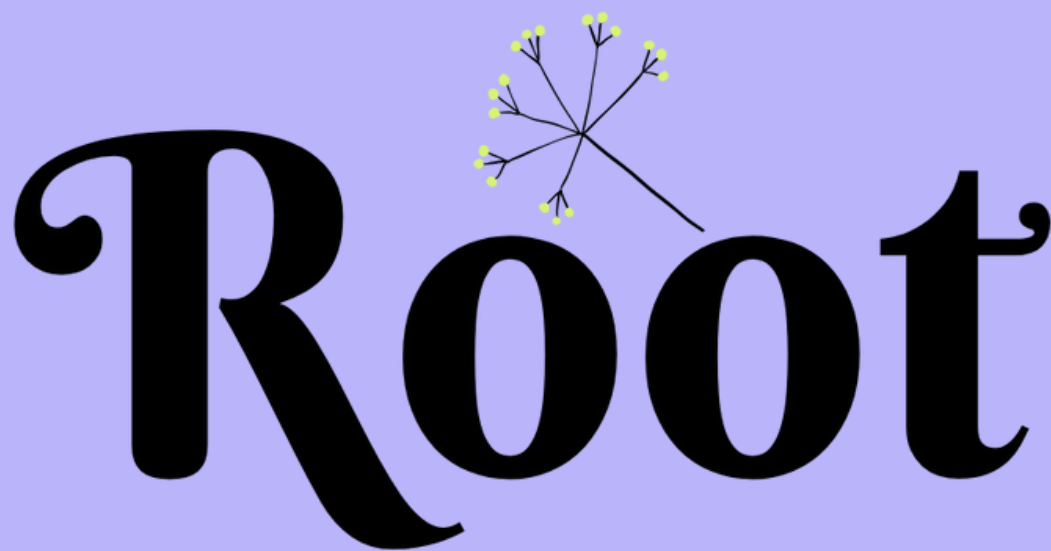




Resilient youth through local heritage

Consultation tool

***A participatory toolkit for youth
engagement in climate and social
transitions***

Consultation tool

A participatory toolkit for youth engagement in climate and social transitions

Our research reflect on ecoanxiety, interweaves climate justice, gender equality and radical imagination. **An educational tool for young people.**

These educational material has been made by ROOT project (Resilient youth through local heritage KA220-YOU-634FE647) through a collaborative action and it has been coordinated by MOH ETS, Italy.

Each of the partners (DADAU, NLF and MOH) made workshop with young people inviting participants to raise questions related to their concerns about the future.

We would like to thank all the young participants who contributed to the different workshops that took place in Paris, Bari and Mikkeli. Without them this material would not exist.

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1. Introduction

The ROOT project, Resilient Youth Through Local Heritage, is an initiative aimed at empowering young people in rural areas by addressing their concerns and challenges related to ecological transitions, career paths, gender issues, and cultural heritage. This manual was collaboratively produced by partners across countries, and it integrates multiple pilot experiences with shared conclusions. It serves as a comprehensive guide for professionals working with youth, including youth workers, third sector organizations, and the cultural heritage sector. It combines structured inquiry with participatory activities to foster reflection, dialogue, and community building. The following sections detail the methodology, workshop plans, regional insights, and practical advice for facilitators, ensuring a coherent and accessible approach to engaging young people in meaningful discussions about their future.

2. Methodology and Innovative approach

The consultation tool developed as part of the ROOT project is a unique device designed to generate discussion with young people (especially 18–30 years) and reflection on diverse information sources. It enables the collection of individual viewpoints as well as responses formulated during a group co-creation process. By integrating elements of a survey or questionnaire with practical, non-formal workshop activities, the tool transforms sessions into collective inquiries requiring dynamic and creative participation. This approach fosters deeper discussions on key concepts around climate change such as “just transition” and “skills for the green transition” allowing participants to examine their experiences in a structured context. The idea of a just transition foregrounds the need to address structural inequalities – such as those related to class, gender, and geography – when shifting towards a greener economy. It ensures that no group is disproportionately burdened or left behind. Meanwhile, the focus on skills for the green transition helps young people identify the emerging competencies they may need to navigate future labor markets shaped by ecological priorities. Together, these frameworks allow participants to explore how climate change is not only an environmental issue but also a deeply social one that affects access to work, wellbeing, and agency in unequal ways. The tool's innovation lies in its ability to blend formal inquiry with informal learning, creating a space where young people can express their views freely and collaboratively. This hybrid methodology – which merges emotional, creative and factual elements – not only gathers valuable data but also empowers participants to take ownership of the challenges and opportunities they face in the ecological transition. By prioritizing youth voices and fostering collaborative engagement, the tool contributes to shaping inclusive and sustainable policies and practices for the future. The tool can be adapted to different youth contexts, including informal education, civic spaces and schools.

3. Framework

3.1 Climate Change and Green Transition

Rural areas face distinct and often contrasting challenges in the context of climate change and the green transition. On one hand, these regions are deeply dependent on natural resources such as forests, land, and water systems – which are increasingly affected by environmental degradation. On the other hand, they are also critical sites for innovation, resilience, and ecological stewardship. The green transition presents opportunities for renewal, but also introduces new tensions and inequalities, particularly among younger generations.



Young people in rural areas are experiencing the climate crisis not as a distant threat, but as a visible and immediate condition shaping their present and future. Droughts, heatwaves, floods, and soil degradation are no longer abstract risks but lived realities, contributing to eco-anxiety and uncertainty. At the same time, feelings of disempowerment may arise from the perception that policy decisions are made without adequate consideration of local knowledge and lived experience.

The transition to renewable energy – such as wind or solar – is often positioned as a universal solution. However, in practice, it can introduce conflict at the local level. For instance, while wind turbines contribute to carbon neutrality, they may also generate noise pollution, disrupt landscapes, or affect tourism – all of which may generate resistance from residents. For young people whose families rely on agriculture, green transition regulations can be perceived as a burden rather than a benefit, as new environmental standards may complicate or restrict long-standing farming practices. This highlights the need to recognize that young people are not a homogeneous group and may hold diverse, sometimes contradictory, views about sustainability policies.

Moreover, the generational aspect of the green transition is key. While older generations may see change as incremental or abstract, younger people often regard climate change as a defining issue of their lifetime – one that intersects with broader concerns about work, mobility, and wellbeing. These intergenerational differences can create tensions, but also serve as entry points for meaningful dialogue.

Emotional responses play a central role in shaping engagement with climate issues. In contexts marked by socio-economic precarity, climate concerns may be deprioritized – not out of denial, but because other urgent needs take precedence. Recognizing this complexity is essential when facilitating discussions or consultations. Encouraging reflection on the personal, emotional, and practical dimensions of the climate crisis helps ensure that green transition strategies are rooted in lived realities, rather than abstract ideals.

3.2 Skills for the Green Transition

Rural areas face distinct and often contrasting challenges in the context of climate change and the green transition. On one hand, these regions are deeply dependent on natural resources such as forests, land, and water systems – which are increasingly affected by environmental degradation. On the other hand, they are also critical sites for innovation, resilience, and ecological stewardship. The green transition presents opportunities for renewal, but also introduces new tensions and inequalities, particularly among younger generations.

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3.2 Skills for the Green Transition

One of the key dimensions explored in the ROOT consultation tool concerns the notion of skills for the green transition *green transition skills* – a set of competences that are increasingly relevant across professional sectors undergoing ecological transformation. Rather than focusing solely on green jobs in narrow terms (e.g. renewable energy), the activities and questions in this section help participants identify transversal skills that support sustainability across multiple fields.

These include both *process skills* such as critical thinking, monitoring, and active learning, and *cross-functional skills* like complex problem solving and decision-making. Though not always explicitly taught in formal education, these competences are often developed informally through experience and can be activated across a range of roles and responsibilities.

In the ROOT Consultation Tool workshops, these skills are introduced as both personal resources and systemic levers. They are contextualized within labour market trends that show a growing demand for profiles able to support ecological transitions – especially in contexts where innovation, adaptation, and resilience are needed. Participants are invited to reflect on how they already use these skills in daily life and how they can be strengthened to support just and sustainable futures.

The activities proposed here aim to make these concepts tangible, encouraging participants to recognize their own capacities while connecting them to broader questions of employability, climate justice, and local change-making.

3.3 Towards a Just Green Future: Gender, Youth, and the Labor of Imagination

The concept of a green transition has become central in environmental policymaking and economic planning. However, behind this promising vision lies a series of unresolved inequalities. Young people, especially women, queer, and non-binary individuals, are often excluded from the benefits of green growth due to systemic barriers rooted in gender norms, economic precarity, and geographic marginalization.

In emerging green sectors, high-value roles tend to be technical or engineering-based and remain predominantly male-dominated, while essential labor such as recycling, repair, and environmental care is frequently informal, poorly paid, or socially invisible. These forms of work, though critical to sustainable futures, continue to be undervalued, echoing long-standing gendered divisions of labor.

At the same time, many young people face structural constraints in accessing stable, meaningful employment that aligns with their ecological and social values. Climate anxiety, the pressure to adapt to rapidly evolving job markets, and the scarcity of local opportunities all contribute to a sense of disorientation and frustration.

In response, imagination must be reclaimed as a serious tool for both inquiry and empowerment. It allows individuals and communities to challenge dominant narratives and to envision alternative futures – futures in which sustainability is not only environmental, but also social and relational. Imagining otherwise means asking who performs the labor of transition, under what conditions, and whose knowledge, time, and care are recognized in the process.

By exploring these questions, young people can better identify the structural forces shaping their future and locate their own agency within them. A just green transition, therefore, is not only about preparing for new jobs, but about rethinking value, labor, and community through a lens of equity and care. It is about creating space for new stories, new solidarities, and new ways of organizing life on a changing planet.

4. Territories Involved

4.1 The Finnish Countryside

The Finnish countryside, covering most of the country's square area, faces challenges such as population decline and limited economic activity. Young people often move to major cities for education, resulting in negative net migration in rural areas. Workshops explore these dynamics, emphasizing the need for sustainable practices and community engagement in ecological transitions.

The Finnish countryside – areas outside the biggest cities – covers most of the whole country. The population is declining, especially in the Eastern and Northern parts of Finland. Only a couple of major cities can attract both youngsters and immigrants. You can draw a line along the major road cutting the land in half from south to north: 75% of economic activity happens west from this borderline. Eastern Finland – defined by this economic borderline as almost half of the area of Finland – is by many indicators a declining area.

Even the Finnish towns are small from a European perspective. Secondary schools and especially higher education can be tens of or even hundreds of kilometres away. This is also the case in the city of Mikkeli, the biggest town in the South Savo region, located in Eastern Finland, over 200 km from the capital area. This is the area where the Consultation Tool has been co-created and tested in Finland. Many local youngsters choose to move to the capital region or other cities to attain their education. The net migration shows the highest negative volume in the age groups from 15 to 29. The number of immigrants in South Savo is very low, only some percent.

Youth living in sparsely populated areas tend to follow their parents' educational level and have gender jobs in care and factories. Those who have a chance and will move out to study a higher degree. Even then, they can be dependent on their parents and feel loneliness in the new environment. Girls are more likely to move out from the countryside to reach higher degrees, but they usually come back to have a gender job. On the other hand, boys are willing to make major moves, but they tend to be employed in other places than the countryside they are originally from.

In general, Finnish youth is interested in and worrying about climate change and interested in discussion regarding the topic. However, the knowledge, level of anxiety, and form of actions may vary between genders and age groups. In Mikkeli in 2020, 94% of young people (13-30) think that it is good that climate change is the topic to discuss. 87% are worried and 68% are interested in the topic. 74% are trying to act environmentally friendly and 67% think that they can have some kind of impact with their actions. Half of the youngsters think that they are not taken seriously.

In Finland recycling is fairly efficient and regulated so that we can presume that youngsters have a good knowledge of that from their home environments as well as school. It seems that also other climate issues are familiar from their own experience and the results of the survey reflect this assumption. According to Finnish statistics around 74% of the population has a degree after comprehensive school and only 16% of under 30-year-olds do not have any degree. In the South Savo area, the education level is slightly below the country's average numbers. About 45% have second-level degrees, and about 28% higher education in the area.

4.2 Young People in the French Countryside

In France, rural areas are categorized into "Attractive rural areas" with increasing populations and "Rural areas in decline" with decreasing populations. The latter, often former industrial regions, face complex challenges related to employment, ecological transition, and youth prospects. Young people in these areas often lack resources for mobility and educational capital, leading to pronounced gender inequalities.

There are two major types of rural areas in France; on one hand, there are "Attractive rural areas" where the population continues to increase and welcomes new inhabitants from other regions or cities, and on the other hand, there are "Rural areas in decline", where the population decreases and impoverishes. Between 2007 and 2017, the population increased sharply on the Atlantic coast, the western Mediterranean rim, near the Swiss border, and in Corsica. Conversely, the population decreases along a line going from the Ardennes to Creuse but also in the south of Normandy, as well as in some parts of Hauts de France.

It is desirable to devote more attention to regions where the population is declining because the issues of employment, ecological transition, and prospects for young people are more complex in these areas. They are most often located in former industrial regions. With the closure of mines and steelworks, the socio-economic context of these regions has changed considerably, and the future prospects of the younger generations have deteriorated. A large proportion of young people are leaving these areas, firstly to study and then to seek professional opportunities. Those who remain or return after (brief) studies are mainly the children of workers and employees from former industrial sites that are now closed. These young people do not have the resources needed for geographical and social mobility, nor the educational capital to change region. Among these rural young people, there is a very strong gender inequality at the social, professional, and spatial levels. By way of comparison, in some rural areas with growing populations, such as Provence-Alpes-Côte d'Azur, almost three-quarters of young people over the age of 18 remain in their region, continuing their studies, often in the form of apprenticeships. Their housing conditions are more favorable in rural areas than in suburban or urban areas, but the distance between home and place of study increases sharply once they reach high school.

In rural areas in demographic decline, young men who do not leave their region capitalize on their network of acquaintances, made up mainly of childhood friends and family, as well as local acquaintances. This circle gives them symbolic recognition and, above all, provides them with employment prospects and opportunities. In this rural environment in demographic decline, stable jobs are essentially male; young men entering the job market are recruited in the metal industry, the transport sector, or the building trades. As it is often their network of acquaintances that enables them to get jobs, young people look after their reputation as reliable workers and their social circle. Friendship and camaraderie play a vital role in their lives, while their hobbies also show gender disparities. Hunting and football clubs bring men together and unite the different generations. These characteristics are markedly different from those of young people living in urban areas, who have more leisure activities dedicated solely to young people, stay longer at school, and tend to spend their time with people of the same generation. In short, for young men living in rural areas in demographic decline, sociability continues to be intense and vital, both for the symbolic transmission of social status between generations of men and for employment and the recognition of know-how and professional reliability. Young women from the same rural environment are more likely to leave the area where they grew up; they are more likely to continue their studies, and often with better results than their male counterparts. Those who remain in or return to rural areas are more likely to be employed on insecure contracts, for example in personal services, and the unemployment rate among young women is twice that of young men. Once they are in a relationship, young women – from their twenties onwards – lose their childhood friends, and find themselves among women, and above all among the wives of their husband's/companion's friends.

Far from having the same social network as young men, they have to build their reputations through marital, maternal and residential stability – instead of a professional reputation – due to the lack of permanent solutions and the very strong social control exercised over them.

In more general terms, young people in rural areas are more likely to be in employment than young people in urban areas during their studies or apprenticeships, but once they are in employment, the employment rate is identical between the two groups. Gender inequalities in employment, and in particular in terms of entry into employment, are very pronounced in rural areas, whereas they are less pronounced in urban areas. Young women receive less help in their job search from their parents than young men, in both types of housing, but the disparities are greater between the sexes in rural than in urban areas. Young people living in rural areas receive more parental support in kind and less financial support than those living in urban areas. Statistically, young people in rural areas live more in couples and enter into relationships earlier than their urban counterparts, and the gap is wider between rural and urban women. The establishment of couples explains the greater residential autonomy at a younger age among those living in rural areas, although a young person living in a rural area receives fewer social benefits, particularly housing benefit, than a young person living in an urban area. The vast majority of young people in rural areas use an individual means of transport on a daily basis, whereas this rate is much lower among urban dwellers. Access to and use of public transport shows an inverse proportion between the two categories.

4.3 Youth and Women in Puglia

Puglia, particularly the province of Bari, faces difficulties in retaining young graduates and providing female employment opportunities. In 2022, the region recorded a loss of 33.2 young graduates per thousand residents, significantly higher than the national average of 4.5 per thousand. This phenomenon highlights the region's difficulty in retaining young, qualified human capital. The female employment rate in the province of Bari is particularly low, standing at 37.7%, well below the national average and that of northern Italy. Young women face significant obstacles in accessing the labor market, often characterized by precarious contracts and involuntary part-time work. Moreover, the region has a high rate of NEETs (Not in Education, Employment, or Training), with 28.6% of young people in Puglia not engaged in work or educational pathways.

The climate crisis has a tangible impact on the daily lives of young people in Puglia. According to a consultation by Save the Children, 78% of young Italians identify extreme heatwaves, 68% drought, and 44% wildfires as the main climate disasters affecting their communities.

Furthermore, 84% of participants observed a deterioration in the mental well-being of children and adolescents, manifesting anxiety, depression, and stress related to climate change and inequalities.

In this context, craftsmanship and local heritage play a crucial role in offering sustainable and inclusive economic opportunities, particularly for women and youth. These initiatives demonstrate how traditional crafts can address economic and social challenges amidst the climate crisis.

In Maglie, the art of lace-making, known as "Punto Maglie", has been a source of empowerment for women since the early 20th century. The establishment of the Association Punto Maglie in 2007 has revitalized this tradition, providing training and employment opportunities for women and preserving cultural heritage.

Similarly, the "Passerella Mediterranea – Donne, non Pupe" event in Grottaglie celebrates women's empowerment through high craftsmanship. The initiative showcases the work of female artisans and highlights the potential of traditional crafts in providing economic independence and cultural recognition for women. The "Fondazione Le Costantine" in Casamassella exemplifies how traditional weaving can offer sustainable livelihoods. By producing handcrafted textiles using ancient techniques, the foundation provides training and employment, particularly for women, while promoting environmental sustainability. These examples illustrate how the revival and promotion of traditional crafts not only preserve cultural heritage but also offer viable solutions to economic and social challenges, especially in the face of the ongoing climate crisis.

4.5 Comparative Observations

Across the territories explored – Finland, France and Puglia in Southern Italy – a number of common challenges and thematic patterns emerge, highlighting shared concerns among rural youth navigating climate and social transitions. One striking overlap is the persistent outmigration of young people from most of the rural areas toward urban centers, often driven by limited access to higher education, meaningful employment and cultural capital. This migration trend contributes to demographic decline and weakens local resilience, particularly in regions already marked by economic stagnation. Closely related is the widespread experience of job insecurity and gendered labor inequality. In all of the contexts, young women face greater barriers to stable employment networks but encounters narrow vocational pathways and strong social pressure to conform to traditional roles. A third point of convergence is the emotional toll of these overlapping structural challenges: climate anxiety, frustration over lack of opportunities and feeling of being unheard or invisible in decision-making processes.

While the specific social and cultural dynamics vary, young people in each region articulate a pressing need for policies and community strategies that recognize the intersection of environmental precarity with social justice and regional inequality.

These shared insights underscore the importance of grounding ecological transition strategies in lived realities, ensuring they are inclusive, locally rooted and attentive to the diverse experiences of rural youth.

5. Workshop Structures and Activities

The Consultation Tool facilitates dynamic and creative engagement with young people, combining structured survey elements with interactive workshop activities. Across the three workshops conducted in Finland, Italy, and France, a common approach was employed: alternating between individual reflection and collective discussion. Participants were invited to explore topics such as climate change, the impacts of the green transition on career choices, local and regional concerns and gender issues through a blend of open-ended questions, creative exercises, and thematic prompts.

5.1 Workshops

The activities presented in this section are core components of the participatory methodology developed within the ROOT framework. Designed to work alongside structured questionnaires and surveys, they enable the collection of meaningful insights through dynamic, interactive, and situated formats. Rather than standalone workshops, these activities are conceived as modular elements that can be tailored to different contexts and combined to form cohesive consultation sessions.

The innovation of this methodology lies in its hybrid nature: it integrates elements of artistic expression, critical pedagogy, and non-formal education within a structured data-gathering process. This allows facilitators to engage participants not only as respondents, but as co-constructors of meaning, able to express ideas, emotions, and critiques that may otherwise remain invisible in standard surveys. The workshops create a space in which lived experience and imaginative thinking can inform broader understandings of the climate crisis, social inequalities, and the transformations shaping the world of work.

Each activity template provides facilitators with step-by-step guidance, materials needed, and timing suggestions. They are not prescriptive models but adaptable tools – to be revised according to group composition, facilitation style, available time, and local relevance. Whether conducted in community centers, schools, public spaces or youth-led environments, they can help explore themes such as competences to tackle societal challenges related to green transition, gendered labor, ecological precarity, and collective resilience. These activities are most effective when embedded in a broader consultation process. In particular, the outputs generated during group sessions can be directly linked to findings from structured online surveys. This dual-track approach – qualitative and quantitative, creative and structured – reinforces the methodological depth of the tool and supports a more inclusive and context-sensitive understanding of youth experiences and priorities.

To facilitate the effective use of this methodology, the following considerations are recommended:

- **Contextual alignment:** activities should be adapted to the specific needs and capacities of the target group. This may involve adjusting time, language, facilitation methods, or materials to ensure accessibility and relevance;
- **Clarity of purpose:** while the workshops may promote discussion and personal engagement, their main function is to support the structured collection of insights that can inform future programmatic or policy responses. Facilitators should remain focused on the consultation objectives;
- **Conceptual grounding:** activities are informed by interdisciplinary perspectives, including green transition, environmental justice, feminist critique, regional development, and speculative design. Familiarity with these frameworks will enhance implementation, but prior expertise is not a prerequisite;
- **Ethical facilitation:** given the themes addressed – including climate anxiety, gender inequality, and precarity – facilitators are encouraged to approach sessions with sensitivity, maintaining a respectful and inclusive environment;
- **Technical issue:** during the collective survey questions, if facilitators would like to assess the session in depth, they should record the discussions by taking notes (rather than making recordings).

This collection of activities is offered as a shared resource: a flexible instrument for those wishing to initiate locally grounded, youth-centered conversations that can inform more just, inclusive, and sustainable ecological transitions.

Workshop of Speculation and Imagination on Gender & Work-related discrimination: MOH ETS, Italy

INTRODUCTION

The activities developed by MOH ETS complete the section dedicated to the Consultation Tool within WP2, providing fully replicable and stand-alone models for future facilitators and partner organizations.

The two proposed workshops — Activity #1 “Gender & Work, Gender & Art, Gender & Sustainability” and Activity #2 “Connect Personal Purpose to Collective Action (Mycelium / Solution Tool)” — form an integrated methodological block that guides participants through a progressive process: from critical reflection on gender and work inequalities to the translation of personal values and insights into collective, action-oriented outcomes.

Both activities are grounded in participatory, transfeminist, and art-based methodologies and can be easily adapted to diverse contexts such as schools, youth centres, and NGOs.

The tabular format includes all practical components: learning objectives, required materials, detailed step-by-step implementation, facilitator guidance, and evaluation tools.

This block is directly connected to the subsequent Solution Tool phase (WP3), ensuring methodological coherence between the consultation and the co-creation of solutions.

The outcomes of the workshop can be integrated with those of the online survey designed for a broader public, whose collected data can be used to enrich the overall analysis of the themes and insights that emerge through this process.

ACTIVITY #1

Gender & Work, Gender & Art, Gender & Sustainability

Type of method / disciplines involved	Feminist art-based education, speculative writing, small group debate, climate justice dialogue
Keywords	Transfeminism, art, speculation
Source / Author	Based on resources by Martha Rosler, Mierle Laderman Ukeles, Guerrilla Girls, Teresa Margolles, and Anna Tsing

Number of participants	Maximum 15 participants, divisible into 2-3 small groups
When to use it	First part of a longer workshop focusing on gender, labor, and climate through creative and critical lenses
Objectives / expected learning outcomes / Improved skills	• explore intersection of climate and gender-based labor • engage with feminist artistic practices • foster speculative imagination about sustainable futures
Time / duration	Approx. 2 hour and 30 minutes
Space & Equipment requirements / materials	• slide presentation with excerpts on the research done previously and visual references • A3/A4 papers • pens, markers • projector • magazines for collages • scissors and glue

Description of the activity	Step 1 – Introduction (10 min) Objective: To open the space by connecting the workshop themes (gender, work, and sustainability) to participants' lived experiences, setting a reflective and inclusive tone. Facilitator's preparation: • Display the title "Gender, Work & Sustainability" on a slide or flip chart. • Prepare 3 visual prompts (printed or projected): a. A photo representing invisible or care labour (e.g., domestic work, emotional support). b. An image of creative or artistic resistance. c. A picture illustrating environmental or climate-related work. 1. Print a short Warm-up Hand-out (see below) for each participant.
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Description of the activity

Facilitator's script (example):

"Welcome, everyone. Today, we'll reflect on how gender shapes our experience of work — both visible and invisible — and how creativity and sustainability connect to these dynamics. Let's start by noticing what these words evoke for us personally."

Warm-up activity (10–15 min):

- Distribute the *Warm-up Hand-out* with three guiding questions:
 - When have you felt that your work or effort wasn't recognized or valued?
 - Where do you see creativity used as a form of survival or resistance?
 - How do gender roles appear in daily tasks, both paid and unpaid?
- Ask participants to jot down key words or draw quick symbols in each box.
- Invite short voluntary sharing — one or two examples per person. Encourage listening without interruption.

Step 2 – Group division (5 min)

Participants form small groups and select one of three proposed creative routes.

Step 3 – Creative routes (45 min)

Rewriting Labour: rewrite or remix feminist manifestos (e.g. Ukeles, Rosler) or create a short TikTok script addressing gender in "green jobs".
Objective: To explore how gendered labour is represented, valued, and resisted through language and art.

Inspiration:

- Mierle Laderman Ukeles – Manifesto for Maintenance Art (1969)
- Martha Rosler – Semiotics of the Kitchen (1975)
- Valie Export – Women's Art Manifesto (1972)
- Guerrilla Girls – "Do women have to be naked to get into the Met Museum?"

Description of the activity

Instructions (Step-by-step):

1. Read aloud one of the manifesto excerpts provided on the printed sheet.
2. Example (Ukeles): "Maintenance is a drag; it takes all the fucking time."
3. Example (Rosler): "A woman's place is in the kitchen, performing irony."
4. Brainstorm: How are similar forms of "maintenance" (domestic, emotional, environmental) still invisible today?
5. Rewrite or remix the text into a collective manifesto (one A3 sheet or digital text).
 - Option 1: Write a "Manifesto for Green Jobs" — 6–8 short, declarative lines.
 - Option 2: Create a short TikTok or Reels script (max 30 seconds) dramatizing gendered labour in sustainability sectors (e.g., women cleaning polluted rivers, caretaking nature, unpaid activism).
6. Rehearse or record the short video using a smartphone. Encourage humor, irony, or slogans ("We recycle, but who cleans up patriarchy?").
7. Document the piece by photographing or saving the text/video.

Art as Action: design a Guerrilla Girls–style poster or a miniature installation tackling eco-violence and inequality.

Objective: To express social critique through visual activism, transforming collective frustration into creative protest.

Inspiration:

- Guerrilla Girls (1980s–today): subversive feminist posters
- Teresa Margolles: installations about invisibility, care, and death
- Environmental protest art and ecofeminist slogans ("There is no gender equality on a dead planet").

Description of the activity

Instructions (Step-by-step):

- Discuss one question:
- “What form of eco-violence or inequality affects us personally?”
- Examples: unpaid care work, waste work, gendered exposure to toxins, exclusion from the green economy.
- Brainstorm a slogan or call to action (e.g. “Care Work is Climate Work”, “We Don’t Want Sustainability Without Justice”).
- Design a poster or mini installation using collage and mixed media.
 - Include at least one bold statement and one visual metaphor.
 - Use colors symbolically (green for care, red for anger, purple for solidarity).
- Optional: Stage a micro-performance presenting the poster as protest.
- Display all works on a “Creative Wall” for later reflection.

Futures from the Ruins: read excerpts from Anna Tsing’s *The Mushroom at the End of the World* and co-create speculative zines imagining queer, regenerative futures.

Objective: To imagine alternative, regenerative futures inspired by feminist and ecological perspectives.

Inspiration:

- Anna Tsing, *The Mushroom at the End of the World* (2015)
- Queer ecology, ecofeminism, speculative fiction (Ursula K. Le Guin, Donna Haraway)

Instructions (Step-by-step):

- Read the selected excerpts from Tsing’s text (provided on printed sheet).
- Example: “In a ruined world, mushrooms flourish in the company of the living and the dead.”

Reflect collectively on:

- What ruins or crises affect our community today?

Description of the activity

- What kinds of care, repair, or queer futures could grow from them?

Create a speculative zine (8–12 pages) imagining one scene from a regenerative future.

- Include a short narrative (1 paragraph), 1–2 drawings, and collage elements.
- Optional prompt: “In the future, care is our main economy.”
- Assemble the zine with folding and stapling. Title it and sign collectively.
- Share key pages during the group presentation.

Zine:

A zine (short for magazine or fanzine) is a small, self-published booklet, often handmade or printed in limited copies. It is used to share personal, political, or artistic ideas outside mainstream media. Zines are a form of DIY expression and community storytelling, often linked to feminist and queer movements for their emphasis on collective voices and autonomy.

Speculative (in feminist context):

Speculative refers to imagining alternative futures or realities that challenge dominant systems of power. In feminist contexts, speculative thinking is used to envision new ways of living, caring, and relating — beyond patriarchy, capitalism, or binary gender norms — opening space for creative and transformative possibilities.

Step 4 – Presentation & dialogue (20 min)

Each group presents their creation. Facilitator encourages reflection on: How does gender shape who does what work, and who benefits? How can art inspire resistance and new imaginaries?

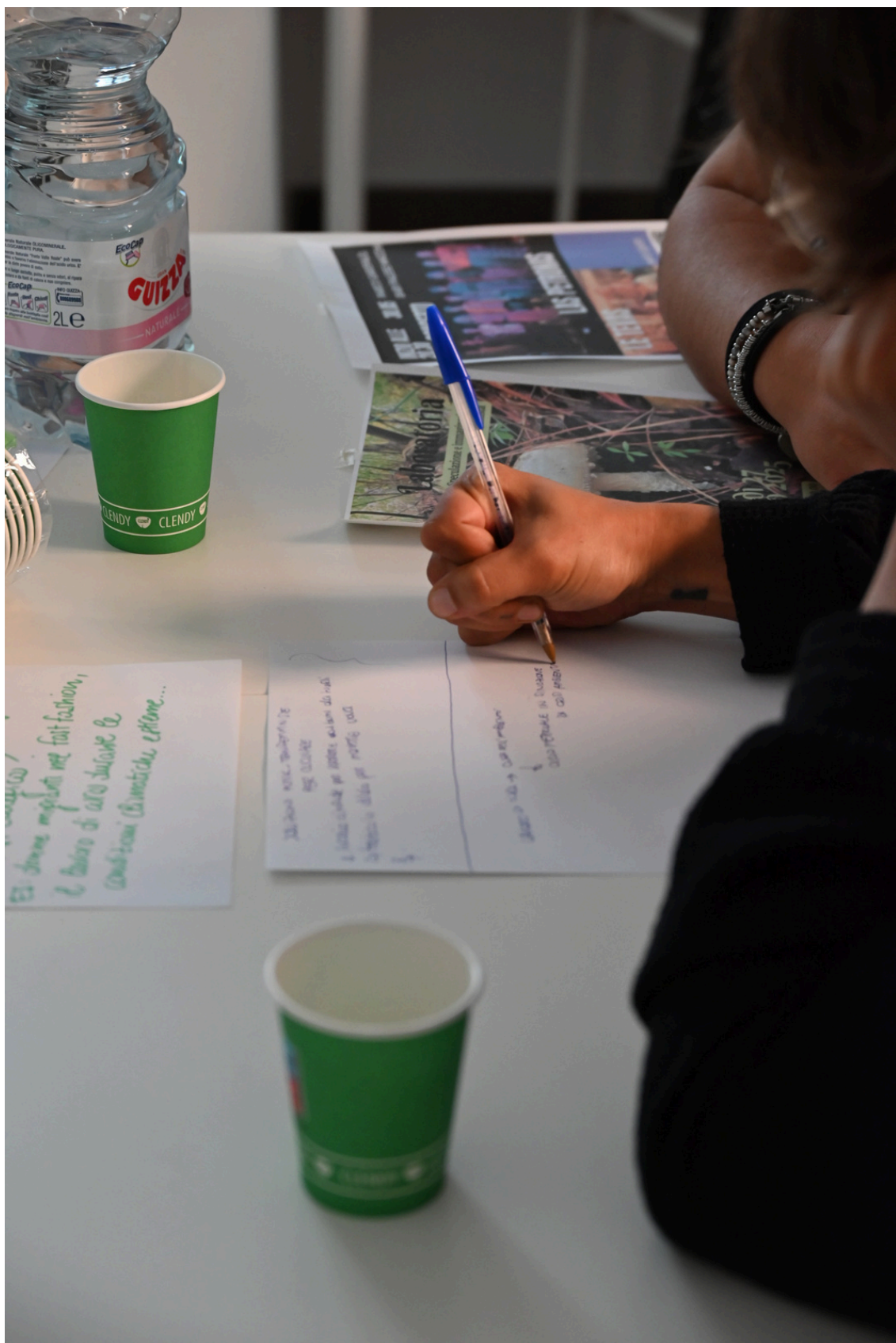
Step 5 – Debrief (15 min)

Collective discussion on the main insights and emotional responses. Prepare keywords or questions to bring into the next session (“Mycelium / Solution Tool”).

Debriefing / Assessment / Evaluation	Short discussion after each activity connects artistic production to lived experiences and frames questions for the final Mycelium session
Remarks / Pay attention to	• Allow freedom of interpretation in art-based tasks • Keep the time under control to ensure all stations are completed • Adjust according to group size
References	• <u>Martha Rosler. Semiotics of the Kitchen. 1975. MoMA</u> • <u>Mierle Laderman Ukeles. Manifesto for Maintenance Art. 1969</u> • <u>Guerrilla Girls. Do Women Have to Be Naked to Get into the Met. Museum?</u> • <u>"PM 2010" by Teresa Margolles - Berlin Biennale</u> • <u>Matsutake / Anna Tsing e il fungo della fine del mondo</u>

Pictures form the workshop in Bari, Italy





Environmental and professional concerns in focus

INTRODUCTION

Below you will find the templates and activity structures designed for the implementation of participatory workshops on climate justice and anxiety, regional inequality and employment opportunities in rural areas . These methodologies are grounded in environmental and rural studies and ecological campaigns. The methodologies were developed, co-created and tested as part of the ROOT project in Finland.

The outcomes of the workshop can be integrated with those of the online survey designed for a broader public, whose collected data can be used to enrich the overall analysis of the themes and insights that emerge through this process.

ACTIVITY #1

Climate Change and Green Choices through Youngsters' Eyes

Type of method / disciplines involved	Non-formal education, ecological campaigns, environmental sociology, small group debate
Keywords	Consumption, fix and repair, ecological choices, generational perspectives
Source / Author	Tiffanie Darke, Bea Johnson, Panu Pihkala, your local researchers
Number of participants	Maximum around 15 persons, discussion in small groups, also adaptable to an individual in-depth interview
When to use it	When wishing to give youngsters chances to get their voices heard and to find out about their worries and concerns for further discussions
Objectives / expected learning outcomes / Improved skills	• giving an underrepresented group a voice • self-reflection and learning about one's own capabilities and choices • gaining information about ecological issues • peer-to-peer discussion and mutual support
Time / duration	1,5 hours with a short break

Space & Equipment requirements / materials	• documentation: pen and paper OR selected online platform for more structured surveys (e.g. Mentimeter) • suitable venue for group work • projector and laptop for information on the research done previously and visual references
Description of the activity	Activity is divided in 5 parts: • Introduction: A brief explanation of the content and dynamics as well as the manner of conduct • Warm-up: Discussion on green self, green space, green jobs, and green information collection OR What words/issues climate change and ecological sustainability triggers in the participants • Information and resources about climate change • Questions and discussions on climate change • Ending: what would you like to know more about and feedback
Debriefing / Assessment / Evaluation	Talking about the themes that would need more attention. The feedback form can be filled in onsite or online after the event.
Remarks / Pay attention to	• Safe space instructions • Keep the time under control to ensure all questions are completed • Adjust according to group size
References	• Researcher, environmental theologian Panu Pihkala's blog: <u>Eco-anxiety and Hope</u> • Cost of clothing / usage: <u>https://wardrobediary.io/index.html</u> • <u>Zero Waste Home</u> • Minimising clothes purchases: <u>Rule of 5: How It Works - by Tiffanie Darke - Rule of Five</u> • Repair Demonstration: Sashiko method <u>https://tinyurl.com/mrxz937s</u>

ACTIVITY #2

Employment and Future of Youngsters in a Rural Area

Type of method / disciplines involved	Non-formal education, rural studies, sociology, small group debate
Keywords	Rural development, career choices, rural life
Source / Author	Your local researchers of youngsters, the rural area and its development
Number of participants	Maximum around 15 persons, discussion in groups, also adaptable to an individual in-depth interview
When to use it	When wishing to give youngsters chances to get their voices heard and to find out about their worries and concerns for further discussions
Objectives / expected learning outcomes / Improved skills	• giving an underrepresented group a voice • self-reflection and learning about one's own capabilities and choices • gaining information about career issues in a rural setting • peer-to-peer discussion and mutual support
Time / duration	50 minutes
Space & Equipment requirements / materials	• documentation: pen and paper OR selected online platform for more structured surveys (e.g. Mentimeter) • suitable venue for group work • projector and laptop for information on the research done previously and visual references

Description of the activity	Activity is divided in 3 parts: • Introduction: A brief explanation of the content and dynamics as well as the manner of conduct • Information on employment or future in the rural area and discussion • Ending: what would you like to know more about and feedback
Debriefing / Assessment / Evaluation	Talking about the themes that would need more attention. The feedback form can be filled in onsite or online after the event.
Remarks / Pay attention to	• Safe space instructions • Keep the time under control to ensure all questions are completed • Adjust according to group size
References	Your local references, studies and surveys



Pictures from the workshop in Mikkeli, Finland



Exploring the views of young adults on the green transition at the individual and collective level

INTRODUCTION

Below you will find the activity models and structures designed for the implementation of participatory workshops on just transition, collective responsibility in a “partner state”, and the local specificities of the green transition. The methodology used is based on a non-formal pedagogy approach and draws on socioeconomic, environmental, and didactic studies. The activities presented were developed, co-created, and tested as part of the ROOT project in France.

Some of the activities follow the format of traditional questionnaires and surveys. Others are more innovative in that they allow for a guided discussion. These participatory workshops begin with the participants' personal impressions and reflections, which, through the discussions and proposed approaches, are transformed into a more general or collective assessment of the local and societal challenges of just transition.

ACTIVITY #1 Exploring knowledge sources on climate change Exploring socio-ecological changes and local eco-responsible practices

Type of method / disciplines involved	Cognitive and meta-cognitive skills' development, non-formal pedagogy, environmental sociology
Keywords	Eco-consciousness, critical thinking, ecological education, informal education
Source / Author	Marianne E. Krasny, Caroline Hickman (et al.)
Number of participants	12-15 participants
When to use it	An introductory survey, to prepare a guided conversation
Objectives / expected learning outcomes / Improved skills	• raise awareness of different sources of information • mobilize implicit knowledge in a structured manner

	• Draw attention to ecological efforts already underway • Develop critical thinking by highlighting the differences between sources of information • Strengthen the metacognitive skill of awareness of one's own learning
Time / duration	20 minutes
Space & Equipment requirements / materials	The printed questionnaire for activity 1.2 A, B, C Pen, paper for notes

Description of the activity	1. Warm-up : 2 truths - 1 lie Participants are asked to write three sentences, two true and one false, about their view of their region (what the participant likes, dislikes, notices, etc., about his/her region). They take turns reading them aloud, and the group tries to guess which statements are true and which are false. These statements may not, under any circumstances, relate to sexual orientation, socioeconomic status, ethnic origin, etc.) 1. Exploring Knowledge sources on climate change Participants are invited to answer the following questions in writing: 1. Where does your knowledge about climate change come from? Rank these answers in order of importance (1 being the most important, 6 the least important): see Annex 1 2. Can you list measures in your community (in your village/district/region or at your school/workplace) that are helping to run it more eco-friendly? 3. What measures have you adopted in your daily life that you've heard about? a) At school: b) At home: c) From other sources:
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Debriefing / Assessment / Evaluation	In plenary, participants can share their answers and compare the types of information available from different sources. Evaluation: Participants can be asked to answer these questions using a Likert-type scale. • The activity helped me become aware of the diversity of sources of information regarding my knowledge of ecology. • The activity allowed me to think about my region from an ecological perspective.
Remarks / Pay attention to	• create a safe space so participants can express themselves without fear • discussions to analyze and compare responses can be conducted in small groups, with one member summarizing the most interesting points in the plenary.
References	• Marianne E. Krasny, Advancing Environmental Education Practice, Cornell University Press, Comstock Publishing Associates, 2020 • Caroline Hickman, Elizabeth Marks, Panu Pihkala, Susan Clayton, R Eric Lewandowski, Elouise E Mayall, Britt Wray, Catriona Mellor, Lise van Susteren, "Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey", in: Lancet Planet Health, Vol 5, December 2021, e863-73

Annex 1: table for activity 1. 2.

Source of information	Order of importance
School / Studies	
Family	
Friends	
Newspapers and/or local forums	
Social media	
Books, specialized articles, or scientific websites	

ACTIVITY #2 Eco-responsible activities yesterday and today

Type of method / disciplines involved	Non-formal pedagogy, collective survey, guided discussion, socio-economics, ecology and rural studies
Keywords	Eco-responsible professional activity, professional levers, generational changes
Source / Author	Liza Baghioni, Nathalie Moncel, Cornelia Fischer, Verena Radinger-Peer
Number of participants	12-15 participants or less
When to use it	With young adults who are choosing a career path or who are at the beginning of their careers
Objectives / expected learning outcomes / Improved skills	• Understanding socio-economic changes in relation to the ecological transition • Enhancing Social and emotional skills, such as valuing the contributions that people make to society, for individual and societal well-being, • Practicing Critical thinking, such as inductive and deductive reasoning, making correct analyses • Using cognitive skills, such as questioning and evaluating ideas and solutions
Time / duration	1h30
Space & Equipment requirements / materials	Whiteboard (optional) Pen and paper for notes

Description of the activity

2.1. Changing practices

An introductory discussion is proposed to the participants, around the following questions:

- Among the occupations that already existed in your community one or more generations ago (e.g., baker, farmer, mailman, etc.), what differences do you notice in the way they are practiced today?
- What new occupations do you observe around you that didn't exist a generation ago?

1. Presenting eco-conscious entrepreneurs

Each participant is invited to think of an entrepreneur (preferably young or recently established in the region) whose business demonstrates sustainable and eco-responsible characteristics.

A. From what information can you deduce his or her commitment to eco-responsibility?

The facilitator notes the elements mentioned on a sheet of paper/table.

B. They take it in turns to present the company in a few sentences, and if they happen to know, they indicate which element(s) would enable the activity to be launched:

- prior knowledge in the field
- pre-existing family traditions or know-how
- personal financial contribution
- other

A discussion can then take place to determine whether another type of leverage could be considered, either in partnership with local authorities or with citizen initiatives. For example, could the provision and shared use of municipal premises be useful? Could the creation of a shared advertising space for young entrepreneurs be useful? Could facilitating access to events or trade fairs for participants be useful?

Debriefing / Assessment / Evaluation	As the activities take place in plenary discussions, the debriefing can focus more on subjective factors related to the topics discussed. For example, it is interesting to ask participants about their experiences with the changes or their vision for the conditions for launching an eco-responsible activity. Evaluation questions. Participants rate the statements using a Likert-type scale: • The discussions allowed me to gain a new understanding of eco-responsible stakeholders. • I am more aware of some socio-ecological changes in my region.
Remarks / Pay attention to	• Activity 2.1 and 2.2 : As these are activities that generate an oral discussion, for the survey the facilitator takes notes • Activity 2.2: Facilitators can take notes on a whiteboard or draw relationship or category diagrams to guide or structure the discussion.
References	• Liza Baghioni, Nathalie Moncel, “La transition écologique au travail : emploi et formation face au défi environnemental“, in Céreq Bref, n° 423, Juin 2022. • Céline Massal, « La fin des commerces de proximité dans les campagnes françaises ? », Géoconfluences, avril 2018. • Cornelia Fischer, Verena Radinger-Peer: “How to integrate youth in regional sustainability transformation processes: Tools, structures, and effects”, in Ambio 2024, 53:1574–1586

Career paths and just transition

ACTIVITY #1 Linear and non-linear career paths

Type of method / disciplines involved	Socio-economic studies, ecological studies and territorial policies, non-formal pedagogy, participatory workshop
Keywords	Partner state / welfare state, ecological autonomy, vocational training
Source / Author	Olivier De Schutter, Tom Dedeurwaerdere, OECD documents, Denise Bewsell
Number of participants	12-15 participants
When to use it	Activities aimed at young adults who already have some professional experience or who are preparing to launch their careers.
Objectives / expected learning outcomes / Improved skills	• Understanding systemic issues behind individual professional difficulties and discussing about solutions • Practice meta-cognitive skills, such as learning to learning, awareness of one's own learning and thought processes and capacities to deal with uncertainty • Reflecting on social skills, such as perseverance, responsibility, curiosity • Learning to reflect on physical skills and abilities to use physical tools, operations and functions. • Learning to communicate and reflect on epistemic knowledge, or knowing how to think and act like a practitioner
Time / duration	Approx. 1 h
Space & Equipment requirements / materials	• Print the table in Annex 2, one copy for each participant (Activity 1.1) • Pen and paper (Activities 1.2 and 1.3) • The questions for Activity 1.3 can be distributed in writing

Description of the activity

1.1. Choice of career path

The following table should be distributed and answered on a paper with the following question: In your choice of vocational training/studies for professionalization, did the following factors play a role, and if so, to what extent? See Annex 2

1.2. Pivotal moments

Participants are invited to respond to the following questions in writing. Only those who wish to do so may then share their answers orally with the group.

Regarding your career path, do you notice any differences compared to your parents' generation?

In your experience, are there any pivotal moments when your studies and your job prospects or professional practices did not align? If so, what conditions might have led you to change your direction or professional field in opposition to your studies?

1.3. The green transition measures and their impacts

Participants are invited to take some written notes before answering the following questions orally:

This question is addressed to young participants whose professional activity is impacted either by climate change or by measures to mitigate its consequences:

- How your business activity is impacted, and what measures (governmental, social, or civic) could facilitate its green transition?
- Are there specific measures that can be taken or formulated for young people facing these constraints?

For other participants:

- If you are interested in embarking on eco-responsible entrepreneurship, what specific measures for young people could help you?

	• What government measures or investments, specifically designed for your generation, could help you establish a lasting presence in your region or plan for a more sustainable future in a more structured way?
Debriefing / Assessment / Evaluation	During the discussion of Activity 1.3, the facilitator can introduce the concept of the partner state (see references) and explain the effectiveness of local initiatives for the green transition and the importance of these initiatives remaining local. Assessment questions (participants rate these statements using a Likert-type scale): - It is important to discuss my personal professional situation in a broader local context - After discussion, I believe it is important to promote local initiatives more - Knowing the professional paths of others allows me to better understand my own situation
Remarks / Pay attention to	Activity 1.3 can be transformed into a discussion and exchange of practices among participants. Facilitators can initiate and moderate a debate to see which appropriate measures would benefit the greatest number of local residents.
References	• Olivier De Schutter, Tom Dedeurwaerdere (dir.), L'Etat partenaire. Transition écologique et sociale et innovation citoyenne. Presses Universitaires de Louvain, 2022. • OECD Future of Education and Skills: "OECD Learning Compass 2030" A series of concept notes • Denise Bewsell (et al.), "Collaborative processes for exploring rural futures: The Exploring Futures Platform", in : Rural Society, 2017 Vol. 26, No. 1, 48–68.

Annex 1: table for activity 1. 2.

	Absolutely	Definitely yes	Indifferent	Definitely not	Not at all
Geographical proximity to place of study/training					
Geographical proximity of future workplace to where you grew up on					
Personal interest, vocation					
Long-term financial security provided by the chosen career sector					
Acquisition of versatile professional skills					
Contribution to a more sustainable and eco-responsible environment					
Other reasons:					

ACTIVITY #2 Just Transition Issues at the Local Level

Type of method / disciplines involved	Sociology, economy, ecological studies, non-formal pedagogy, participatory workshop
Keywords	Just transition, impacts of climate change, individual vs. collective level
Source / Author	Olivier De Schutter, OECD documents
Number of participants	12-15 participants, or small groups of 4 participants each
When to use it	For a general public, in a workshop during a cultural event or festival, or in class
Objectives / expected learning outcomes / Improved skills	• Attempt to reformulate at a local or regional level the problems encountered at the individual level • Practicing social skills, such as openness to experience, complex social interactions (i.e. persuasion and negotiation) • Practicing meta-cognitive skills, such as capacities to deal with complexity • Practicing cognitive skills, such as critical thinking, inductive and deductive reasoning, making correct analyses, inferences and evaluations, questioning and evaluating ideas and solutions • Receiving an overview of procedural knowledge about frameworks, such as systems thinking and design thinking
Time / duration	1h-1h30
Space & Equipment requirements / materials	• five A3 sheets of paper (for the 5 categories for Activity 2.1) • post-it notes (Activity 2.1) • 5 business card sized cards for each participant (Activity 2.2) • four A3 sheets of paper, on which are marked respectively: education, health, mobility, renewable energy (Activity 2.3) • pen and paper for notes

Description of the activity

2.1. Day-to-day climate change-related problems
Participants are asked to find five climate change-related problems that they are experiencing in their day-to-day or professional life. Each of the problems is marked on a separate post-it note.

The facilitator prepares five A3 sheets of paper. On each sheet, he or she notes one of the following categories:

- The problem that will be amplified the most
- The problem that is most likely to be resolved
- The problem that is the most impactful, the most urgent to solve.
- The problem that is the most difficult to change.
- The problem that requires a specific local response.

Participants choose a category for each of their post-its and stick them on the corresponding sheet. The group then reads the results and summarizes the problems in each category.

2.2. Questions to local stakeholders

Each participant is invited to formulate 5 questions addressed to local stakeholders. What are they interested in, and what questions would they like to have answered about the ecological transition taking place in their region, and more specifically about their personal future prospects?

Each question is noted on a card. Participants try to organize and order all of them into 3-4 categories of their own making. The discussion that leads to the categories is then summarized.

The facilitator can ask how participants interpret the number of cards per category.

23. Investments for a just transition

Some studies show that in order to achieve a just transition, major investments need to be made in the following four areas: education, health, mobility, renewable energy.

Participants are invited to imagine 1-3 concrete examples of investment in each of the four areas in their region.

	<i>4 sheets of paper are circulated, each devoted to one of the four areas mentioned. Participants note all their ideas on the corresponding sheet and pass the paper around. (If there are many participants, A3 sheets are placed on tables, on which several people can write simultaneously). In plenary, participants sum up the findings in the four areas.</i>
Debriefing / Assessment / Evaluation	All three activities are interactive and discussion-based. The debriefing can focus on participants' personal impressions and ask them what new insights the discussions provided into their approach to their locality or region. Evaluation questions. Participants rate the statements using a Likert-type scale: - The activities allowed me to reflect on socioeconomic issues in relation to the ecological transition - The activities allowed me to reflect on ecological issues at a local or regional level - The interactions with other participants broadened my initial considerations
Remarks / Pay attention to	During the activities, participants produce written responses; however, facilitators must take notes on the discussions and summaries of the exchanges in order to be able to use the session as a collective consultation.
References	• “La « juste transition » dans la relance économique : éliminer la pauvreté dans les limites des ressources de la planète”, Rapport d’activité du Rapporteur spécial sur les droits de l’homme et l’extrême pauvreté Olivier De Schutter, Nations Unies, 7 octobre 2020. • OECD (2024), OECD Employment Outlook 2024: The Net-Zero Transition and the Labour Market, OECD Publishing, Paris, https://doi.org/10.1787/ac8b3538-en

Safeguarding local heritage in the era of ecological transition

Type of method / disciplines involved	World-café method, democratic debate, interdisciplinary studies of the preservation of regional, cultural and natural heritage
Keywords	Tangible, intangible, natural heritage; safeguarding of heritage, the impacts of the ecological crisis, green transition of regional heritage
Source / Author	UNESCO documents, Charter report
Number of participants	Above 12 – under 21
When to use it	With young adults who are interested in their cultural, natural and local heritage, in a participatory workshop, during a festival or cultural event, in the classroom, etc
Objectives / expected learning outcomes / Improved skills	• Learn to debate by providing arguments and listening to others' positions • Practice cognitive skills such as creativity or originality in order to come up with unusual or clever ideas about a given topic or situation • Practice meta-cognitive skills, such as capacities to deal with uncertainty and complexity • Practice social and emotional skills, such as empathy, self-awareness, openness and respect for others and the ability to communicate in a group
Time / duration	1h–1h30
Space & Equipment requirements / materials	• At least three tables • Three A3 sheets of paper • Pen • Printed topics for the three tables • Whiteboard (optional)

Description of the activity

Introduction

The facilitator asks what the elements of a good debate are and how to ensure equal participation without hindering the spontaneity of the discussion. The most relevant answers can be noted on a whiteboard.

World café consultation

Three themes are proposed to the participants, for each theme a "theme-host" is designated. The other participants are divided into three groups and each group begins to reflect on one of the proposed themes. The "theme-host" takes notes of the group's reflections. After 15-20 minutes, the groups move on to another workshop topic, while the "theme-host" remains, welcoming a new group to whom he presents the summary of the discussion with the previous group. The new group continues the reflection, which is again noted by the host. A third round is organized before the results of the consultation are shared.

A minimum of 6 people is required to launch this activity. The "theme-host" also participates in the reflections.

The general question addressed to the three groups:

What impact will the ecological crisis have on the field [themes A, B and C]? What elements do you want to safeguard or enhance in the ecological transition? What measures can contribute to these operations?

The three themes proposed to the groups:

A. Intangible heritage of the region (craft skills, myths and legends, customs and social practices, culinary arts, etc.)

B. The region's tangible heritage (local building materials, built landscapes)

C. Nature, landscape, biodiversity of the region

Debriefing / Assessment / Evaluation

As the session ends with a summary of the ideas gathered around the three topics, the debriefing can focus on personal experience:

	how the debates were experienced, what surprising or new elements emerged from the exchanges for each of the participants. Evaluation Participants rate the statements using a Likert-type scale. - I learned new things about my region's heritage. - Reflecting in a group broadened my approach to cultural and natural heritage. - I was careful with my attitude so that the debate would proceed as smoothly as possible, fairly, and peacefully. - This session made me want to learn more about my region's heritage.
Remarks / Pay attention to	Before dividing participants into three groups, the facilitators can review the key concepts of the session, such as the definition of tangible and intangible heritage, etc. Regional examples for each category can be gathered together. While the session may seem complex to participants, instructions and discussion topics can be distributed to everyone at the beginning of the session.
References	• UNESCO, “Convention for the Safeguarding of the Intangible Cultural Heritage”, Paris, 17 October 2003 • CHARTER, European Cultural Heritage Skills Alliance, Report “Dynamics and future scenarios for the cultural heritage sector”, 2024

Pictures from the workshop in Paris, France



Survey

Surveys are an additional component of the Consultation Tool and can be used either alongside the workshops or independently to gather further data. They serve two main purposes: to collect insights from young people on key themes such as gender, climate change, and the green transition; and to gather feedback on the workshops themselves through assessment surveys, which are designed to be completed after the activities.

This section presents a unified set of survey questions developed within the ROOT project: the questions are structured in a modular format, allowing facilitators and organisations to select and adapt the most relevant items based on their specific objectives, context, and target group – similarly to how the workshop structures are designed. The survey can be administered before or after the activities, either to gather preliminary data or as a tool for assessment and reflection.

Two types of questions are included:

- Informational surveys, which explore youth perceptions, needs, and experiences related to the key themes;
- Post-activity assessment surveys, which can be used to collect feedback and evaluate the outcomes of the workshops.

	Question	Type	Answer option
1	What kind of issues do you associate with climate change, ecology and sustainability?	Open-ended / short answer	key-words or terminology
2	How important or interesting do you find the following statements? • Ecological and sustainable choices in your own life • Nature and environment stay diverse • Workplaces act according to green values • Information on climate change and sustainable choices is trustworthy	rating scale question	Numeric scale (0–10)
3	Evaluate your attitude towards the following statements: • I am interested in climate change • I feel anxious or concerned about climate change • I know enough about climate change and its effects on the environment • I can do things to mitigate/reduce climate change	rating scale question	Numeric scale (0–10)

	Question	Type	Answer option
4	What kind of worries do you have regarding the environment and climate change?	Open-ended	-
5	Which of these 5 ecological deeds is the one you do most often, second most often etc. • I walk, ride on a bike or transport without fossil fuels • I prefer local, sustainable and vegan products or services in my daily life • I recycle or borrow as many items or materials as necessary • I care and repair equipment and clothes instead of buying new ones. • I participate in climate change awareness campaigns and events	Open-ended	-
6	With what kind of measures could you elongate the life span of objects or products?	Open-ended	-
7	What would you like to know more about to mitigate climate change or make more ecological choices?	Open-ended	-
8	What would you need to clarify your thinking about your career future?	Open-ended	-
9	What skills do you think you need to develop to improve your job prospect?	Open-ended	-
10	Do you believe that leveraging the region's natural resources and traditional and artisanal practices can help build a better future? Do you have any examples?	Open-ended	-
11	Where does your knowledge about climate change come from? Rank these answers in order of importance (1 being the most important, 6 the least important): • School / Studies • Family • Friends • Newspapers and/or local forums • Social media • Books, specialized articles, or scientific websites	rating scale question	Numeric scale (1 – 6)

Question	Type	Answer option
12 Can you list measures in your community (in your village/district/region or at your school/workplace) that are helping to run it more eco-friendly?	open-ended	key-words or terminology
13 What measures have you adopted in your daily life that you've heard about? a) At school: b) At home: c) From other sources	open-ended	key-words or terminology
14 In your choice of vocational training/studies for professionalization, did the following factors play a role, and if so, to what extent? • Geographical proximity to place of study/training • Geographical proximity of future workplace to where you grew up • Personal interest, vocation • Long-term financial security provided by the chosen career sector • Acquisition of versatile professional skills • Contribution to a more sustainable and eco-responsible environment • Other reasons:	rating scale question	Numeric scale (1 Not at all–5 Absolutely)



Assessment Survey Template:

	Question	Type	Answer option
1	What kind of worries do you have regarding the environment and climate change?	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)
2	I have a more positive attitude towards my own skills in relation to my career and a more sustainable future	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)
3	The workshop/interview helped me to structure my concerns	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)
4	The workshop/interview allowed me to have my voice heard and my concerns raised	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)
5	I gained more tools to reflect on my own skills	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)
6	The workshop/interview was useful	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)
7	Did you feel safe expressing yourself and giving your opinion freely?	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)
8	What aspects of the workshop could have been improved and how?	open-ended	-
9	The workshop/interview allowed me to have my voice heard and my concerns raised	open-ended	-
10	If you like, leave us a free feedback	open-ended	-
11	The activity helped me become aware of the diversity of sources of information regarding my knowledge of ecology.	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)
12	The activity allowed me to think about my region from an ecological perspective.	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)
13	The discussions allowed me to gain a new understanding of eco-responsible stakeholders.	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)
14	I am more aware of some socio-ecological changes in my region	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)
15	It is important to discuss my personal professional situation in a broader local context	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)

16	After discussion, I believe it is important to promote local initiatives more	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)
17	Knowing the professional paths of others allows me to better understand my own situation	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)
18	The activities allowed me to reflect on socioeconomic issues in relation to the ecological transition	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)
19	The activities allowed me to reflect on ecological issues at a local or regional level	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)
20	The interactions with other participants broadened my initial considerations	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)
21	I learned new things about my region's heritage.	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)
22	Reflecting in a group broadened my approach to cultural and natural heritage	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)
23	I was careful with my attitude so that the debate would proceed as smoothly as possible, fairly, and peacefully	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)
24	This session made me want to learn more about my region's heritage	rating scale question	Numeric scale (1 strongly disagree–5 strongly agree)

6. Accessibility of the Tool

Accessibility has been a guiding principle in the development and implementation of the Consultation Tool. Particular attention was paid to the use of clear, inclusive, and gender-neutral language, ensuring that both written materials and facilitation prompts are understandable and welcoming to participants from diverse educational, cultural, and linguistic backgrounds. Across the workshops, emphasis was placed on relational care and emotional safety: activities were designed to foster peer listening, respectful dialogue and the possibility of personal expression without pressure. Facilitators were encouraged to create safe and non-judgmental environments, sensitive to different levels of familiarity with the topics and to the emotional dimension of discussing issues such as climate anxiety or discrimination. To further enhance inclusivity, the tool favors low-barrier entry points, visual and interactive elements, and flexible formats adaptable to different contexts and participant needs. These choices aim to make the tool accessible not only in terms of content but also in the quality of participation it enables.

7. Participant Profiles and Engagement Strategies

The consultation tool has been developed with the intention of reaching a diverse group of young people, particularly those between the ages of 18 and 30. While the topic of climate change affects all youth, the tool pays special attention to those experiencing eco-anxiety, uncertainty about their future, or a sense of disconnection from dominant narratives around ecological transition and the world of work.

Participants may come from a range of social and cultural backgrounds, including individuals who identify as women, queer, or non-binary, as well as those from migrant communities or experiencing economic precarity. Some may already be engaged in activism or environmental education, while others may be approaching these themes for the first time. The tool is intended to meet young people wherever they are in terms of interest, awareness, and experience. Engagement strategies should reflect this diversity by creating an inclusive, non-hierarchical, and open atmosphere that encourages participation without requiring prior knowledge. Activities are best situated in accessible, community-based spaces – both physically and socially – where young people can feel comfortable expressing personal concerns, observations, and ideas. To support this, partnerships with local organizations, youth groups, or community-based movements can play a key role. These collaborations help situate the tool within networks that already hold the trust of young people, enhancing both recruitment and depth of participation. In particular, alliances with groups active in climate justice or intersectional social issues – such as grassroots collectives, youth initiatives, or solidarity networks – have proven effective in fostering meaningful engagement.

Because participants may engage with the topic of climate change through very different lenses – from environmental concern to gender inequality, employment insecurity or cultural identity – it is important to view their contributions as interconnected rather than separate. The workshop structure is flexible enough to accommodate this plurality of experiences, encouraging young people to connect their personal perspectives to wider questions of social and ecological transformation.

By centering the experiences, concerns and imaginaries of diverse youth, the tool aims not only to collect valuable data but also to create spaces where underrepresented voices can be heard and acknowledged in the shaping of possible futures.

8. How to Adapt the Tool to Different Target Groups

This consultation tool is designed to be flexible and responsive to a wide range of youth profiles. While it is primarily intended for young people aged 18 to 30, the approach can be adapted to suit participants with different levels of familiarity, interest, and engagement with the themes of climate change, social justice, and the green transition.

Facilitators are encouraged to consider both the demographic and psychosocial characteristics of their participants – including their prior knowledge, emotional relationship to ecological issues (e.g. climate anxiety or detachment), and levels of political or civic engagement. For instance, some participants may be well-informed and already active in environmental causes, while others may be approaching these topics for the first time. The tool is adaptable to both ends of this spectrum.

When working with groups that show only moderate interest in ecological themes, or include individuals with language or learning barriers (such as school groups, non-native speakers, or those unfamiliar with critical discourse), it is advisable to use simpler qualitative questions, limit the number of multiple-choice options, and prioritize clear, open-ended questions aimed at eliciting concrete experiences and perceptions. Activities in these settings may benefit from more structured facilitation and step-by-step guidance to ensure inclusivity and engagement.

Conversely, for groups with higher awareness or existing involvement in activism or sustainability projects, the tool can be used to provoke deeper reflection and generate collective insights. In these cases, facilitators may choose to emphasize discursive components of the tool and incorporate more abstract or speculative prompts. These participants may be more comfortable with written elaboration and group interpretation, and more willing to engage in open discussion or critical dialogue.

To ensure relevance and accessibility, facilitators should adjust not only the wording of questions and instructions but also the format, pacing, and delivery of the session.

Additional contextualization may be necessary when working with youth from marginalized, precarious, or underrepresented backgrounds (e.g., migrant youth, LGBTQIA+ youth, or economically disadvantaged participants), with special care taken to create a safe and inclusive space. The participatory and modular nature of the tool allows for this kind of tailoring, enabling practitioners to select and combine activities based on the group's specific needs and capacities.

Ultimately, adapting the tool involves a balance between preserving its core themes and reconfiguring its implementation to reflect the diversity of youth experiences. Facilitators are invited to take an iterative approach, using feedback and observation to fine-tune their methods while staying attuned to the emotional and social dynamics of the group. This ensures that the consultation process remains meaningful, respectful, and generative across different contexts.

9. Conclusion

9.1 Our Experience in International Context

The ROOT Consultation Tool was collaboratively developed by partners from Finland, Italy and France, each contributing distinct local perspectives and thematic expertise. By integrating diverse methodologies and pilot experiences, we co-constructed a shared framework that responds to a variety of social, geographic and cultural contexts, particularly those marked by youth marginalization, ecological transition and regional underdevelopment. This tool reflects a hybrid methodology that combines structured data collection (through surveys) with participatory, creative and relational workshop practices. Rather than offering a one-size-fits-all solution, it proposes a flexible, modular approach that allows facilitators to adapt activities and questions to their specific objectives and participants. It aims not only to gather knowledge but also to build spaces of reflection, care and shared imagination around the climate crisis, gender justice and future livelihoods.

The Consultation Tool was shaped through real-world experimentation and dialogic processes with young people in each region and synthesizes shared conclusions drawn from these contexts. It bridges formal and non-formal educational approaches, highlighting the importance of youth voices not just as data points, but as agents of meaning-making and future-shaping.

9.2 Future Directions

The ROOT Consultation Tool is designed to be replicable and open for future developments. Its structure allows for adaptation across contexts, whether in educational settings, youth engagement programs, civil society initiatives or research and policy work. Facilitators are invited to select, combine or modify components—workshops, activities and survey questions according to their local needs and available resources.

Additional contextualization may be necessary when working with youth from marginalized, precarious, or underrepresented backgrounds (e.g., migrant youth, LGBTQIA+ youth, or economically disadvantaged participants), with special care taken to create a safe and inclusive space. The participatory and modular nature of the tool allows for this kind of tailoring, enabling practitioners to select and combine activities based on the group's specific needs and capacities.

Ultimately, adapting the tool involves a balance between preserving its core themes and reconfiguring its implementation to reflect the diversity of youth experiences. Facilitators are invited to take an iterative approach, using feedback and observation to fine-tune their methods while staying attuned to the emotional and social dynamics of the group. This ensures that the consultation process remains meaningful, respectful, and generative across different contexts.



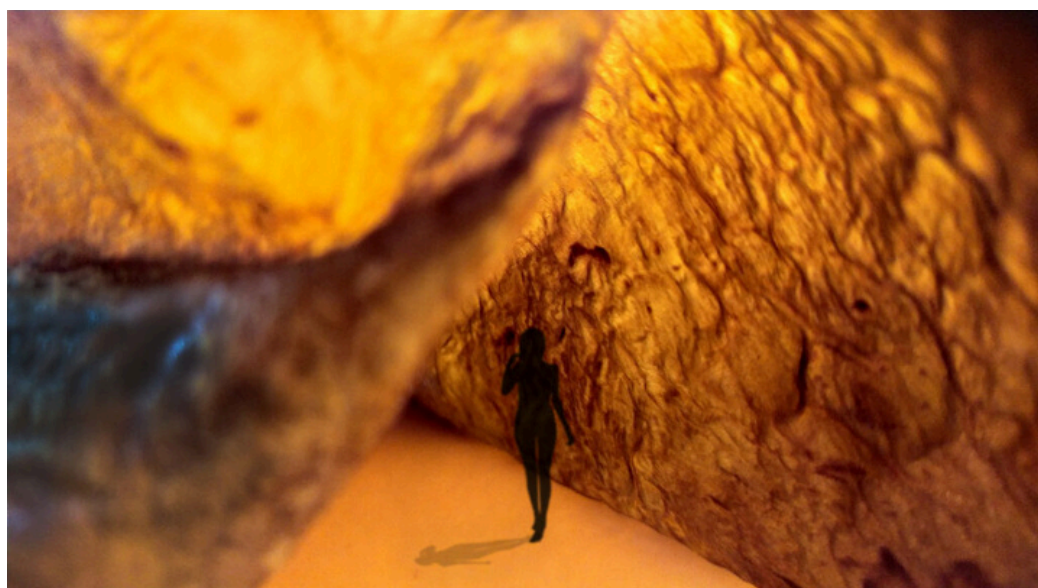
10. Appendix



Liehtalanniemi Eco museum_ E_Liukkonen



Woolsocks by LN



Selenia Marinelli- Uterine spaces