Understanding Young People: How to meaningfully engage Youth

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<table>
<thead>
<tr>
<th>Level of Engagement</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher level of engagement</td>
<td>Involved in the creation of a project</td>
</tr>
<tr>
<td>Lower level of engagement</td>
<td>Taking part in a nature-based activity</td>
</tr>
<tr>
<td></td>
<td>Engagement on social media post</td>
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</tbody>
</table>
Why young people?
Ladder of youth participation

- Integrating young people in decision-making
- Understanding young people
- Co-design projects
- Education, volunteering, employment
- Engagement activities
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Engagement activities
## Engagement activities

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
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<tbody>
<tr>
<td>Time and resource light</td>
<td>No long term relationship building</td>
</tr>
<tr>
<td>Can reach a larger number of people</td>
<td>No meaningful participation</td>
</tr>
<tr>
<td>Can cater to a very young age group</td>
<td></td>
</tr>
<tr>
<td>Entry point for those less engaged already</td>
<td></td>
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</tbody>
</table>
Ladder of youth participation

1. Engagement activities
   - Education, volunteering, employment
   - Co-design projects
   - Understanding young people
   - Integrating young people in decision-making
   - Engagement activities
TRIGLAV NATIONAL PARK
The main goal of national parks around the world is to **PROTECT NATURE**.

- Nature protection and preservation of the cultural landscape
- Management
- Ensuring the sustainable development of parks
- Research
- **EDUCATIONAL ACTIVITIES**
NATURE EDUCATIONAL WORKSHOPS
JUNIOR RANGER AS A PILOT PROJECT STARTED IN 2002
THE THREE PRIMARY AIMS OF THE PROJECT WERE (ARE) TO:
● CREATE A NETWORK OF YOUNGSTERS WHO PARTICIPATE
IN NATURE PROTECTION
BY ACTING AS ADVOCATES FOR THEIR PROTECTED AREA.
● RAISE AWARENESS ABOUT THE NATURAL, CULTURAL,
SOCIAL AND ECONOMIC VALUES OF PROTECTED AREAS.
● PROMOTE FRIENDSHIP AND A GROUP ETHIC AMONG
YOUNGSTERS BY ENGAGING THEM THE ACHIEVEMENT
OF THE COMMON GOALS OF EUROPEAN PROTECTED
AREAS.
Genuine contact with protected nature is essential in helping children grow into adults who will have a responsible attitude towards nature and people.
COMMUNITY OF SCHOOLS
OF THE JULIAN ALPS BIOSPHERE RESERVE

• since 2018
• 38 primary and branch schools
• more than 7000 pupils
COMMUNITY OF SCHOOLS
OF THE JULIAN ALPS BIOSPHERE RESERVE

COMMUNITY COMMITMENTS:

Triglav National Park Public Institution:
enabling schools to implement above-standard programs, which will be free for schools

Primary schools: integrating the contents of the national park into their regular school-work plans
COMMUNITY OF SCHOOLS
OF THE JULIAN ALPS BIOSPHERE RESERVE

since 2018
PRINCIPAL MEETING
BUILDING THE IDENTITY
HIGH RAISED GARDEN BED
ANIMATED MOVIES
KID'S NEWSPAPER
LYNX named TRIS
40 YEARS OF NATIONAL PARK
QUALITY MARK

[Images of people, awards, and certificates]
POVEZANOST

STORY FROM THE LIFE OF A CAPERCAILLIE
BELAR DAYS

19. MAY

18. and

960 pupils
Standard activities

Annual (standard) activities:
- wide selection of free nature educational workshops
- tradicional Belar days for 5th graders
- excursion to nearby protected areas
- children's newspaper of the Community School of the Julian Alps Biosphere Reserve
- didactic tools to strengthening affiliation
- educational excursions for teachers
- online classroom Triglavska zakladnica / Triglav Treasury
JUNIOR RANGER
MORE THAN 30 KIDS FROM 11 DIFFERENT SCHOOLS

Program for 2021/22

11. december – Who is junior ranger?
12. february – Who walks here?
7. may – Where does the snow go?
11. june - Kako nastane učna pot?
12. -13. july – Meeting above the forest border - Summer camp
8. october – Trip to unknown

december – joining new members
CHALLENGES

YOUTH

PUPILS

TEACHERS

HEADMASTER
CHALLENGES

WHO?

WHY?

HOW?
MOJCA PINTAR
Environmental education coordinator
Triglav National Park
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### Education, volunteering and employment

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
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<tbody>
<tr>
<td>Building long-term relationships</td>
<td>Time, funds, and resource heavy</td>
</tr>
<tr>
<td>Building lifelong connections to nature</td>
<td>Additional time, funds resources needed to ensure you are reaching a diverse range of people</td>
</tr>
<tr>
<td>Contributing to green recovery and jobs and skills agendas</td>
<td>Young volunteers require more support</td>
</tr>
<tr>
<td>Having a diverse workforce builds resilience</td>
<td>Staff intensive (need more staff on site with young people)</td>
</tr>
<tr>
<td>Health and wellbeing benefits that come with volunteering</td>
<td>Volunteering has accessibility issues</td>
</tr>
<tr>
<td>Opportunity to input into the national curriculum</td>
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Break
Ladder of youth participation

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- Understanding young people
- Integrating young people in decision-making
Co-design

What is co-design?

A design-led process, involving creative and participatory principles and tools to engage different kinds of people and knowledge in public problem solving.

By co-designing a project, policy, or fund you are involving the end user or audience in the decision making from beginning to end.

Co-design with young people

“Co-design is about involving young people much earlier in decision making processes through a highly participative approach, developing informed insights, ideas, recommendations and solutions for policy and practice. Co-design is about much more than basic consultation; it seeks to engage young people with shared power and resources.”
Co-design: Freshspace
Co-design: Scotland's Young People’s Forest
### Co-design

<table>
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<th>Pros</th>
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<tbody>
<tr>
<td>Brings in those who may be seldom heard or underrepresented</td>
<td>Complexity is size and time</td>
</tr>
<tr>
<td>Different stakeholders can gain greater responsibility</td>
<td>Can be difficult to manage</td>
</tr>
<tr>
<td>Can build stronger links and networks</td>
<td>Socially complex - personal characteristics of stakeholder and their relationships</td>
</tr>
<tr>
<td>Participants gain knowledge and skills</td>
<td>Need strong skills to manage collaborative design</td>
</tr>
<tr>
<td>Projects have higher take up and can become self sustaining</td>
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Co-design:

Do you currently do any co-design?

Are there projects underway that you think could include co-design?

What support would you need to do co-design?
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YOUTH SURVEY 2022

113 self-selecting young people (11-30 years old) across Scotland responded, with a fairly representative spread of age, gender, identity, geography, race, and (dis)ability.

19% Just under half of young people felt that they were able to contribute to Scotland's nature rich ambition (41%), with only 19% feeling very able to contribute.

58% The majority of respondents felt that there were barriers to their involvement (18%).

2030
The top 3 themes from respondents when asked “What should Scotland’s nature look like in 2030?” were... - Rambunctious - Increased diversity in biodiversity - General increase in nature - Cultural shift - Recovering and restoring nature

YOUTH LEADERSHIP
Topics of intergenerational collaboration and youth leaderships’ highlight the need for age-specific inclusion.

FUTURE FOCUS
Top priorities for the future were nature-based solutions like: - Actions that work with nature to restore ecosystems, protecting wetlands and green roofs in cities. - Increasing the number and health of highly protected marine areas. - Increasing funding available for nature restoration projects.

DOING MORE
Respondents identified the types of barriers to achieving this future and how NatureScot can help to remove them.

Barriers
- Barriers to skills and jobs
- Individual effort is not enough
- Finance
- Draw down how to help

What can be done
- Public education
- Jobs and career information
- Opportunities for young people to have a voice

GAPS
- Monitoring and enforcement
- Transparency and partnership working
- Public education and behaviour change
- Accessibility
- Nature connection
Understanding young people: surveys

- Plant more trees and improve the health of woodlands already planted (36%)
- Save species that are endangered or close to extinction (29%)
- Reduce littering and promote responsible behaviour in nature (29%)
- Make sure the environment is considered and prioritised in business, policy, and funding decisions (28%)
- Help people get to know and help improve their local environment (20%)
- Create more jobs and opportunities for people to work to improve nature (19%)
- Bring more nature into villages, towns, and cities (17%)
- Bring more nature into how we farm and grow food (16%)
- Reintroduce species that once lived in Scotland (16%)
- Make sure nature is accessible for all (16%)
- Increase the number and health of areas for nature both on land and in oceans (15%)
- Increase the different types of plants and animals we have (14%)
- Improve peatlands (11%)
- Help people build their connection with the rest of nature (11%)
- Improve sand dunes and coastal habitats (7%)
Understanding young people: Manifestos and recommendations
Understanding young people: Manifestos and recommendations

**1. YOUTH EMPOWERMENT**

Young people are the future of Europe's Protected Areas and we care about sustaining our rural landscapes, but we are under-represented in the decision-making process.

We want to CONNECT with our COMMUNITY and are capable and willing to give input and implement change if given the chance.

We can SHARE our straightforward solutions to engage a technology-based generation.

We can help EMPOWER the next generation to develop experience and skills that will prepare us for an ACTIVE ROLE AS THE FUTURE LEADERS in our Protected Areas and rural communities.

We want to be HEARD and ENTRUSTED with the opportunity for direct involvement in decision making.

**2. LIVING**

Supporting young people to live in rural areas helps us to remain CONNECTED to our COMMUNITY and to share in developing its FUTURE.

Rural areas are often difficult to reach and to travel around. Young People need to CONNECT in the real and virtual worlds to thrive.

Society cannot afford for young people to continue to leave rural areas.

We need SUPPORT to be a part of the COMMUNITY and build its PRESENT and FUTURE.

**3. LEARNING**

We want to create more self-sufficient, diverse and resilient rural communities across Europe, we want to learn about, care for, sustain and SHARE our local cultural and natural heritage.

Access to academic, practical and vocational education is an effective solution to empower young people and to spark our interest in rural careers.

Young People want to CONNECT to their PLACES and use their learning to stay and develop our COMMUNITY.

We need investment in training for the FUTURE.

Please pass on WISDOM and INSPIRATION to Young People.

**4. WORKING**

We BELIEVE that providing jobs and developing the local economy SHOULD NOT take place at the expense of the natural environment.

Address the need for environmentally friendly practices should not compromise the standard of life for local residents.

Successful youth employment initiatives should therefore be creative, flexible, innovative, financially self-sufficient and create sustainable job opportunities.

All young people have CREATIVITY and IMAGINATION, and these talents should be fostered to help us develop as entrepreneurs.
## Understanding young people

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<td>Being an evidence-base and not having to make assumptions</td>
<td>Costly</td>
</tr>
<tr>
<td>Ability to gain lots of informative data at once</td>
<td>Only meaningful if the data is actively used to influence decision-making</td>
</tr>
<tr>
<td>Quantitative and qualitative data to support the need for action</td>
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Young people in decision making
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<tr>
<td>Make decisions that are more resilient and accessible</td>
<td>Time and resource heavy to remove the systematic barriers preventing young people from engaging and provide additional support</td>
</tr>
<tr>
<td>Skills development</td>
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**Image: NatureScot**

*Scotland’s Nature Agency*  
*Budhnam na h-Alba*
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## Youth Engagement Action Plan

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<th>Strategic</th>
<th>Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Embed our commitment to engage and empowering young people through our strategic plans and processes.</td>
<td></td>
</tr>
<tr>
<td>2. Explore and develop networks and panels to engage young people more effectively in our work.</td>
<td></td>
</tr>
<tr>
<td>3. Increase opportunities for young people to be better represented at the various levels of our decision making.</td>
<td></td>
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<tr>
<td>4. Provide leadership for our sector through sharing knowledge, skills and experience in engaging young people.</td>
<td></td>
</tr>
<tr>
<td>5. Support all Activity and Area Teams to realise opportunities for engaging young people in their work through co-design and co-production.</td>
<td></td>
</tr>
<tr>
<td>6. Increase and share staff’s skills, experience and knowledge of effectively engaging young people through co-design and co-production.</td>
<td></td>
</tr>
<tr>
<td>7. Review and develop the use of our funding to encourage greater engagement from young people.</td>
<td></td>
</tr>
<tr>
<td>8. Review and improve operational procedures to better accommodate the needs of young people.</td>
<td></td>
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<tr>
<td>9. Implement a unified approach to improve the internal employment and training of young people.</td>
<td></td>
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