of My City for the citizens and youth from Skopje in less than a year are huge. The platform supported by Green Humane City is the first online platform of its kind that offers direct participation in the local decision and policymaking. For this short period, managed to attract almost 10.000 members and spread the message and idea to become a fully national platform.</p> <p>Young people are becoming motivated to be involved since participation is just one click away. The youth-friendly approach, interface, and language have boosted the eagerness of youth to become active citizens of their country. Even more, based on the same approach, the platform offers space for young people to candidate themselves to run for the local elections as politically independent candidates in October 2021. Hence, it created a sense of political involvement and importance towards problem-solving.</p> <p>My City also joined several individuals and 12 CSOs and initiatives to organize and act with a common purpose. The benefit of the platform is that as a result of having representatives of the platform in the City Council of Skopje, the policy proposals are directly going at the Council's table and have high recognition and efficiency. A new concept introduced in the country currently is gaining momentum.</p> <p>Having in mind the low citizens' trust in the state institutions due to historically enrooted corruption, inefficiency, and lack of transparency, My City awakened the work of the City Council of Skopje by challenging the most pertinent problems with solutions coming directly from the citizens. Hence, this contributed to better transparency and publicity of the work of the Council, and at the same time serves as a form of awareness-raising among the citizens of Skopje.</p>
<p><b>Sustainability</b></p> <p>What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).</p>	<p>Sustainability can be seen in the co-management and participatory approach of the platform. As said, the members are individuals and 12 CSOs working on the most challenging topics for the city of Skopje. The expertise they offer is complementary and covers the topics from various perspectives, offering innovative and sustainable solutions. Additionally, sustainability is secured by the low cost and efficiency of the platform as an online tool. The costs for running and maintaining the platform are low, hence no big funding is needed to continue with its work.</p> <p>The online version also makes the platform easier for expansion and enlargement in comparison with the traditional onsite initiatives that require physical space and resources on the ground. This can be seen in the enlargement of the platform in two more cities: Ship and Bitola, without any additional financial efforts. Last but not least, the sustainability of the platform is secured through its members. Counting around 10.000, the participants are ambassadors and replicators of the impact in their local communities, as well as future fundraisers and supporters of the platform in a more systematic manner.</p>

<b>Lessons learned</b> What are the key messages and lessons learned to take away from the GOOD practice experience?	The takeaways from the My City platform are the following:  1) As an online tool for citizens' participation and democratization of the local government, My City is an easy and convenient platform to use. Its online character gives wide outreach and continuous growth in terms of number and impact. The citizens find it convenient to use it since it saves time, energy and provides instant communication.  2) Youth people are motivated to engage in the democratic processes on the local level if they have the right means to do so. Before My City, policy proposals and direct communication with the City Council of Skopje were not a common practice. With My City, once a month the community of almost 10.000 people has their ideas expressed, listened and considered by the local authorities.  3) The competitive character of the policy proposals enhances their innovativeness and maps the most important local community needs and problems. Having the right to propose and vote, the platform members feel included, empowered, and recognized as important change-makers in their local areas.
Anything else you think we should know ...that might be relevant to share?	

Description	
<b>Date (of completion)</b>	2012 - Ongoing
<b>Suggested by (name, email)</b>	Anita Gagovska, anita@mladiinfo.net
<b>Title/name of the GOOD practice</b>	<b>Licevlice (Face to face)</b>
<b>Contact Person (name, address, email)</b>	Klimentina Ilijevski, klimentina@public.org.mk
<b>Abstract</b>  <b>An abstract of a maximum of 500 words is useful to provide a summary description of the practice</b>	<p>Face to face is a unique street paper from North Macedonia that published its first edition in 2012. It is published by Public – Association for research, communications and development and it is one of the pioneering social enterprises in the country. Known as a work integration social enterprise, Face to face provides work engagement for 40 marginalized persons in 7 different cities.</p> <p>Its model is based on the global street paper movement – half of the cover price is a direct income for the vendors, persons that sell the magazine. The other half is invested in different programs that support their integration and social inclusion, as well as for production of the magazine itself.</p> <p>Face to face doesn't employ vendors, but instead, it is engaging them in work integration – providing empowerment, support and training for their individual needs to be better on the open labor market.</p> <p>Aside from the magazine as a product, Face to face is also known for activating the communities, speaking up on important societal issues that are usually not in the media spotlight, engaging different stakeholders for a social impact that leaves no one behind.</p> <p>On a national level, Face to face functions within a network of local partnering organizations in 7 cities, with the 8th coming soon. Face to face cooperates with 10 CSOs that have expertise with different groups of vulnerable people. The partner organizations are responsible for the sales and coordination of the vendors that are coming from their target groups.</p> <p>A vendor can be a vulnerable person, but also a person that is determined to make a difference in his/her life and community. Our vendors are persons with disabilities, former youth from the street, homeless people, people with low or no income etc.</p> <p>During its 9 years of activation of the community, Face to face matured to be one of the crucial advocates for sustainable development, social inclusion and social economy in the country. It is partnering with CSOs, businesses, institutions, and activates its community of citizens and other entities that see their role in the processes of de-marginalization, and other important societal fields.</p> <p>It is a member of the global movement, joined through the International</p>

	<p>Network of Street Papers (INSP). Also, it is a member of the National Network of Media Literacy, and National Network of Social enterprises, that gathers social enterprises from the country, with a joint vision of creating a strong civil society and a sustainable, solidary and welfare state. Face-to-face supports and promotes the social enterprises, but also, good practices and initiatives of CSOs, businesses, non-formal groups – providing content that inspires and drives action. Almost the entire ecosystem of the social enterprise was promoted through the magazine and it also publishes about best practices from the region, EU, and from the world.</p> <p>Journalists are searching for their topics in Face to face content, youth organizations are activating their volunteers as support of different activities of Ftf, other CSOs are developing their products and services. For example, one SE developed its professional care service for the elderly people and they are employing Roma women as caregivers. There is a need on the market for such service, and it is a good opportunity for unemployed and socially excluded women to be trained and employed in such service.</p>
<b>Country</b>	North Macedonia
<b>Website</b>	<a href="https://licevlice.mk/">https://licevlice.mk/</a> Webshop: <a href="https://kupi.licevlice.mk/shop">https://kupi.licevlice.mk/shop</a>
<b>Lead organisation</b>	PUBLIC – Association for Research, Communications and Development
<b>Main partners</b>	Red Cross of the City of Skopje, Centre for protection of children's rights, Skopje; Youth Cultural Centre, Bitola; Poraka Negotino, Negotino, Poraka Volkovo, Poraka Nova, Struga, Poraka Nasha, Kumanovo, Centre for education and development TEace Tetovo
<b>Period of implementation</b>	2012 – Ongoing
<b>Language(s)</b>	Macedonian (partially English)
<b>Conceptual basis of the GOOD practice examples (max. 500 words)</b>  Please give a short description, and references or links to important documents	<p>Face to face practices the solution journalism approach. It offers quality content, covers carefully designed aspects of important societal phenomena's that activate, inspire and motivate people to do good, to join their efforts and to improve society. It gives special emphasis on securing equal opportunities for vulnerable groups. Being published by Public, a research and advocacy organization, it also works in the field of employability of vulnerable people – with the social innovation Social Mentoring, developed by Public, several vendors of the magazine are undergoing mentorship that improves their capacities for the open labor market.</p> <p>Face to face is branded as street paper for sustainable development, giving its contribution towards UN Sustainable Development Goals with its content. The motto of Face to face is: Buying the magazine, you help many, reading it - you help yourself. The magazine engages younger audiences, offering them a platform for communication of their talents, interests, actions, etc.</p> <p>From April 2020, it started with the production of digital content and digital magazine, that is available for subscribers on the digital platform. Aiming at different audiences, the digital platform is a complementary product that differentiates the consumers of news that want to be engaged with short, informative, web content rather than print, old-style magazine articles. The 50/50 approach has proven as good practice that is replicated from the global street paper movement.</p> <p>Supporting the magazine, readers become active participants in providing opportunities for vulnerable people, but also:</p> <ul style="list-style-type: none"> <li>- they become supporters of the social economy</li> <li>- they support a medium, a work integration enterprise to be sustainable and to continue providing quality content</li> </ul> <p>Several ways of supporting the mission of Face to face:</p> <ul style="list-style-type: none"> <li>- subscriptions – digital or print</li> <li>- advertising a good practice</li> <li>- partnership agreement for the production of an issue devoted to themes that tackle sustainability</li> <li>- corporate subscriptions</li> <li>- donations</li> </ul>
<b>Objectives</b>	<p>Face to face doesn't employ vendors, but instead, it is engaging them in work integration – providing empowerment, support and training for their individual needs to be better on the open labor market. Aside from the</p>

	<p>magazine as a product, Face to face is also known for activating the communities, speaking up on important societal issues that are usually not in the media spotlight, engaging different stakeholders for a social impact that leaves no one behind.</p>
<p><b>Context</b></p> <p>What is the context (initial situation) and challenge being addressed? Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out (timeframe)?</p>	<p>Face to face is a unique street paper from Macedonia that published its first edition in 2012.</p> <p>It is published by Public – Association for research, communications and development and it is one of the pioneering social enterprises in the country.</p> <p>Known as a work integration social enterprise, Face to face provides work engagement for 40 marginalized persons in 7 different cities.</p> <p>Its model is based on the global street paper movement – half of the cover price is a direct income for the vendors, persons that sell the magazine. The other half is invested in different programs that support their integration and social inclusion, as well as for production of the magazine itself.</p>
<p><b>Methodological Approach</b></p> <p>What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.</p>	<p>Face to face practices the solution journalism approach. It offers quality content, covers carefully designed aspects of important societal phenomena's that activate, inspire and motivate people to do good, to joint their efforts and to improve society. It gives special emphasis on securing equal opportunities for vulnerable groups.</p> <p>Being published by Public, a research and advocacy organization, it also works in the field of employability of vulnerable people – with the social innovation Social Mentoring, developed by Public, several vendors of the magazine are undergoing mentorship that improves their capacities for the open labor market.</p>
<p><b>Target groups and their characteristics</b></p>	<p>Marginalized communities are vendors of the magazine. Organizations targeting marginalized communities are partner organizations, and local providers of the process, and mentors of the vendors.</p>
<p><b>Stakeholders involved</b></p> <p>Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the different roles men and women (if applicable)</p>	<p>PUBLIC – Association for Research, Communications and Development, Red Cross of the City of Skopje, Centre for protection of children's rights, Skopje; Youth Cultural Centre, Bitola; Poraka Negotino, Negotino, Poraka Volkovo, Poraka Nova, Struga, Poraka Nasha, Kumanovo, Centre for education and development Tearce Tetovo, International Network of Street Papers, GIZ German Cooperation Agency, SEN.MK OSCE</p>
<p><b>Number of people involved</b> (e.g. % of the total population of the country or of the total target population, if a specific target has been set)</p>	<p>Edition: 5000 printed copies per number.</p>
<p><b>Methods for recruiting participants</b></p> <p>(if applicable)</p>	<p>Direct contact with the potential partner organizations. The partner organizations recruit the vendors from their beneficiaries.</p>
<p><b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)</p>	<ul style="list-style-type: none"> <li>• 8 employees,</li> <li>• 8 local coordinators from the partner organizations,</li> <li>• more than 20 active vendors,</li> <li>• over 100 volunteers and contributors.</li> </ul>
<p><b>Role of each professional involved</b></p> <p>Describe briefly</p>	<p>8 employees – management and editorial team, 8 local coordinators from the partner organizations – local coordination and social mentoring of the vendors, more than 20 active vendors – selling the printed version of the magazine, over 100 volunteers and contributors – writing for the magazine, organizing events, promotion, dissemination, graphic design, photography, etc.</p>

<b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)	<ol style="list-style-type: none"> <li>1. Editing and publication of the magazine.</li> <li>2. Online version of the magazine.</li> <li>3. Dissemination.</li> <li>4. Local coordination of the sales process.</li> <li>5. Social mentoring of the vendors.</li> <li>6. Sale by the local vendors.</li> </ol>
<b>Implementation process, success factors and innovation</b>  Please describe any phases of implementation	
<b>Related resources that have been developed</b> List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible	
<b>Financing</b>  Where do the funds for the intervention come from?  Who makes decisions about budget allocation?	Self-sustainable, and Donors, usually the international ones. 50% of the price of the magazine goes for the vendor, 40% goes for printing the new magazine and general management, and 10% goes for the local partner organization.
<b>Evaluation</b>  Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)	External evaluation for 2020 is underway.
<b>Results</b>  Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available	
<b>Impacts and benefits</b>	
<b>Sustainability</b>  What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).	The initiative is self-sustainable since 2012, due to the working model. In 2020 due to the Covid-19 pandemics it was opened e-commerce for selling an electronic version of the magazine.
<b>Lessons learned</b>  What are the key messages and lessons learned to take away from the GOOD practice experience?	<p>Being published by Public, a research and advocacy organization, it also works in the field of employability of vulnerable people – with the social innovation Social Mentoring, developed by Public, several vendors of the magazine are undergoing mentorship that improves their capacities for the open labor market.</p> <p>The partner organization Poraka Nova developed a sales plan for the official employment of their local vendor, and he was successfully employed in the organization since April 2019.</p>

Anything else you think we should know ...that might be relevant to share?	
--	--

Description	
<b>Date (of completion)</b>	26/07/2021
<b>Suggested by (name, email)</b>	Mathieu Decq: <a href="mailto:mathieu@pistes-solidaires.fr">mathieu@pistes-solidaires.fr</a> Carlota Aldama: <a href="mailto:carlota.pistes@gmail.com">carlota.pistes@gmail.com</a>
<b>Title/name of the GOOD practice</b>	<b>European Parliament Model Online</b>
<b>Contact Person (name, address, email)</b>	<a href="mailto:cied.86.79@crijna.fr">cied.86.79@crijna.fr</a> Gabrielle Chotin <a href="mailto:ue.communication@nouvelle-aquitaine.fr">ue.communication@nouvelle-aquitaine.fr</a>
<b>Abstract</b>  <b>An abstract of a maximum of 500 words is useful to provide a summary description of the practice</b>	Led by students and high school students from New Aquitaine Region, a simulation of the European Parliament allows students to discover the role and functioning of this European institution. For one day, the young people get into the shoes of a Member of European Parliament (MEP) to work on a legal text and debate it, just like in Parliament. In order to allow the young people to understand the functioning of the European Parliament, to integrate the principles of a political group that they will have to support and to prepare the session of the Parliament, the speakers can propose preliminary interventions in class. On D-Day: in the form of a large role-playing game, a European text related to the topics chosen, Carbon and tax and green transition, is submitted to the debate of the parliamentarians of the day, including debates in committees, discussions in plenary session and votes. Some sessions are offered in several European languages.
<b>Country</b>	France
<b>Website</b>	<a href="https://www.europe-en-nouvelle-aquitaine.eu/fr/simulation-du-parlement-europeen.html">https://www.europe-en-nouvelle-aquitaine.eu/fr/simulation-du-parlement-europeen.html</a>  <a href="https://www.facebook.com/leuropeenvienne/posts/3991990647550132">https://www.facebook.com/leuropeenvienne/posts/3991990647550132</a>
<b>Lead organisation</b>	Région Nouvelle-Aquitaine
<b>Main partners</b>	Europe Direct Information Center (EDIC) of Poitiers, Maison de l'Europe de Poitiers Eurofeel organisation of SciencesPo Bordeaux
<b>Period of implementation</b>	4/05/2021
<b>Language(s)</b>	French and English
<b>Conceptual basis of the GOOD practice examples (max. 500 words)</b>  Please give a short description, and references or links to important documents	To involve high school students and volunteers (aged 16-35) in a simulation of the European Parliament to experience it in the most real conditions possible.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To inform about Europe and the European institutions.</li> <li>• To better understand the role of the elected representatives and the functioning of the European democratic process</li> <li>• To accompany young people towards a capacity of reflection and autonomous choice.</li> <li>• To understand the development of a plenary session in the European Parliament and to learn to debate and to express different ideas.</li> </ul>
<b>Context</b>  What is the context (initial situation) and challenge being addressed?	This simulation exercise was organised within the context of the Month of May, <i>Joli Moi de l'Europe</i> , that celebrates Europe all over the Nouvelle Aquitaine Region in France with a wide range of activities addresses to all ages and tackling European topics.

Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out (timeframe)?	A real action of popular education on Europe, the simulation allowed to accompany the young people playing the role of MEPs in a process of information on Europe and awareness of the stakes of the European vote and with the aim of mobilizing young people to participate directly in the vote and to proactively disseminate information to their peers for the coming European elections.
<b>Methodological Approach</b> What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	<p>The pedagogical concept of this exercise is to put students in a decision-making situation, in the shoes of Members of the European Parliament, by assigning them roles that combine membership of one of the European Parliament's political groups and the nationality of one of the 28 Member States of the European Union.</p> <p>This is a very formative exercise for the students, in terms of understanding how the European Union works, public speaking, working with legal and political texts and understanding political and diplomatic mechanisms. It is an excellent way to get students to reflect on the notion of European citizenship.</p>
<b>Target groups and their characteristics</b>	Young people from all the Nouvelle Aquitaine Region, aged from 16 to 35.
<b>Stakeholders involved</b> Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the different roles men and women (if applicable)	<ul style="list-style-type: none"> <li>• European Commission in France</li> <li>• European Parliament in France</li> <li>• Région Nouvelle Aquitaine</li> <li>• Europe Direct Information Centers of Région Nouvelle Aquitaine,</li> <li>• Maisons de l'Europe de Nouvelle-Aquitaine</li> <li>• Local youth organisations (Unis Cité Poitiers, unis Cité Niort, Info Jenes Nouvelle Aquitaine Poitiers)</li> </ul>
<b>Number of people involved</b> (e.g. % of the total population of the country or of the total target population, if a specific target has been set)	More than 80 participants.
<b>Methods for recruiting participants</b>  (if applicable)	In order to choose the participants, the association of Europe Direct contacted different high schools of the region of Nouvelle-Aquitaine, as well as different groups of volunteers (ESC and Civic Service). The communication team of Europe Direct also published on social media different posts in order to invite young people to register for the simulation. Later on, the objective was to prepare the young participants for the day of the event.
<b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)	MEPs, Facilitators, Youth workers & ESC and Civic Service Volunteers
<b>Role of each professional involved</b> Describe briefly	<p><b>MEPs:</b> Participating to the plenary sessions and sharing with the young people about their experience as a MEP</p> <p><b>Facilitators:</b> Facilitate the group discussion and the plenary call</p> <p><b>Youth workers:</b> to prepare in advance with the young people registered the topics of the simulation</p> <p><b>Volunteers:</b> for logistic organisation (reception of registration, groups and tasks division, online tools management, etc.)</p>
<b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)	<p>In order to allow the young people to understand the functioning of the European Parliament, to integrate the principles of a political group that they will have to support and to prepare the session of the Parliament, the speakers can propose preliminary interventions in class.</p> <p>On D-Day, in the form of a large role-playing game, a European text is submitted to the debate of the parliamentarians of the day, including debates in committees, discussions in plenary session and votes. Some sessions are offered in several European languages.</p> <p>The main topics for this model were: Carbon tax and green transition.</p>



<p><b>Implementation process, success factors and innovation</b></p> <p>Please describe any phases of implementation</p>	<p>Although this action was carried out online, it was a great success. Young people were able to improve their eloquence, to defend and assert their political ideas and to understand how the parliamentary debates, voting on laws etc. take place.</p>
<p><b>Related resources that have been developed</b></p> <p>List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible</p>	<p>The simulation was carried out thanks to 2 tools: Discord and Zoom. Discord allowed the participants to exchange views a few days before the simulation, and to defend their arguments on the day of the simulation. Several rooms on Discord were available.</p> <p>The young people were divided into different rooms according to the different political groups they belonged to during the simulation (they did not choose their political group, and this was decided randomly). Another room explained how the day would unfold and sent the different Zoom links to participate in the simulation. The Zoom application was the main tool used for the simulation, with several links sent during the day (depending on the plenary sessions, deliberations, etc.). No technical problems arose during the day, as the participants had been very well prepared in advance.</p> <p>All the material needed for the development of the simulation was available in advance: links, materials, explanatory form for the day of the event, hour by hour.</p>
<p><b>Financing</b></p> <p>Where do the funds for the intervention come from?</p> <p>Who makes decisions about budget allocation?</p>	<ul style="list-style-type: none"> <li>• European Commission in France</li> <li>• European Parliament in France</li> <li>• Région Nouvelle Aquitaine</li> </ul>
<p><b>Evaluation</b></p> <p>Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)</p>	
<p><b>Results</b></p> <p>Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available</p>	<ul style="list-style-type: none"> <li>• To educate and mobilize a large group of young people to vote for Europe;</li> <li>• To mobilize the young participants and the public present online at the event to become aware of their belonging to the European Union and of their participation in the European democratic process</li> <li>• To contribute to the European public sphere and to the open dialogue between citizens and institutions about the future of Europe;</li> <li>• To reinforce a group and network dynamic with the direct partners of the action;</li> <li>• To strengthen the competences of the EDIC, in particular in the design and implementation of actions and projects that educate and raise awareness about Europe.</li> </ul>
<p><b>Impacts and benefits</b></p>	<p>The general feeling after the event was very positive: all the participants were very happy with the development of the simulation. The partners received good feedback from the young students, as well as from their teachers.</p>
<p><b>Sustainability</b></p> <p>What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the</p>	<p>The aim is to organize another simulation (in person) next year. If the situation with the pandemic were to stop the face-to-face event, there would be no problem in carrying out this simulation online.</p>

practice on a larger scale (national, regional, international).	
<b>Lessons learned</b> What are the key messages and lessons learned to take away from the GOOD practice experience?	
Anything else you think we should know ...that might be relevant to share?	

Description	
<b>Date (of completion)</b>	July 2021
<b>Suggested by (name, email)</b>	Pistes-Solidaires, France contact@pistes-solidaires.fr
<b>Title/name of the GOOD practice</b>	<b>Tell me about Europe!</b>
<b>Contact Person (name, address, email)</b>	Mathieu Decq Pau, France mathieu@pistes-solidaires.fr
<b>Abstract</b>  <b>An abstract of a maximum of 500 words is useful to provide a summary description of the practice</b>	<p>“Tell me about Europe!” is a Structured Dialogue project between policy makers and young people supported by the Erasmus Plus programme under Key Action 3.</p> <p>It aimed at leading young people to express to political stakeholders which Europe they wanted for the coming years.</p> <p>The project took place in the South-West of France, in the “Nouvelle-Aquitaine” region and gathered 70 “hard to reach” young people between 18 and 25.</p> <p>The whole project was based on the use of non-formal education methods.</p> <p>In order to do so, young people were trained about what the European Union is and its role in the everyday life of the EU citizens.</p> <p>Thus, training sessions took place during the first phase of the project in different cities.</p> <p>At the end of the project, the participants were gathered in Bordeaux, the capital city of the region to meet with stakeholders and to express their wills and wishes about the EU of tomorrow.</p>
<b>Country</b>	France
<b>Website</b>	
<b>Lead organisation</b>	Pistes-Solidaires
<b>Main partners</b>	French organisations with the label of Europe Direct Information Centre from the European Commission
<b>Period of implementation</b>	2017
<b>Language(s)</b>	French

<p><b>Conceptual basis of the GOOD practice examples (max. 500 words)</b></p> <p>Please give a short description, and references or links to important documents</p>	<p>Active participation of young people</p>
<p><b>Objectives</b></p>	<p>The different objectives of the project:</p> <ul style="list-style-type: none"> <li>• Help young people to know and to understand better what Europe is and its role in our everyday lives;</li> <li>• Sensitize young people to the main topics and challenges the EU is working on;</li> <li>• Arouse the desire and participation of young people in the European future (by voting on the EU Parliament elections for example);</li> <li>• Make political stakeholders and young people closer;</li> <li>• Make young people desires and aspirations known and heard.</li> </ul>
<p><b>Context</b></p> <p>What is the context (initial situation) and challenge being addressed? Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out (timeframe)?</p>	<p>The project took place during the first semester of 2017. At that time, there were many things at stake, both at EU and national level in France. Indeed, in May 2017, the Presidential elections took place and it was important to us to make the project happen since one of the objectives of the project was to make the youngsters understand the existing links between the political life in France and what also happens in Europe.</p> <p>2017 was also a tough year for the EU. The referendum for Brexit had taken place in 2017, more and more voices were heard to go for Frexit and other countries and political representatives were expressing their will of the end of the EU. In addition, there was an accumulation of crises during the previous years: Greek crisis, migratory crisis, debates about Schengen...</p> <p>The young people between 18 and 25 at that time had always known their lives with Schengen and the Euro for example. Most of them saw all these advantages (and others) as normal and did not really know that they were the result of the EU cooperation.</p>
<p><b>Methodological Approach</b></p> <p>What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.</p>	<p>The project was organised in <b>two main phases</b>.</p> <p>→ <b>A first phase of preparation and training</b></p> <p>From January to March 2017, 7 groups of 10 young people from all over New Aquitaine were formed and trained in various European subjects using non-formal education methods. Each group was made of various type of youngsters, from students to Neets and gender balanced. Those young people were around 20+ (average) Through a specific animation, "The dreamt Europe", the young people were invited to project themselves into the future and to express themselves on their Europe of tomorrow: Which Europe? What Europe? Why? For what? How? ...</p> <p>The training activities had been developed collectively with the staff members of the Europe Direct Information Centres who are used to implement training about the EU and work a lot with young people. Each partner shared its best practices and tools to elaborate a common training.</p> <p>The training focused on 3 main topics that mattered to young people:</p> <ul style="list-style-type: none"> <li>• Social Europe</li> <li>• Sustainable development</li> <li>• Democratic change in Europe</li> </ul> <p>It lasted 2 days for each group.</p> <p>NB: the topic were chosen based on the results of a survey that collected more than 700 answers.</p> <p>→ <b>A final event with all the participants and with the stakeholders</b></p> <p>The exchange day between young people and political decision-makers took place on April 8<sup>th</sup>, 2017 in Bordeaux, the capital city of the Region. It gathered the 70 young people who were trained during the first phase of the project, plus 20 "outsiders" who participated only in that phase. All the young people met with the 5 political decision-makers who had responded positively to our invitation. Among them, a Member of the European Parliament, a Senator and 3 elected officials from the region. It was really important to us to involve policy makers from different levels: local, regional, national and European, since Europe is not only what is done at EU level but at all levels.</p> <p>During the half-day, the youngsters were gathered in small groups. The</p>

	<p>groups were mixed with youngsters coming from the different parts of the regions. This was also important that they could meet and debate with people different from the ones they knew before. They prepared altogether the topics and questions they wanted to address to the decision-makers.</p> <p>In the afternoon, the young people discussed and debated with one decision-maker at a time and each time around a different theme. The exchanges focused on the 3 themes that had already been chosen during the training sessions: social Europe, sustainable development, and democratic change in Europe.</p> <p>For each round, the decision makers went from a group to another, which was not usual since in most of the projects we had been involved in, the young people went to meet with the policy makers.</p> <p>At the end of the day, the elected representatives, meeting in plenary with the young people, reported on the nature of their debates and gave some feedback on how they could take into account their contributions.</p>
<b>Target groups and their characteristics</b>	<p>Youngsters between 18 and 25. We have done our best to get diversity regarding the profiles of the participants. To do so, we have closely worked with local organisations to make youngsters with fewer opportunities to participate but we also communicated widely to involve students who were interested to work on this topic. Diversity is a really important element since it encourages debates, gives the possibility to see other points of view...</p>
<b>Stakeholders involved</b> Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the different roles men and women (if applicable)	<p>Different partners were involved in this project.</p> <ul style="list-style-type: none"> <li>• <b>Europe Direct Information Centres of the Nouvelle-Aquitaine Region:</b> <ul style="list-style-type: none"> <li>○ Identification of the participants in their territory</li> <li>○ Participation in the preparation of the training tools for the participants</li> <li>○ Implementation of the training sessions to prepare the participants</li> <li>○ Identification of political stakeholders who could participate in the final event</li> <li>○ Support in the logistics and animation of the final event with the political stakeholders</li> </ul> </li> <li>• <b>Youth organisations in each territory</b> <ul style="list-style-type: none"> <li>○ Support to identify young people and to communicate about the project (organisations supporting young people to find a training or a job, Universities...)</li> </ul> </li> </ul>
<b>Number of people involved</b> (e.g. % of the total population of the country or of the total target population, if a specific target has been set)	<p>7 groups of 10 youngsters were created in the whole region, which means in total 70 youngsters who were trained and who participated in the final event in April 2017.</p> <p>In addition, 6 political stakeholders were present during the final event to talk with the participants., political stakeholders from different levels:</p> <ul style="list-style-type: none"> <li>• Municipality</li> <li>• Local</li> <li>• Regional</li> <li>• National (MP)</li> <li>• National (Senate)</li> <li>• Europe (MEP)</li> </ul>
<b>Methods for recruiting participants</b>  (if applicable)	<p>We had a double approach to recruit the participants. On one hand, open calls were spread by all the partners so that each person who would be interested in participating could join.</p> <p>On the other hand, local organisations also recruited some participants among their beneficiaries. These participants were participants with fewer opportunities for most of them and all of them were not interested in Europe and in what it does at all, therefore it was challenging to have them on board.</p> <p>However, the creation of a friendly and social learning environment convinced the most reluctant to come and have a look.</p> <p>This double approach was really interested since it created a lot of diversity in the group.</p>
<b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)	<p>The professionals involved in the project were staff members of the partner organisations who are also trainers.</p> <p>Some young volunteers were also involved to support communication activities during the event.</p>
<b>Role of each professional involved</b> Describe briefly	<p>In all the partner organisations, the staff members had the role to:</p> <ul style="list-style-type: none"> <li>• identify the participants</li> <li>• develop the training tools</li> <li>• implement the training sessions</li> <li>• manage the logistics for their participants both for the training and the event</li> <li>• gather evaluation data</li> </ul>

	<ul style="list-style-type: none"> <li>• pay attention to the active participation of their beneficiaries during the final event</li> <li>• identify policy makers to participate in the project</li> <li>• ensure the dissemination of the project and the results.</li> </ul> <p>In addition, the coordinator of the project had involved the management team of the organisation to coordinate the logistics, be in touch with the policy makers and the media.</p>
<b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)	<p>During the last semester of 2016:</p> <ul style="list-style-type: none"> <li>• coordination between the project partners to develop the strategy to identify the participants</li> <li>• development of the training tools that will be used during the first part of the project</li> </ul> <p>From January to March 2017:</p> <ul style="list-style-type: none"> <li>• identification of the participants</li> <li>• training sessions</li> <li>• identification of the policy-makers</li> <li>• organisation of the logistics for the final event</li> <li>• preparation of the facilitation methods for the final event</li> <li>• dissemination activities</li> </ul> <p>April 8th 2017: final event</p> <p>April-May 2017:</p> <ul style="list-style-type: none"> <li>• evaluation of the project with the participants</li> <li>• dissemination activities</li> <li>• reporting by all the partners</li> </ul>
<b>Implementation process, success factors and innovation</b>  Please describe any phases of implementation	<p>This project was quite innovative since we inverted the roles: the speaking was first and foremost given to the young people and not to the policy makers. They expressed themselves only once all the youngsters had shared with them all they had thought about the EU they wanted for the next years.</p> <p>Another success factor was that all the steps for the young people happened during a quite short period of time, which maintained their involvement during the whole process.</p> <p>Innovative tools were also developed to train the young people about Europe.</p>
<b>Related resources that have been developed</b> List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible	<p>Video on some topics related to the EU were created so that youngsters could enrich their understanding and knowledges, thus their capacity to talk and exchange with policy makers  <a href="https://www.youtube.com/watch?v=q1jEURGvM4A&amp;list=PLyce3avE4ZJoNstjqXFgUdlaceQHd2G">https://www.youtube.com/watch?v=q1jEURGvM4A&amp;list=PLyce3avE4ZJoNstjqXFgUdlaceQHd2G</a></p>
<b>Financing</b>  Where do the funds for the intervention come from?  Who makes decisions about budget allocation?	<p>A grant was obtained thanks to the Erasmus+ program.            Key Action 3 – Structured dialogue</p> <p>The budget therefore followed the rules of the program and was managed globally by Pistes-Solidaires, as coordinator</p>
<b>Evaluation</b>  Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)	<p>Evaluation sessions were led by all the partners after the final event. It helped a lot since the participants knew the organisations since the beginning and were at ease to share their feedback.</p> <p>We used both quantitative and qualitative methods to evaluate the project (survey and group discussion).</p> <p>We also organised a final partners' meeting at the end of the project.</p>

<b>Results</b>  Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available	<p>The young people congratulated the approach and the quality of both the content of the training sessions and the discussions, as well as the facilitation methods used.</p> <p>The confrontation with the political decision-makers "forced" them to ask themselves, first of all, about their membership of the European Union as European citizens and then allowed them to think about their Europe of tomorrow: how will it evolve, and, above all, what role they can have in the process of the European construction.</p> <p>They took it very seriously and they were really satisfied to meet stakeholders since it showed them that we were also taking their opinions seriously and they were not used to that.</p>
<b>Impacts and benefits</b>	<p>The biggest impact of this project is that the young people learned a lot about the EU, its work and its impact in the life of the citizens. They became aware of the fact that they have a role to play, especially (but not only) by voting.</p> <p>At the end of the project, all the participants expressed that they would go to vote in 2019, though at the beginning of the project, only 20% were sure to do it.</p> <p>The participants have understood how much local, regional and national policies can be directly linked with what happens in Europe and that making Europe is not only voting when EU elections take place. Living in Europe is much more than that.</p>
<b>Sustainability</b>  What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).	<p>After this project in 2017, we have tried to extend it more widely by using a similar approach with the public audience.</p> <p>With the same partners, we have created a "Tell me about Europe Tour". We implemented 90 events in 30 cities of the Region, most of them being in rural areas where citizens are far from the EU matters and debates.</p> <p>We have used a really innovative method of debate to collect the opinion of the citizens on different EU topics that were then shared with EU MEPs.</p>
<b>Lessons learned</b>  What are the key messages and lessons learned to take away from the GOOD practice experience?	<ul style="list-style-type: none"> <li>• Being in touch with local organisations to involve people who are not interested in the topic is really important when you don't have contact with the target groups you want to address</li> <li>• Implementing projects that do not require so much time and taking place during a short period is really impacting when you work with young people in order to keep them involved.</li> </ul>
Anything else you think we should know ...that might be relevant to share?	<p>The structure of the project was simple but efficient: Inform to understand; understand to act.</p>

Description	
<b>Date (of completion)</b>	26/07/2021
<b>Suggested by (name, email)</b>	Mathieu Decq: mathieu@pistes-solidaires.fr Carlota Aldama: carlota.pistes@gmail.com
<b>Title/name of the GOOD practice</b>	<b>PopVox</b>
<b>Contact Person (name, address, email)</b>	contact@popvox.fr, Julien Spriet: julien.spriet@setavoo.fr
<b>Abstract</b>  An abstract of a maximum of 500 words is useful to provide a summary description of the practice	PopVox is a platform and mobile application which allows democratic participation among the different cities in the French territory. This app empowers citizens to contact their elected representatives in order to improve and to build together different aspects of their cities. This gives an important role to <i>citizens, town halls and cities</i> .
<b>Country</b>	France

<b>Website</b>	<a href="https://www.popvox.fr">https://www.popvox.fr</a>
<b>Lead organisation</b>	PopVox
<b>Main partners</b>	Two co-founders, no financial partner. They are supported by the Crédit Agricole via their "Village by CA" structure, which acts as a business accelerator by introducing PopVox to its partners.
<b>Period of implementation</b>	The development of this project started in 2016, but it was definitely launched in 2019, after two years of co-working with different cities on the issues and needs of different communities.
<b>Language(s)</b>	French
<b>Conceptual basis of the GOOD practice examples (max. 500 words)</b>  Please give a short description, and references or links to important documents	The app allows citizens of the village to ask or comment different issues on the platform, and to receive a quick response. This shows an important efficient mechanism of communication between the different partners.
<b>Objectives</b>	This project has set a double objective. First of all, to simplify the process for citizens who want to become more actively involved in the management of their neighbourhood. Secondly, to provide cities with tools to manage citizen dialogue and the resulting actions.
<b>Context</b>  What is the context (initial situation) and challenge being addressed?  Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out (timeframe)?	The idea and project of PopVox was developed in a moment when both of the co-founders decided to address the needs of taking part in the decisions of the representatives in the local level.
<b>Methodological Approach</b>  What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process and in which way it was a participatory process? How long did it take to learn lessons and identify key success factors? Please include gender aspects addressed in the description of the methodological approach.	The application is offered to different cities, which are then in charge of addressing and managing the different actions of the city.
<b>Target groups and their characteristics</b>	<ul style="list-style-type: none"> <li>• Elected representatives of different cities in France</li> <li>• The city's departments</li> <li>• Citizens</li> </ul>
<b>Stakeholders involved</b>  Who are the institutions, partners, implementing agencies, and donors involved in the good practice, and what is the nature of their involvement? Explain the different roles men and women (if applicable)	The two co-founders.

<b>Number of people involved</b> (e.g. % of the total population of the country or of the total target population, if a specific target has been set)	At the moment, it's a very weak number, as PopVox is represented in only 10 communities in France.
<b>Methods for recruiting participants</b> (if applicable)	
<b>Professionals involved</b> (e.g. teachers, volunteers, social workers, trainers)	The co-founders are the only professionals involved in the development of the app. Once the app has been adopted by the city, it's the secretaries of the elected representatives of small cities, or the communication team of bigger cities, which work on the different issues addressed by the citizens.
<b>Role of each professional involved</b> Describe briefly	Co-founders: operational system and development of the application. Secretaries and communication teams: organization and response to different questions.
<b>Main activities</b> (Please describe briefly, referring to timelines or sequences if applicable)	Activity interactive on a daily basis: the citizens ask questions, recommend events, send alerts or share ideas and the community answers in a very short period of time.
<b>Implementation process, success factors and innovation</b>  Please describe any phases of implementation	PopVox is a project and application which is still under construction. It responds to the needs of the clients (citizens and cities).
<b>Related resources that have been developed</b> List / describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible	
<b>Financing</b>  Where do the funds for the intervention come from?  Who makes decisions about budget allocation?	PopVox charges the communities through a subscription system.
<b>Evaluation</b>  Is there currently an evaluation of the ongoing intervention? Who is conducting it (external or internal professionals)? Which methodology is being used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)	There has not been an official evaluation on the implementation of PopVox. However, there is a constant follow up and exchange between the clients and citizens.
<b>Results</b>  Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available	PopVox allows the city's departments to select and organize the citizens' request, in order to respond more effectively. The app is also a simple and direct tool, reliable and useful at home or outdoors. According to different testimonies, it is an excellent tool to work on local policy and to understand the need of citizens of the different cities



<p><b>Impacts and benefits</b></p>	<ul style="list-style-type: none"> <li>• For the elected representatives of different cities in France: to master their communication and their image facing the citizens; to raise awareness and interest among youngster in their cities; to understand the expectations and most interested subjects for the citizens. All the exchanges among the elected representatives and the citizens is safely stored and reliable.</li> <li>• For the city's departments: PopVox allows to give an added value to daily actions of the city's departments.</li> <li>• For the citizens: to have the possibility of contacting their elected representatives on topics of their interest. This allows citizens to exchange ideas with other residents of their town.</li> </ul> <p>The app allows a rapid exchange and interaction among the citizens and the town hall: the questions which are asked are replied in a short period of time (hours). Moreover, citizens can choose the topic of their proposal: question, warning, like, idea or critique.</p>
<p><b>Sustainability</b></p> <p>What are the possibilities of extending the GOOD practice more widely? The aim is to go further than the section n. 16 "Innovations / success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).</p>	<p>The project is still under construction, growing step by step. At the moment, 10 communities have a subscription and take part in this application.</p>
<p><b>Lessons learned</b></p> <p>What are the key messages and lessons learned to take away from the GOOD practice experience?</p>	
<p>Anything else you think we should know ...that might be relevant to share?</p>	



Co-funded by the  
Erasmus+ Programme  
of the European Union

