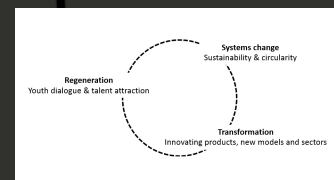




BLP Youth Ownership

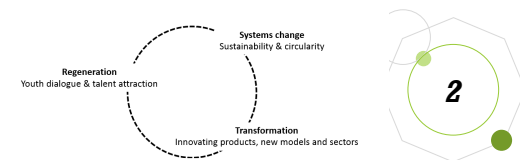
Dovile Adamonyte, Lisa Karlsson,
Mari Hakkarainen





Introduction

Search for best and new emerging practices for **involving young leaders and enabling ownership in bioeconomy and health**

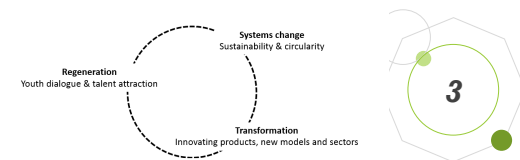


Aims of the task

- to complete a search for best and new emerging practices for enabling ownership and involving young people in bioeconomy and health

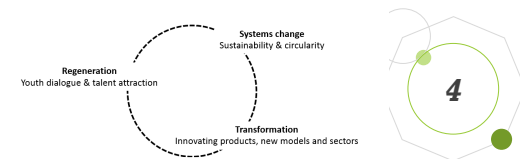
Main challenges

- existing lack of specific research data in the field of bioeconomy, health and involvement of youth in environmental health risk communication and risk governance
- few published descriptions of practices and studies are difficult to compare due to methodological differences as well as geographical spread



Theoretical background

- Policy makers are continually faced with the challenge of making high quality decisions while **remaining responsive** to the young people those decisions affect
- Overarching objective should be about youth-initiated, directed and controlled practice
- Young people can engage in research without any prior research skills training



Forms of participation for each aspired level of participation on the participation ladder/1

	Aspired level of participation	Direction of comm.	Forms of participation	Advantages	Disadvantages/pitfalls
Non-interactive	Listen	PM <- SH	<ul style="list-style-type: none"> • Set up feedback channels • Keep an eye on the media • Receive complaints, protest and criticism 	<ul style="list-style-type: none"> • PM gets answers to questions it did not ask: prevents tunnel vision • PM is able to draw attention to problems at an early stage 	<ul style="list-style-type: none"> • Difficult to draw a line between where listening brings benefits and where it does not • Can be very time-consuming
	Study	PM <- SH	<ul style="list-style-type: none"> • Surveys • Interviews • Focus groups 	<ul style="list-style-type: none"> • Large numbers of stakeholders can be reached with relatively little effort • Information can be collected in a very targeted way 	<ul style="list-style-type: none"> • A strong framing effect may occur: other factors which were not asked about may be relevant
	Inform	PM-> SH	<ul style="list-style-type: none"> • Presentations 	<ul style="list-style-type: none"> • Takes relatively little time and effort 	<ul style="list-style-type: none"> • Can cause dissatisfaction among stakeholders • No opportunity to make a contribution, no 'real' participation
	No participation	PM SH	None	<ul style="list-style-type: none"> • Project receives little attention. Under certain circumstances, this may be desirable 	<ul style="list-style-type: none"> • No feedback • No utilisation of external sources of information • No legitimisation

Forms of participation for each aspired level of participation on the participation ladder/2

	Aspired level of participation	Direction of com.	Forms of participation	Advantages	Disadvantages/pitfalls
Interactive	Co-decide	PM* <-> SH**	<ul style="list-style-type: none"> • Not very common in practice • Examples: joint management of nature databases and participation in working groups • The main target group is fellow scientists 	<ul style="list-style-type: none"> • Optimal use of participants' resources • Fulfills democratic motives 	<ul style="list-style-type: none"> • In extreme cases the stakeholders determine the content of PM reports • PM risks losing control
	Co-produce	PM <-> SH	<ul style="list-style-type: none"> • Interactive scenario-development • Alternation of research and participation; research-led participation process • Use of participatory methods 	<ul style="list-style-type: none"> • Increases commitment of participants • Reflective approach to co-production can make a major contribution to the production of knowledge • Ideally, generates support and produces knowledge 	<ul style="list-style-type: none"> • Demands open-mindedness from the PM • PM has to commit to results to some extent, which is only possible if everyone is open to this • Intensive process • Participants' choice and quality of the facilitator are key factors for success
	Take advice Consult	PM <- SH	<ul style="list-style-type: none"> • Interactive workshops for: <ul style="list-style-type: none"> - defining the problem - research design - conclusions • Bilateral sessions • Review of project design and conclusions - written reports - workshops • Themed workshops for knowledge production 	<ul style="list-style-type: none"> • Can result in new perspectives • Highly goal-oriented approach. Can be put into action at key moments in a project 	<ul style="list-style-type: none"> • Less easy for the PM to steer the process; process can produce unintended results • Stakeholders may disagree with the framing; can lead to unrest • Difficult to guarantee transparency



Youth in a policy decision making

Retrospective point of view

Active and meaningful youth participation in the policy decision making strikes again!

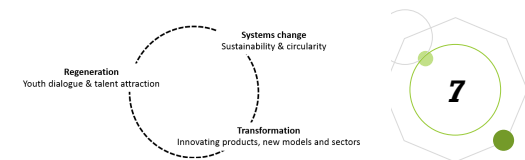
Young people from Croatia, Georgia, Lithuania, Malta, Moldova, the Netherlands, Poland, Portugal, Russian Federation, Serbia, the United Kingdom, and Ukraine took and sent photos for the youth photo competition “Ready. Set. Wow!”.

The competition aimed to draw the attention of the public, policymakers, and relevant stakeholders to the views of young people on issues related to environment, health and sustainability in Europe.

Result – adoption of the Ostrava Youth Declaration which represents a direct input of more than 70 international youth delegates from across the European Region.

Type of participation:

- competition: take advice/consult
- Declaration – co-production

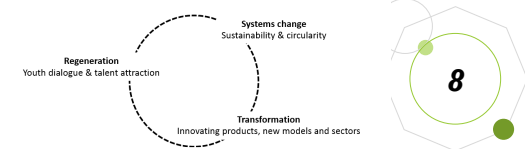




Enabling youth ownership

Green Innovation Park

- A first look at the Green Innovation Park (with inspiration from Sotenäs)
- A space for innovation where entrepreneurs, scientists and students can meet and share ideas.
- Very few students and young people in general
- Attending the business breakfast
 - the only student there
 - the youngest one there
 - What I got: linkedIn contacts, invitation to other science parks, acceptance and encouragement.
- Why was I the only one there?
- Keypoints:
 - provide mentors
 - reach out in person
 - create more student-based projects with meaningful purposes

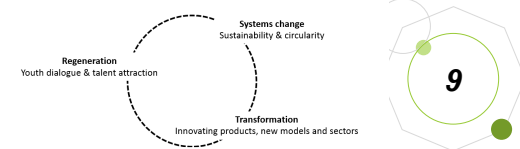




Bringing student feedback into action

Bioeconomy Campus

- Starting point was an ordinary lesson on business, for agrology students
- The lecturer asked the students, what to do with our students' cooperative. There are not enough members, even if it would be a brilliant place to train entrepreneurship
- The students started to give feedback about the lack of sense of community, too much independent work in studies and not getting to know the other students
- The institute's manager came to listen to the feedback
- As a result, the manager arranged a half-day workshop on how to increase the sense of community in the campus. Also other managers of the school, neighboring school, some companies and the mayor participated, among all students who were interested.
- Now there is a plan for growing up the volume of collaboration and students' partnership in the institute's actions
- Key points:
 - Openness for students spontaneous feedback
 - Listening to them genuinely
 - Taking real action



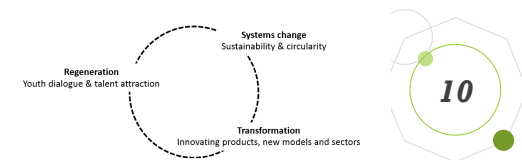
What we found out

- Young people design their own experiments, to analyze data, and to reflect on results by applying their scientific and political knowledge that is meaningful in their own societal context
- They behave as autonomous learners and to think critically about their actions and decisions regarding scientific practice and policy
- There is a great opportunity to facilitate youth ownership through empowerment
- It has to be a meaningful "why" and a sense of true impact to enable youth involvement and ownership
- When a young person wants to take part in developing something, by for example criticizing or questioning, it is important to genuinely listen to her/him and include them in the development. These are small steps towards ownership



STEP 3: DIVISION OF ROLES AND RESPONSIBILITIES

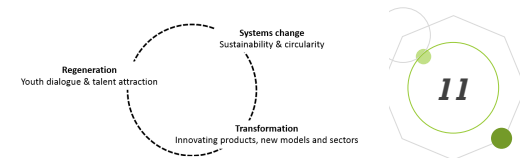
Decide who is to be responsible for what. Create an ownership to ensure integration of a child rights and youth perspective in the work.



What are your experiences concerning ownership?

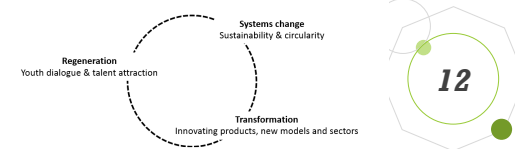
- Share your experiences with each other (project groups)
 - How have you as a young (or when you were young) person experienced ownership?
 - How have you enabled youth ownership?

Go to menti.com and use the code 66 15 42



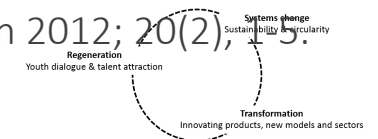
Suggestions for future

- Partnership approach and mutual mentoring
- Personal invitations
- Project-based learning (learning by doing and space for trial and error) and an environment for trials
- Civic action in local communities
- Taking personal responsibility in sharing responsibilities and involving youth



References/1

- Report of the Advisory Committee for the International Youth Year, Annex A/36/215. New York: United Nations; 1981.
- World Health Organization. Contaminated sites and health. Report of two WHO workshops: Syracuse, Italy, 18 November 2011, Catania, Italy, 21-22 June 2012. Copenhagen: WHO Regional Office for Europe; 2013.
- ISO/IEC Risk Management Vocabulary. Definition of risk communication (<https://www.iso.org/obp/ui/#iso:std:iso:guide:73:ed-1:v1:en>, accessed 7 December 2016).
- Nye JS, Donahue JD. Governance in a globalising world. Washington DC: Brookings Institution; 1(1):13–43; 2000.
- Anderson RC. Berkshire Encyclopedia of Sustainability. United Kingdom: Berkshire Publishing Group; 2016 (<http://www.oxfordreference.com/view/10.1093/acref/9780190622664.001.0001/acref-9780190622664> accessed 12 December 2016)
- Improving environment and health in Europe: how far have we gotten? Copenhagen: WHO Regional Office for Europe; 2015.
- Arnstein, Sherry R. A Ladder of Citizen Participation. Journal of the American Institute of Planners 1969; 35(4): 216-224. doi: 10.1080/01944366908977225.
- Stakeholder Participation Guidance for the Netherlands Environmental Assessment Agency: Main Document. MNP/RU Nijmegen; 2008.
- Crabbé A, Leroy P. The Handbook of Environmental Policy Evaluation. London; 2008.
- Freeman B. Revisiting the Policy Cycle. Administrative Sciences 2016; 6(3), 9. doi:10.3390/admsci6030009.
- Maetz M, & Balié J. Influencing Policy Processes: Lessons from Experience. Rome: Food and Agriculture Organization of the United Nations; 2008.
- Gray SA, Nicosia K, Jorda RC. Lessons learned from citizen science in the classroom. Democracy and Education 2012; 20(2), 1-5.



References/2

- Riesch H, Potter C. Citizen science as seen by scientists: Methodological, epistemological and ethical dimensions. *Public Understanding of Science* 2014; 23,107-120.
- Silvertown J. A new dawn for citizen science. *Trends in Ecology and Evolution* 2009; 24(9), 467-471.
- Irwin A. *Citizen science: A study of people, expertise and sustainable development*. London, England; 1995.
- Hughes G. Exploring the availability of student scientist identities within curriculum discourse: An anti-essentialist approach to gender-inclusive science. *Gender and Education* 2001; 13, 275-290.
- Promoting the participation of young people in the European environment and health process. Vilnius: European Environment and Health Youth Coalition; 2013 (<http://www.eehyc.org/publications/>, accessed 9 December 2016).
- Ruiz-Mallén I, Riboli-Sasco L, Ribault C, Heras M, Laguna D, Perié L. Citizen Science: Toward Transformative Learning. *Science Communication* 2016; 38(4): 523–534. doi:10.1177/1075547016642241.
- Coe AB, Wiklund M, Uttjek M, Nygren L. Youth politics as multiple processes: how teenagers construct political action in Sweden. *Journal of Youth Studies* 2016;19:10, 1321-1337. doi: 10.1080/13676261.2016.1166191.
- Huby M, Adams M. Interdisciplinarity and participatory approaches to environmental health: reflections from a workshop on social, economic and behavioural factors in the genesis and health impact of environmental hazards. *Environmental Geochemistry and Health* 2009; 31, 2190-26. doi: 10.1007/s10653-008-9212-7.
- Williams EM, Terrell J, Anderson J, Tumiel-Berhalter L. A Case Study of Community Involvement Influence on Policy Decisions: Victories of a Community-Based Participatory Research Partnership. *International Journal of Environmental Research and Public Health* 2016; 13, 515; doi: 10.3390/ijerph13050515.
- Sharpe D. Young people's involvement in policy research. *Children's Geographies* 2015; 13(2), 240–248, 19. doi: 10.1080/14733285.2014.978488.

