



**Engaging Youth in Sustainable Energy Planning (EYES)**

# **Report on the YIT Research Process**

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**Annex 1:** YIT Research Questionnaire

**Annex 2:** Report on Validation Sessions



# 1 Introduction

## 1.1 Objectives

The overall objective of the YIT research is to contribute to the development and implementation of an innovative methodology within the EYES project that shall foster an inclusive education through the acquisition of skills and competences on energy and climate local planning.

Specific objectives include:

- Putting a specific focus on the learning of the trainees (YIT) during a process of analysing and developing public recommendations for engaging youth in the local climate and energy planning processes
- Performance of the needed research by the YIT under the guidance of the Advisory Board. Through this process, the trainees (YIT) will gather experience and skills on:
  - Energy and climate
  - Civic and social matter of common interest
  - Experience on performing quantitative and qualitative research through different techniques: literature review, survey design and performance, and semi-structured interviews
  - Skills to communicate the results to their peers
- Development of recommendations by the YIT and delivery to the municipality.

The Innovative aspect is defined as “Empowering young people within the Youth Intervention Teams to provide recommendations for the energy and climate planning process resulting from research on the concerns of other young people, and supported by guidance from the Advisory Board / Project Team.

## 1.2 Outputs

In addition to the learning outputs, every project country has been through this research:

- Identification of topics youth care about in relation to their role as energy citizens and generally in relation to the local climate and energy planning processes and challenges
- Identification of barriers to engagement by youth in the planning process (e.g. trust, transparency, intimidation, communication, lack of specific knowledge, etc.). This also includes identifying gaps in services/advisory and participation opportunities for youth, especially vulnerable youth groups
- Suggestions to improve youth engagement (identify guiding principles and the focus areas)

This report talks about the development of the YIT activities in Naples (Italy), describing tools used (surveys and interviews), the findings, and an evaluation of the overall process.



## 2 Methodology

Within the WP3 survey, the YIT decided what topics are important for them and how to involve other youth in the climate and energy planning process and the methodology to engage them in the process .

The survey carried out was based on an Online questionnaire (Google form), designed by the YIT members with the support of AB and ANEA representatives during 1 informal meeting in ANEA office and 3 skype calls.

The methodology was:

- Based on a bottom up approach, starting from images or video to share results and discuss about topics
- Initial survey delivered to YIT members in order to know the state-of-the-art of the knowledge about climate change topics (open and closed questions, personal and general questions)
- Focus group in order to identify the questions of the survey, as well as the main topics to be addressed within climate change
- *Learning by doing* methodology during the activities (workshops within wp2 and validation session)
- Data and Literature research: Deliberation “**Oxygen as Common goods**” (Metropolitan City of Naples – 2019), Deliberation “**Water as Common goods**” (Municipality of Naples – 2011), **Sustainable Energy action Plan (SEAP)** of the Municipality of Naples (with a dedicated focus on sustainable mobility)

The survey has been developed thanks to the active involvement of young, supported by ANEA staff and representatives of AB members. Analysing the different type of surveys (structured, semi-structured, etc..), using both open and closed questions and, according to the initial survey delivered in order to know the state-of-the-art of young knowledge about the local climate and energy planning processes, YIT decided to balance the questions, introducing both open and closed ones, focusing on three main topics/sections:

### **EDUCATION AND ACTIVE CITIZENSHIP:**

- a) *Are you engaged in associations, voluntary initiatives or community initiatives?*
- b) *From what sources does the knowledge you have on climate change come from?*
- c) *Do you think it is important to introduce climate change education in the school programs?*

### **YOUTH CONCERNS AND BEHAVIOURS:**

- a) *How does climate change affect your life the most?*
- b) *How much does climate change negatively affect your health and safety?*
- c) *What behaviors do you implement in your daily life to fight against climate change?*

### **YOU AND YOUR MUNICIPALITY:**

- a) *Who do you think has the greatest responsibility in addressing "climate change"?*
- b) *Do you think that initiatives promoted by your Municipality such as ZTL (traffic limited area), bike and car sharing, bike lanes can be considered as actions for climate change?*
- c) *What mechanisms/initiatives do you know to participate in the decisions of your municipality (Youth City Council, Young Ambassadors, etc.)?;*



- e) *Do you feel you have an influence on the energy policies of your municipality?*
- f) *If the possibility arose of a forum / youth council creation by the municipality, would you participate in a stable manner?*

Please refer to Annex 1 for an overview of the questions.

As for the original planning, the survey should have been delivered during physical meetings and events, but, due to the COVID-19 emergency, the survey was delivered in an online way, asking the YIT to send the survey to at least 5/10 peers not initially involved in the project activities.

## **2.1 Validation workshops and meetings**

The validation sessions have aimed at presenting findings and discussing the results with the key actors and the Youth target group.

Due to the COVID-19 situation, the validation sessions were structured in

- Physical meeting before the COVID-19 restrictions;
- Online meetings with representatives of AB members and ANEA staff;
- Phone and skype calls with small groups of YIT led by the YIT representative (in place of café and/or other informal events initially planned, such as the participation to EnergyMed and Green Days).

In the validation activities the YIT argued also on the thematic chosen during the project: sustainable mobility, water management and energy efficiency in buildings, and the main findings and recommendations are reported as part of other output of the project.

Within the validation sessions, of course, the YIT discussed also on case studies identified during the research phase of the project.

Three case studies were identified and elaborated:

### **1. How to improve communication from the Municipality to Young People on local climate and energy issues**

How to improve communication from the City Council to the youth of Naples in relation to Municipal action (Climate and Energy Planning) to address the challenges of sustainable energy and the climate crisis?

### **2. How to create permanent structures for the involvement of youth in the local climate and energy planning**

How to create permanent structures for young people to get involved in planning local climate action: what, who, when and how (local energy and climate planning)

The validation sessions have contributed to analyse findings from the survey and the included case studies have contributed to find and list the recommendations described in Output 3.2 and in the business plan within WP4. The case studies are reported as part of WP4.



### 3. Sustainable mobility in the municipality

How to increase local transport by bike? How can youth interact with this matter?

The case study contributed to find different solutions about the enlargement of bike lanes, the construction of new ones in other parts of city, promote the mobility by bike and to figure out the recommendations for policy makers described in Output 3.2

## 3 Main Findings

### 3.1 Overall analysis of results

In total 131 young people within the overall target group of 18 – 29 years filled out the survey, including both students (Secondary school and University) and workers.

The average of those responding is 24,6 years: 41% are young men and 59% young women.

Within these numbers of participants, 43,75% are students and 11.25% belong to the vulnerable group, since they finished their studies and are still unemployed.

Age Group	Number	Percentage
18 - 24	70	53,43%
25 - 29	61	46,57%
18 – 29 (EYES target group)	131	100%

#### 3.1.1 Education and active citizenship

With these questions, YIT wanted to investigate the involvement and engagement of their peers in Associations and initiatives, since, from the YIT point of view, the active participation could mean a higher knowledge and awareness about climate change topics, considering that in the Italian School Programs the teaching of the Environmental/Civic Education subject is no longer foreseen.

In fact, from the answers emerged:

#### **Q) Are you engaged in associations, voluntary initiatives or community initiatives?**

- only 28,7% of respondents is engaged in associations, volunteers and/or communities initiatives related to climate issues, for example WWF and Legambiente, the two major Italian environment Associations (fig.1)



**Q) From what sources does the knowledge you have on climate change come from?**

- 61,7% declares that their knowledge on climate change come from mass media, intended mainly as web and television; 12,3%, instead, declares the school as source of knowledge, but they intend above all University courses, since most of them (43,75%) are students (fig. 2)

**Q) Do you think it is important to introduce climate change education in the school programs?**

- 50% says that it is fundamental to introduce in the school programs the Environment education subject

Fig.1 - **Are you engaged in associations, voluntary initiatives or community initiatives?**

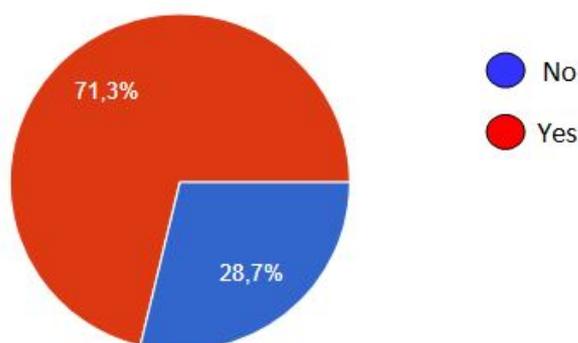


Fig.2 - **From what sources does the knowledge you have on climate change come from?**

Answer	Percentage
School/University	12,3%
Training and/or professional courses	9,5%
Collaboration with associations	11,7%
Institutions (Municipality, Local Bodies, etc...)	4,8%
Mass media	61,7%



### 3.1.2 Youth concerns and behaviours

With this set of questions, the aim is to collect information about the behaviours in daily life and the negative effects caused by climate change. In addition to being foreseen by the project, this section on *youth care about* has been included also because the Metropolitan Area of Naples lives in a problematic situation caused by an high level of pollution and by a wrong waste management over the years.

The answers are the following:

**Q) How does climate change affect your life the most?**

- being an open question, the majority of respondents say that climate change mainly affects health: “respiratory problems due to excessive pollution”, “increase of allergies”, etc...

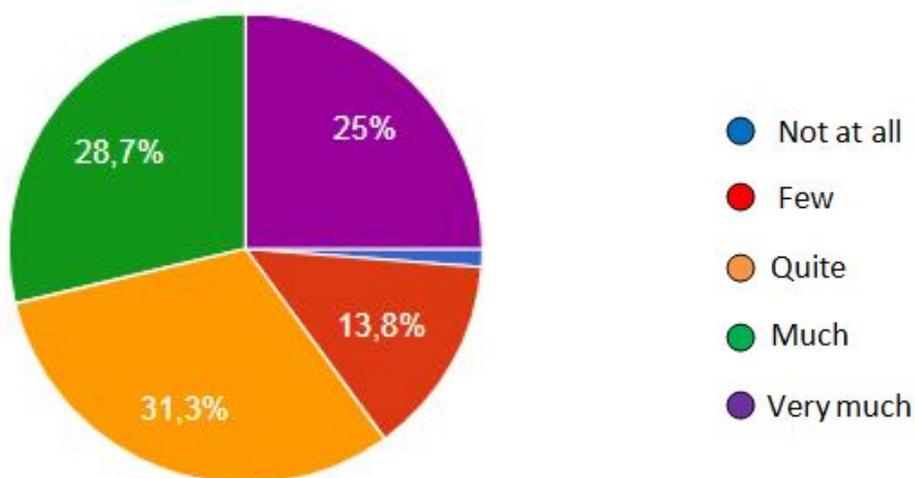
**Q) How much does climate change negatively affect your health and safety?**

- 85% declares that climate change negatively affect health and safety on different levels: among these, 31,3% is quite affected, 28,7% is very affected and 25% is very much affected (fig. 3)

**Q) What behaviors do you implement in your daily life to fight against climate change?**

- also in this case, being an open question, from the survey emerged several answers that we can gather in 5 main behaviours: use of public transport (metro, bus and funiculars); use of sustainable private vehicles (bike, e-bike, electric cars and scooter); water saving (when brush teeth); energy saving (turn off lights during the day and using of natural lights, turn off the power strip when appliances are not in use); waste management (a correct recycling taking into account the different materials used in the daily life

Fig.3 - **How much does climate change negatively affect your health and safety?**





### 3.1.3 You and your Municipality

In this survey section, the aim is to deepen the knowledge level of youth in relation to policies adopted by their respective Municipality, the initiatives organized and promoted by local City Councils and the opportunities for youth to be involved in municipal strategies for addressing climate change.

#### **Q) Who do you think has the greatest responsibility in addressing "climate change"?**

- Youth think that the majority responsible in addressing climate change is in charge of the National Government (42,5%), since, in Italy, the competence in environmental matters lies with the national government and not with local authorities. In fact, the second most ticked answer refers to the individual/community responsibility (22,5%) (fig. 4)

#### **Q) Do you think that initiatives promoted by your Municipality such as ZTL (traffic limited area), bike and car sharing, bike lanes can be considered as actions for climate change?**

- despite the previous data, 86,3% of youth declare that also the initiatives promoted by Municipalities such as ZTL (traffic limited area), bike and car sharing, bike lanes can be considered as actions for addressing climate change (fig. 5)

#### **Q) What mechanisms/initiatives do you know to participate in the decisions of your municipality (Youth City Council, Young Ambassadors, etc.)**

- the majority of the young (82,5%) didn't know mechanisms/initiatives managed by Municipalities to involve them in the decision-making processes; this is due, probably, by the context: in fact, the most of Municipalities of the Metropolitan Area of Naples doesn't have a dedicated structure/mechanism to be able to involve young in the process

#### **Q) Do you feel you have an influence on the energy policies of your municipality?**

- the consequence of the previous answer, is, of course, the feeling of the young generation to don't have influence on the energy policies of their Municipalities (92,5%) (fig. 6)

#### **Q) If the possibility arose of a forum / youth council creation by the municipality, would you participate in a stable manner?**

- despite the Municipalities have not yet activated mechanisms for involving young people and the lack of influence declared in the survey, young generation express their interest and willingness in the active participation and involvement in the local policies and in a permanent structures, such as Forum or Youth Council

Fig. 4 - **Who do you think has the greatest responsibility in addressing "climate change"?**

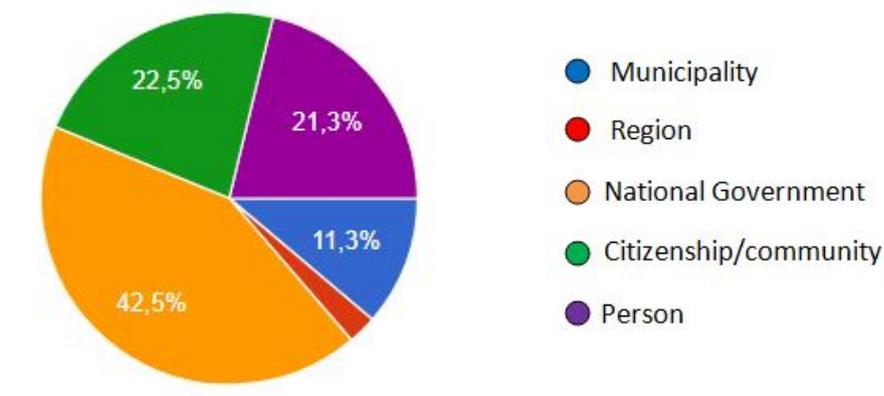




Fig. 5 - *Do you think that initiatives promoted by your Municipality such as ZTL (traffic limited area), bike and car sharing, bike lanes can be considered as actions for climate change?*

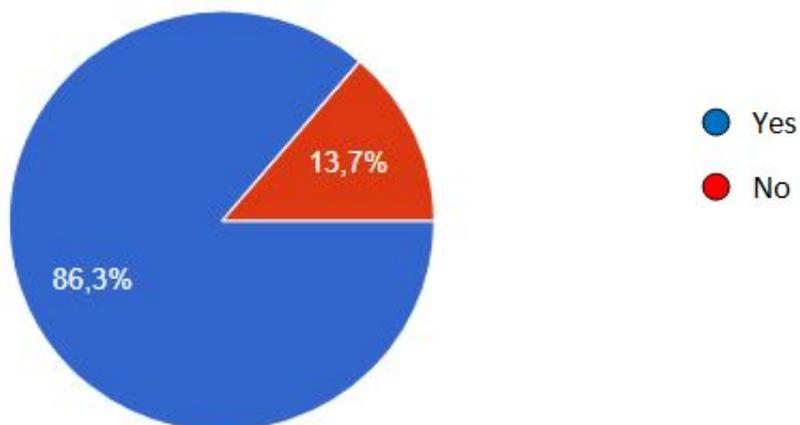
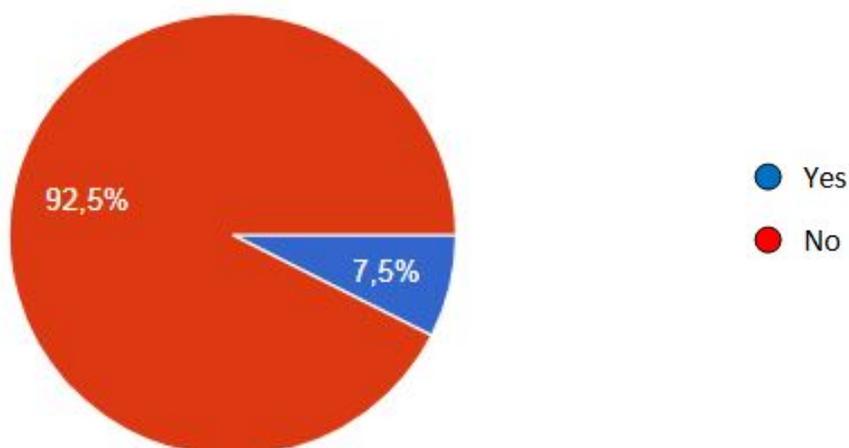


Fig. 6 - *Do you feel you have an influence on the energy policies of your municipality?*





### 3.2 Topics Youth care about

Below are described the topics youth care about that can be extracted from the survey.

#### **Climate Change as a security threat**

85% of the respondents identified climate change as a global security threat with the main consequence of negative effects on health. Some of them want try to change the local situation by participating actively in events and associations related to climate issues. The others would change something but the lack of free time (different from job and study) and the difficulty to find the right information about green events, makes their participation marginal and hinder the involvement of other participants.

#### **Transportation and mobility**

This topic has been one of the most discussed during the project activities, due to the fact that in the Metropolitan Area and in the city of Naples the transportation has a lot of critical issues. The youth think that public transport has to be more efficient and environment friendly and most of youth didn't know that the City of Naples introduced, in the last year, the electric push scooter, the electric tram was restored last year and most of the public transport are composed by methane buses; in this regard, local Municipalities start to become more green. Furthermore the youth believe that to solve (a bit) the traffic problem in the city center, it's important that everyone has a responsible and right behaviour using sustainable vehicles, avoiding private cars and preferring sharing and pooling systems.

#### **Sustainable Dailylife and behaviours**

Most of respondents believe that using correct and consistent behaviour in daily life (water and energy saving, waste management, sustainable mobility, etc.) is useful to address climate change and to reduce the carbon footprint or environmental impact. Everyone agrees that the simplest daily behaviour can halt, even if to a small extent, climate change and that the global action is composed by local and personal behaviours. Another element emerged during the discussion of this topic, is that the adoption of sustainable behaviours led to the possibility also to save money (in the electricity or water bill); and the economic factor is also a key element for stimulating people in adopting more sustainable behaviours.

#### **Urban Design**

The youth think that living in enjoyable places improves their lifestyle. The urban design produces positive effects on the health and well-being of citizens. The youth would that the Municipality put in place actions for reducing the emissions of buildings, using alternative solutions (such as photo-voltaic panels or some other sustainable devices), but as analyzed in the validation session, the city center of Naples is part of the UNESCO World Heritage and it's very complicated make any structural change of the historical building, without the authorization of Cultural Heritage Superintendency.

Moreover, in addition to the expansion of green areas and pedestrian areas, the youth would like to see an increase of the byke lane, as in all European cities, to live the city in a different and ecological way.



### 3.3 Barriers to youth engagement

During the discussion and activities, linked to the youth care about, YIT, with the support of AB and ANEA staff, addressed also the problems and barriers related to the engagement (for them and their peers) in the local energy and climate planning processes and discussions. Following this discussion, the main barriers to youth engagement are related to:

#### How to Engage

As emerged in the dedicated question of the survey, youth don't know much the actions organized and implemented by Municipalities, nor the existence of structure able to involve and empower them in the local planning processes and discussions. Youth primarily want to understand what actions they can take to make a difference or what the best way to participate is.

#### Intimidation

Youth expressed their concerns that there are many interests (mainly economic) behind climate change policies and this could lead to the exclusion of young people from making important decisions, which are the prerogative of only adult politicians.

#### Transparency

This is linked to the previous issue (Intimidation) since the starting point is that the politicians must manage the community and take decisions in a transparent way, not pursuing personal interests, but those of the community, in order to recover some of the credibility lost in recent years

#### Communication

This is one of the main point discussed during the project implementation. YIT identified communication as barrier to involvement, since the Municipalities don't use communication channels in a proper way, and, when they communicate something, they adopt an institutional language, far from young needs. Municipalities and Local bodies must to use a more informal communication, fun and cool, in order to be aligned with the young need, in order to be able to reach a broader young audience

#### Know how

Also in this case, as emerged from the dedicated question of the survey, youth declare that is fundamental to introduce energy/climate and Civic education matters in the school programs. This allow to a better understanding of energy and climate issues, as well as about the existence of different multi-governance structures in Italy and how it evolves the decision-making process in the Italian framework. The school education means a citizen education.



## 4 Evaluation of the overall process

### 4.1 Evaluation of the research

Generally the research was successfully carried out by more than 100 respondents. Promoting the research through social media and word of mouth, involving the YIT that have contributed to this.

As already mentioned, the questionnaire was effective for collecting, structuring and analysing answers and enabled reaching out to a substantial and a broad audience.

A significant challenge was to find the right balance between open and close questions, e.g. too closed questions (with tick boxes), may hamper the validity and efficiency of the answers (thereby leading the answers). This was a problem with regard to a few questions, but this was compensated by additional bilateral consultations and by the validation workshops. And the solution on final version of survey was found in mutual agreement by the YIT and the representative of AB members and ANEA staff.

The COVID-19 emergency was also a significant challenge, which initially, to some extent, demotivated the youth to engage further in the research, and prevented arranging physical meetings. For this reason the most of alternative meetings were carried out in online mode.

### 4.2 Learning aspects

The learning aspects in relation to the research and the case studies is further dealt within Work Package 4. Below some overall findings

The research has, as mentioned above, put a specific focus on learning of the YIT members during a process of analysis and developing public recommendations for engaging youth in the local climate and energy planning process. This process has been carried out under the guidance of ANEA Project Team and the Advisory Board.

Overall the mix of consultations with the Advisory Board (including the ANEA Project Team) and the peer to peer activities have contributed to the training, through different activities: focus group, data literature, etc... The process helped to increase the needed knowledge of the local climate and energy planning approaches and the various stakeholders involved, including decision processes

All the process it was useful to develop the competencies and increase the knowledge of the YIT:

- increased knowledge on the climate change and related topics;
- increased knowledge about on the functioning of the Local bodies and stakeholders;
- improvement of leaderships skills and relationships with peers, Advisory Boards member and other groups acquired during the project activities;
- developed critical thinking and responsible behavior;
- improvement of communication skills, both written and oral form, with the consequent improvement of the ability to express one's point of view;

As to the harder to reach group 12 unemployed youth have been contacted. They have only participated to a minor extent. There is a plan to involve them in relation to volunteer services and possibly job creation.