YSD
YOUNG SERVICE DESIGNERS
TOOLKIT

Consorzio COMUNITÀ BRIANZA Imprese Sociali

YOUTH POWER

IRTEA INSTITUTE OF RESEARCH & TRAINING ON EUROPEAN AFFAIRS

sempre a frente

VIHREÄT nuoret

RmS Rada mládeže Slovenska

FOREWORD

The Toolkit was developed as part of the activity planned by the "Young Service Designers" (YSD) project – No. 624732, funded by the European Union's European Youth Together program.

European Youth Together is an Action implemented under the Key Action 3 – Support to Policy Development and Cooperation of the Erasmus+ Programme. Key Action 3 provides support to policy cooperation at European Union level, thereby contributing to the implementation of existing policies and the development of new policies, which can trigger modernization and reforms in the fields of education, training, youth and sport.

For further information **Click HERE!**

The Toolkit does not necessarily reflect the opinion of the European Commission, General Directorate of Employment, social affairs and inclusion.

The Toolkit has been written collectively by the project partners, under the coordination of: Lucia Merlino (Consorzio Comunità Brianza).

Special acknowledgements for the contribution to the drafting of the Toolkit and the active participation to the different project activities go to: Despina Papadaki and Myrto Kokala (IRTEA); Franjo Brkan, Daniel Medeiros and Kristine Tauch (Youth Power Germany e.V.); Juraj Lizak, Zuzana Sojková and Peter Topolsky (RmS); Anja Presnukhina and Pieta Salonen (Green Youth Finland); Alina Prochasek and Aleksandra Kulik (Sempre a Frente Foundation); Lucia Merlino and Rachele Meda (Consorzio Comunità Brianza). Moreover, all YSD youth workers from each project partner countries.

For more information on the project, please visit: **ysd-project.eu**

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INTRODUCTION

YSD has been co-funded by European Youth Together (EYT) Sub – programme of ERASMUS+ Programme – under Education, Audiovisual and Culture Executive Agency – EACEA (GA n°624732). The project started on 15 May 2021 and lasted for 24 months (until 15 May 2023).

YSD aims to support young people (16-21 y.o.) through a civic education and engagement approach fostering their competences and offering them the opportunity to experience a real participation in local decision-making to rethink their cities and public spaces towards healthier streets, revitalized buildings and more resilient neighborhoods.

YSD is coordinated by Consorzio Comunità Brianza and involves partners from Greece (IRTEA), Germany (Youth Power e.V.), Finland (Green Youth Finland), Poland (Sempre a Frente Foundation) and Slovakia (RmS).

One of the main objectives of the YSD project is to raise the quality and efficacy of youth workers and their organizations to include young people in co-design and testing of public services for the communities, thus raising their social and political activation at local level.

More specifically, the project aims at fulfilling the following outcomes:

- To improve decision-making. Participation leads to more accurate, relevant decisions, which are better informed and more likely to be implemented and owned by those concerned.
- To let young people participate in the decision-making process. Young people are experts on their own challenges and circumstances, and on ways to reach others their age.
- To improve services in the post-COVID era. Consulting with young people enables services to be improved and adapted to meet changing needs.
- To boost hyperlocal structures coordinated by young people to

support communities in a more inclusive landscape.

The YSD project addresses these objectives by involving young people through an innovative, dual (i.e. online and offline), effective, evidence-based, intergenerational and non-formal educational method, using service design methodology for public outcome.

The approach is meant to involve young people to propose sustainable and innovative solutions for their cities and shift power with the support of the local administrations and youth workers.

Youth workers have the opportunity to experiment new methods and acquire knowledge and skills to attract the interest of young people in active citizenship and to stimulate their willingness in proposing solutions for tackling local challenges.

Stakeholders such as public authorities, schools and universities, enterprises and local organizations are actively involved in the activities and informed about the new methodologies experimented.

We hope this Toolkit will help you engage young people to actively participate in the local decision making process and to learn more about an issue that concerns you, support you to take action, and change the world for the better. This resource will teach you how to scope your questions, identify challenges and ideate solutions.

This Toolkit is intended to help youth organizations who are curious or concerned about one or more issues, whether local or global, and are motivated to take action. Finally, this Toolkit will be of interest to researchers in the fields of citizen engagement, community activism and participatory actions, to government officials and to other public policy actors who wish to include citizens' voices in the decision-making process.

CROSS-CUTTING

ENGAGE

YSD aims to promote active citizenship among young people. As the EU Youth Strategy recommends, we need to "encourage young people to become part of the decision-making process. Decisions taken today will impact young people's lives tomorrow, so it is essential that they have a say in policy development and implementation".

YSD's aim is to engage young people as co-designers and doers of a portfolio of pilot responses to given challenges all while giving them means to get authentically engaged in local government. YSD builds "deconstructed" public innovation labs, not living in local government but in the relationship between engaged young people and civil servants.

EMPOWERMENT

The feeling of taking control or increased responsibility for yourself and your environment. This can be encouraged with a combination of collaborative approaches addressing community issues. This can lead to improved quality of life and greater power for change making and support to young people to take active part in the local decision-making process through service design methods. Moreover, YSD is an opportunity for youth organizations and local policy makers to take a more experimental approach to service and policy design. It is generally recognized that this can be challenging because of both bureaucracy /institutional inertia, but also because cities are resource constrained and believe they cannot afford to "try" new things.

PRINCIPLES

CONNECT

Partners benefit from the results of the project because, thanks to the new knowledge acquired by their youth workers, they will assimilate new tools and methods to increase the citizenship of youngsters in the community. YSD is an opportunity for the organizations to learn and experiment with different good practices, and to create networks
with new partners to implement future projects dealing with rising youth participation in the democratic process, both at the national and international level. YSD connects young people coming from different EU countries building cross-border relationships and developing connections to strengthen a common European identity.

CO-CREATION

The practice of collaborative development, and a way to describe an approach in a project using methods and tools for people to work together on a level playing field. Co-creation is a collaborative process between multiple individuals using a wide range of resources and ideas to create new actions and objects. SHIFT POWER. Co-design is an "approach to designing with, not for, people. It involves sharing power, using participatory means and building capability" (Kelly Ann Mc Kercher).

Section 1:
Youth and the urban spaces perspective

To encourage youth civic engagement, it is vital to understand challenges and opportunities of the local community, in particular after COVID-19 pandemic where the outbreak has revealed how urban centers are the front and last lines of defense against infectious disease outbreaks. Neighborhood groups are spontaneously coming together online to help the elderly, homeless and migrants. YSD's scope is to boost these hyperlocal structures that are vital given the repeated failures of state-level responses, putting youth at the center. If empowered and given more voice, young people will play a crucial role in city renewal. COVID-19 trends are reinforcing the central place of digital connectivity and the functions of residential areas where people live and work.
YSD thus aims to support young people (16-21 y.o.) through a civic education and engagement approach that does not only focus on their competences but also builds a multi-stakeholders' model offering youngsters the opportunity to experience a real participation in local decision-making to rethink their cities and public spaces, addressing mainly 2 Youth Goals: "Inclusive Societies" & "Sustainable and Green Europe". Young people supported by the partner organizations and local public officials reimagine their cities towards healthier streets, revitalized buildings and more resilient neighborhoods.

Section 2:
The YSD Methodology YSD Methodology in 5 Macro Phases

To encourage youth civic engagement, it is vital to understand challenges and opportunities of the local community, in particular after COVID-19 pandemic where the outbreak has revealed how urban centers are the front and last lines of defense against infectious disease outbreaks. Neighborhood groups are spontaneously coming together online to help the elderly, homeless and migrants. YSD's scope is to boost these hyperlocal structures that are vital given the repeated failures of state-level responses, putting youth at the center. If empowered and given more voice, young people will play a crucial role in city renewal. COVID-19 trends are reinforcing the central place of digital connectivity and the functions of residential areas where people live and work.
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1 Macro Phase: ANALYZE

ORIENTATION
Mapping services and projects already in place in cities to involve young people and activate them in the development of civic-based innovation.

VISION SETTING
Building the vision and the conditions for the implementation of the innovation lab with the public administration (space of actions, priority areas, possible synergies).

TERRITORIALISATION
Identifying the physical space to work with the young people and where they can develop and promote their services for the community.

CONNECTIONS
Mapping and initiating a dialogue with key local stakeholders to define how they can contribute to the activation of young people in their local communities. A solid link with territories where the project is taking place is a pre-requirement for its success.

Interviews and focus groups with the PA regarding youth policies and projects dealing with youth activation and participation in the local decision-making process.

Questionnaires to young people to understand the state of their active participation in their community. Investigating how young people perceive their involvement, identifying active actors and communities, discussing with them what priorities they perceive and what they need in terms of information, skills and spaces.

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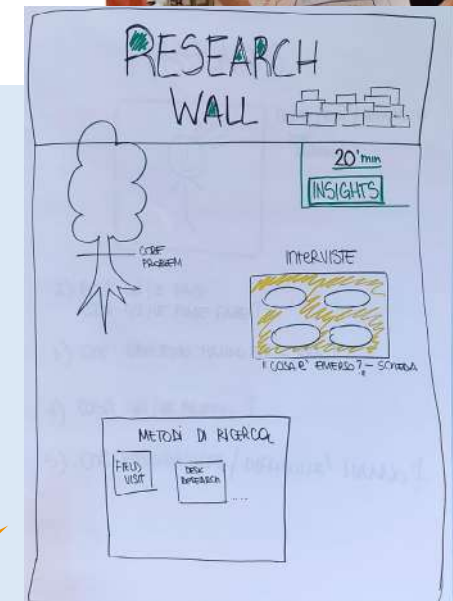
2 Macro Phase: TRAINING FOR YOUTH WORKERS

The Training of Trainers on Service Design is inspired by the UPSHIFT programme with several adaptations to put at the center the service design methodologies as the primary approach focused on the public sector.
The ToT is composed by four online webinars of 2,5 hours + a transnational learning event.

CAPACITY BUILDING PROGRAMME DESIGN

Definition of the structure of the capacity-building programme, the format to be used, the contents, the people to be involved and a timetable. Each country, according to its characteristics, develops the programme in the best format under the coordination of the leader and supervision of the Scientific Coordinator.
The best way to learn service design and civic activation is to experience it. For this reason, all the partners put their efforts through the definition of the vision of the innovation lab, the design and prototyping of services.
In building the course, YSD partners provide different formats, e.g. shorter sessions to start familiarizing with themes and tools and immersive sessions to do field research and design together.

3 Macro Phase: ENGAGE

CALL FOR YOUNG SERVICE DESIGNERS

A Call co-designed between partners is published to intercept 20 young people per country willing to take part in the YSD Journey.

ATTRACT

Developing storytelling and engagement strategies that can also involve key local stakeholders and rely on grassroots events.

YSDs in Poland attending the training

Lublin youth capital 2023

SPREAD

Organization of grass root events to widely promote the project at local level spreading out the possibility to apply for the capacity-building programme. Informal gathering events organized at the partner premises or at the premises of local stakeholders. Candidates apply detailing their personal data, education or work experience, motivation to engage into the overall project. Preference will be given to candidates coming from disadvantaged backgrounds.

Public dissemination event in Finland

FIND AND MIX

Informing those who did not pass the selection and inviting to be interviewed those one pre-selected.
Inform the selected candidates.

4 Macro Phase: EMPOWER

40 hours of training for young people 16-25 years old. Goal of the first part is to have at least 2 services in response to the identified challenge to be co-designed with the public administration and the local ecosystem.
Main steps undertaken during YSD Capacity building programme:

1. OBSERVE

Examine Community:
Youth analyze the assets and problem areas

2. EXPLORE

Exploring the context (characteristics of the area on which you intend to act and people affected by the problem and/or who could be part of the solution), identifying issues related to the chosen area with the Public Administration and the chosen SDGs, gathering inspiration (e.g. benchmarking of solutions)

3. REFRAME

YOUTH MAKE PRIMARY AND SECONDARY RESEARCH to find evidence for their issue and propose solutions. Analyzing the findings of the research in order to start designing the structure of the innovation lab, its value proposition, the activities it will carry out, the way it will relate to different local stakeholders and possible synergies with international partners

4. CREATE

From what has been mapped, identify two priority activities for which to generate as many solutions as possible; organize the inputs that have emerged in order to define at least two possible services for which a prototype and a test should be developed.
YOUTH FIND COMMUNITY PARTNERS TO WORK WITH AND DEVELOP STRATEGY FOR ACTION.

YSDs working on fine-tuning their Journey Maps in Poland

5. CATALYZE

Youth define what they want to test in order to proceed to the construction of the necessary prototype and carry out the test; they carry out several tests (with respect to the concept, the specific functions, the functioning of what we have imagined in the real environment) taking care to collect feedback from the different users.
YOUTH TAKE COLLECTIVE ACTION ON THE ISSUE.

6. SYSTEMATISE - PUBLIC INNOVATION LABs

Present the results of capacity building to policy makers and key actors in the system to refine the innovation lab model and services tested, so that it can be put into action.

With the support of youth workers engaged in the project, Young Service Designers activate the Youth Public Innovation Labs: safe and interactive spaces conceived as public fora where local policy-makers, project partners and young people will work together to develop joint strategies to design and run experimental responses to public sector challenges identified during the project. The working process of the Labs is organized through round tables, open debates and fieldwork, including interviews, photo- and video-reporting.

First round table where city officers, young service designers and youth workers brainstorm on the needs and challenges of the city, which can be tackled by the project through the design of at least two innovative services.

7. STRATEGYZE

Discuss the results of the first experiment and build a strategy for the innovation lab to become fully functional and sustainable over time.

Second round table, where the young service designers present their research findings and their initial ideas of services to the city. Young participants and youth workers work in the conceptualization of the ideas and look for allies at the local level, which can support the implementation of the proposed services.

8. FINE - TUNE

Test what was defined in the second round table to continue refining the innovation lab by collecting feedback from citizens.
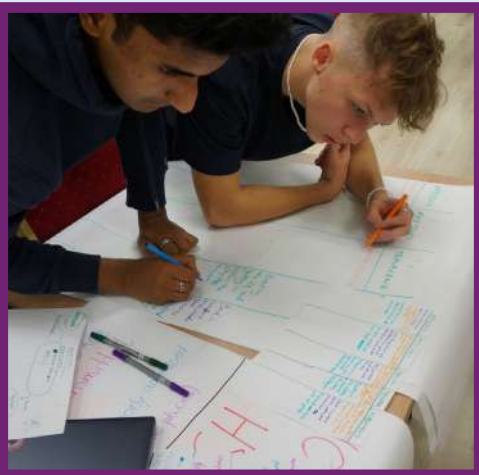
YSDs working on Service blueprint

9. PILOTING

Implementation of a 5-month pilot to launch the innovation laboratory.
The five main purposes of running Pilot Phase will be:

- To act as a learning field, where target cities can try knowledge management tools processes and techniques, finalize the knowledge management model, and perfect the service delivery;
- To start delivering a value added service at community level directly assisting the target population;
- To act as a seed for the knowledge management culture and behaviors, which can then spread into neighboring areas;
- To deliver demonstrable value to the youth organization, and also to prove the in-house business value of knowledge management;
- To create stories for fundraising purposes

5 Macro Phase: CONNECT

Two international events to connect 30 young European people approaching YSD Journey from Poland, Italy, Germany, Slovakia, Greece and Finland

The 1st meeting was organized before starting the first public innovation lab. The event is a great opportunity to get to know each other and to discuss challenges and opportunities and to learn from YSD Scientific Coordinator how to address challenges and opportunities to local decision makers. YSDs share services ideated with their peers and work in mixed groups on journey maps and service blueprint.

The 2nd meeting is the international event to connect other 30 young people before the Pilot phase. Young people and youth workers attend the training on lean Experimentation and mixed groups are set up to work on testing and prototyping under the supervision and support of YSD Scientific Coordinator.
Many groups coming from different countries co-designed similar services.

The international events represent a great opportunity also for the Youth workers coming across Europe for experimenting new methods and acquiring knowledge and skills to attract the interest of young people in active citizenship and to stimulate their willingness in proposing solutions for tackling local challenges.

Section 3:
Becoming Young Service Designers

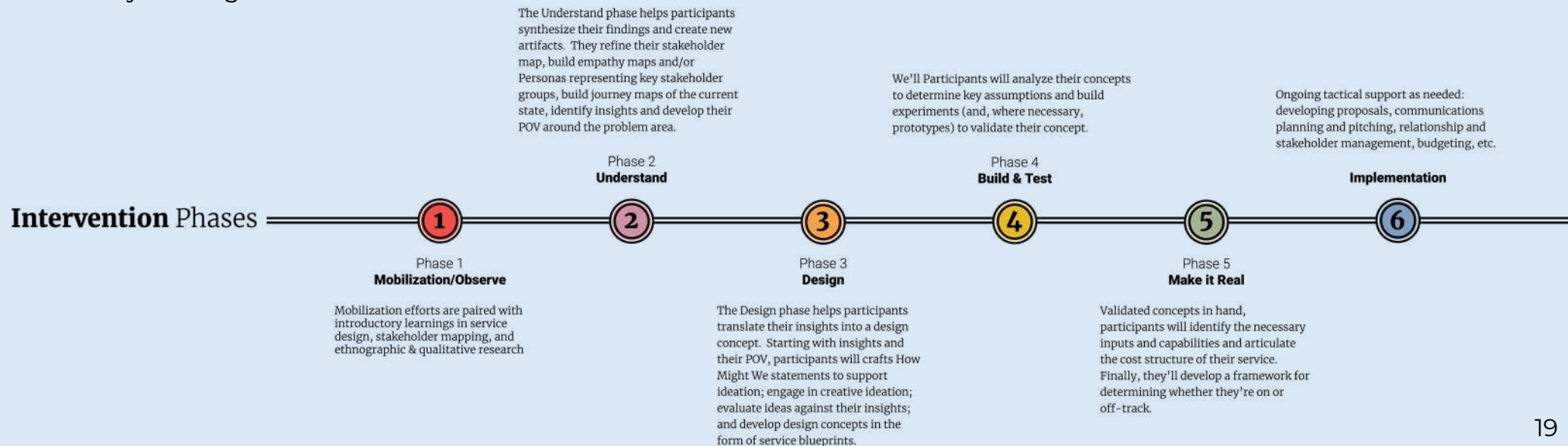## 3.1 - The training of Trainers programme

Joshua Harvey, a social innovation and strategic design practitioner with experience with INGOs, social enterprises, UN, UNICEF and governments, coordinated the delivery of the Programme.

The ToT follows the approach and the methods of service design applied to the public sector. In particular, it takes inspiration from the UPSHIFT programme created by UNICEF . UPSHIFT is an experimental learning for social innovation to help young people unemployed and NEETs and developed in 4 phases:

1) Understand challenges and create solutions; **2)** Design - Brainstorming and Creative Ideation, Mapping Ideas to Needs, Modeling;

3) Build and test - Experimentation and Rapid Prototyping; **4)** Make it real.
These phases enable the design team to "develop deep empathy for people they are designing for, to question assumptions, and to inspire new solutions". That is why young people are perfectly suited to follow this approach acting as Young Service Designers and, at the same time, service design fosters the civic participation of young people, putting them at the center of the design of services affecting them the most.

Below the six detailed phases of the programme re-adapted in each partner countries with different training format that can be found out by clicking **HERE**

The Understand phase helps participants synthesize their findings and create new artifacts. They refine their stakeholder map, build empathy maps and/or Personas representing key stakeholder groups, build journey maps of the current state, identify insights and develop their POV around the problem area.

We'll Participants will analyze their concepts to determine key assumptions and build experiments (and, where necessary, prototypes) to validate their concept.

Ongoing tactical support as needed: developing proposals, communications planning and pitching, relationship and stakeholder management, budgeting, etc.

Phase 2
Understand

Phase 4
Build & Test

Implementation

Intervention Phases

(1) (2) (3) (4) (5) (6)

Phase 1
Mobilization/Observe

Phase 3
Design

Phase 5
Make it Real

Mobilization efforts are paired with introductory learnings in service design, stakeholder mapping, and ethnographic & qualitative research

The Design phase helps participants translate their insights into a design concept. Starting with insights and their POV, participants will crafts How Might We statements to support ideation; engage in creative ideation; evaluate ideas against their insights; and develop design concepts in the form of service blueprints.

Validated concepts in hand, participants will identify the necessary inputs and capabilities and articulate the cost structure of their service. Finally, they'll develop a framework for determining whether they're on or off-track.

INTRODUCTION

	SESSION 1 - GROUNDWORK
1.1	Welcome and introduction
1.2	What is Service Design
1.3	What's a service?
1.4	Interactions
1.5	Touchpoints
1.6	Channels
1.7	Service Dominant Logic
1.8	Service vs. goods
1.9	Design Thinking
1.10	Youth & Service Design
1.11	Mindset
1.12	Skills

link 1

link 2

link 3

link 4

Training of Trainers Programme

	DAY 1 - Observe
1.1	Mobilisation
1.2	Observe phase
	DAY 2 - Understand and Design
2.1	Understand
2.2	Sensing
2.3	Ethnography
2.4	Interviewing
2.5	Interviewing
	Artifact TOOL
	EMPATHY MAP
	PERSONAS
	PROBLEM TREE
	ICEBERG DIAGRAM
	EXPERIENCE MAP
	JOURNEY MAPS
	SERVICE BLUEPRINT
	CASUAL LOOP DIAGRAM (SYSTEM MAP)
	AFFINITY DIAGRAMMING

link Day 1

link Day 2

Training of Trainers Programme

	DAY 3 - Design and Build
	Design opportunities
	Design principles/Constraints
3.1	Design overview
3.2	Person + Need + Indight
3.3	Point of view
3.4	Generating alternatives
3.5	How might we…?
3.6	Ideation Methods
3.7	Ideation Principles
3.8	Design concept
3.9	Models
3.9.1	Business model canvas
3.9.2	Storyboards
3.9.3	Customer journey maps
3.9.4	Service blueprint

link Day 3

	DAY 4 - Make it real
4.1	Designing Transitions
4.2	Make it Real Overview
4.3	Assumptions
4.4	Impact vs uncertainty matrix
4.5	Hypothesis formulation
4.6	Prototyping
4.7	Prototyping Methods
4.8	Models
4.9	Build and Test overview
4.10	Testing
4.11	Implementation Challenges

link Day 4

3.2 - Testimonies from Young Service Designers

Some of the key insights that emerged from the training implementation are the following:

- The recruitment of Young Service Designers has also been very diverse from country to country, thus enriching the experience of the project.

- As the situation with Covid-19 was uncertain, partners have also worked in building the YSD's E-learning platform on Cerebrum, which has been the key hub in transforming the residential training of trainers into online environment during the ToT programme. Moreover, online settings were also used for the CBP sessions in some of the partner countries, and the whole courses will be uploaded on the project's E-learning platform .

- The collaboration between educational teams of each country has been key, particularly in sharing resources, activities, experiences and ideas. This has helped in keeping the international nature of the project and its cooperative spirit.

- Ultimately, in order to ensure a dynamic, interactive, participatory and all-inclusive learning environment, it was important to combine online e-learning spaces with live meetings, such as the 1st and 2nd Peer-to-Peer Learning events, respectively in Lublin (Poland) and in Tampere (Finland). This has helped in ensuring long-term engagement of the Young Service Designers.

It is worth mentioning some testimonies from young people that have been truly involved in the implementation of the project activities.

First one is Yousef Sorour, YSD from Italy, who answering to the question "Why did you choose to be a YSD?" he said:

"I chose to be a Young Service Designer first because of the way the project was presented to me, I liked it a lot and the idea of being able to have my say and hear the opinion of my peers interested me a lot.
Traveling abroad is also a very nice idea, in fact the cultural exchange in Poland and Finland, is very interesting both for a matter of independence that one can acquire by going to these countries and also by hearing the ideas of students from other countries, acquiring a new way of thinking or enriching one's own."

While the 19-year old Filippos, from Greece, replied to the same question as follows:

"I came across YSD while scrolling through Instagram, and I was immediately intrigued after reading the description as I consider myself very open to new experiences and also very spontaneous. This opportunity seemed perfect for someone who wants to be more involved in his or her local community and to participate more actively in solving problems that interest us all. In addition, it was a great opportunity to connect with young, like-minded individuals that share the same desire to be part of the change-making process for the improvement of our society".

Martin is 16 years old, he is from Slovakia and he chose to be a YSD because:

"I like to be creative, I want to help my city and improve myself by learning new things."

Then, we report a statement from one 16-year old Italian YSD, Elisa Solazzo, who commented her participation to the Capacity Building Programme in this enthusiastic way:

"I was very surprised by the methodology of this course, because I found the meetings to be very engaging, in fact even if you are, for example, a shy person your idea is always listened to and all ideas are taken into consideration, it's not that one idea is more important than the other, so I thought this was very nice and productive".

Tommaso Di Lernia from Italy, who particularly enjoyed the Capacity Building Programme:

"What I liked most about the Capacity Building programme of this project, the Young Service Designers, was the chance to meet new people, collaborate with them and develop my own opinion while listening to others".

In addition, Filippos from Greece said about the Capacity Building Programme that:

"I really enjoyed its content, since I consider it to be highly applicable in real-life business affairs and that it is very practical information that everyone can utilize in the service design process. Additionally, the material was very captivating and engaging on a person-to-person level".

Moreover, when the German YSD Marina was asked her opinion about the project, she answered:

"I think that YSD is a great chance for your ideas to be brought forward and to educate yourself more, exchange your ideas, and to meet other youngsters. I would recommend everyone in my age or younger or older that they all can get involved. It is a really great idea and great project for youngsters like us."

According to Leen and Michelle from Germany, this project is interesting to young people because:

"Every person needs to do something creative in his / her younger age, every youngster needs to have this experience. Everything is a service and everything is a live design. YSD project gives the youngsters the opportunity to self-develop and to get out from their

comfort zone."

Filippos form Greece has a goal from participating in this project:

"By participating in the YSD project, I aspire to achieve our common end-goal, which is to develop a new, effective and easily applicable policy that will help our partner Municipality face current issues regarding the environment and social inclusion while also creating long-lasting friendly bonds, with people I collaborate with and I meet along the way".

Christos from Greece is 20 years old, and he described his experience in the project with the following words:

"Young Service Designers was an unforgettable experience that helped me learn how to work constructively in the context of a European project. During the program, I had the opportunity to travel and exchange ideas with other youngsters from all around Europe. I also learned how to be a productive member of an extended team while also focusing on providing back to the community. I believe that it's significantly helpful as it allows my generation tom verbalize their ideas and participate in the construction of a better future."

In addition, the 19-year old Persa, from Greece, described her experience as YSD in the project like this:

"As a student of International and European Area Studies, the YSD project has been very beneficial and impactful for me, in multiple ways. During this long-term project, I have had the chance not only to be trained by experts on service design and get to know how foreign Municipalities operate, but also to design with my group our own new service and see how it would be implemented at a local Municipality. Therefore, all these opportunities have truly been awakening for me and gave me the overall view in order to fully comprehend how, why and a t what cost a public service is being designed."

Lastly, Kasia and Kamil, from Poland, reflected on the value of the overall training experience they had and the future steps of the project:

"I am very curious and looking forward to working together for the benefit of Lublin's youth. I hope these will be valuable services that they will be willing to use".

"The experience of this training will definitely help us get to know the youth and the needs of the city better to find a common language and create something together".

3.3 - Evaluation and reflection

The goal of the YSD program was to empower young people, providing them with the necessary tools to become active citizens and to participate in local decision-making. In addition, to reinforce communication between generations and to promote Youth Goals such as inclusion in society and green sustainability.

The Young Service Designers were asked to evaluate the overall process on three different stages of the programme: at the beginning, mid-term and at the end. The evaluation was conducted through questionnaires on Google Forms. The aim was to assess the knowledge retention rate, the sense of support and progress regarding specific soft or hard skills, their expectations and satisfaction for the CBP (clarity and usefulness of the program).

In the first questionnaire, the YSDs answered some questions based on their knowledge and understanding of some of the main concepts and methods of service design. Moreover, they assessed purposes, format and time of the activities run so far.

In the second form, the YSDs evaluated the overall process and gave some useful recommendations on what could be improved for the next training sessions, such as:

- To devote more time to the proposed activities so that they can be structured and developed to the fullest. This could be done by spreading the training programme out over more days, but shorter sessions, because of the amount of information and work, at the end of the day the young participants are not so effective anymore;

- To deeper explain the purpose of every activity/step that is taken during the programme, in order to make the whole process and the right direction clear to each participant;

- To organize more practical activities and brainstorming discussions, rather than theoretical sessions and presentations. For example, it was suggested to address the analysis of the marketing strategy of a specific company.

- To hold the training sessions face-to-face rather than online, whenever it is possible.

Lastly, in the third questionnaire, the YSDs gave their feedback on the Capacity Building Programme, assessing specific aspects such as the competence of the trainers and the inclusiveness of the training. Moreover, they provided useful suggestions on what could have been done better, in order to work on it for potential future training programmes organized by project partners.

- To have more contacts with the Municipalities;

- To organize more outdoor activities;

- To be able to secure financing for the services co-designed by YSDs before starting the piloting phase and to plan the sustainability after the project's end.

- To devote more time to brainstorming sessions and individual support, and not to plan the training sessions several days in a row as it can be difficult for students to attend. Overall, the suggestion is to find the good balance between the length of the programme and content, which should be digestible, but challenging enough and keeping the programme engaging for young people.

Overall, all these aspects were met, as shown by the evaluation: knowledge gaps were addressed, the design and delivery of the Capacity Building Program was very effective; all Youth workers delivered the courses with excellency; the lessons were interesting and engaging for the YSDs.

However, the YSD project proved to be even more than achieving the initial goals. The positive feedback from the participants of the project highlighted even more elements that were not foreseen.

During the sessions, the young participants were given the occasion to work in groups, and were introduced to educational methods they had never imagined possible. They made friends, shared thoughts and concerns, and looked forward to the sessions, not only as a learning opportunity but also as a means for interaction among peers, and learning new concepts and skills that are not so common for a student in the framework of traditional education. Their active participation in the project also made them realize that there is much more for them to learn and do, and that they can experience real participation in local decision-making to rethink their cities.

For the YSD Youth Workers, it was also a unique experience, as they experimented new methods and acquired knowledge and skills to attract the interest of young people in active citizenship and to stimulate their willingness in proposing solutions for tackling local challenges.

In addition, the intergenerational contacts between the local administrators and YSDs proved to be an excellent way to address the misconceptions one age group might have had about the other. It is well worth mentioning that the Young Service Designers have altered the way they look at politics and politicians, while the public officials now acknowledge the skills of the young people, their needs and ideas, and found new ways to cooperate and interact with the younger generation, improving mutual understanding and social cohesion.

The YSD project achieved inclusive and greener societies for all ages, at times where the fallout from the Covid-19 pandemic tended to weaken social ties and made it clear that urban centers are the front and last lines of defense against infectious disease outbreaks.

Section 4:
The role of e-learning

The YSD E-learning Platform is a learning online environment for YSDs, youth workers and experts involved in the training and educational activities of the project, as well as a publicly-accessible repository space for the two training programmes (1 for youth workers, and 1 specifically tailored for young people), other resources related to social service design, advocacy, and youth participation.

The YSD E-learning Platform is hosted on the "CEREBRUM" platform, which was made available by the Greek partner IRTEA for project's purposes.

It is useful that the partner responsible for the designing and delivering the E-learning platform provides live demo sessions and a user manual to familiarize all the users of the platform with its content and features.

Some of the main functions of the YSD E-learning platform are:

- E-learning spaces, distinguished by partner countries and related languages.

- Each e-learning space includes:
  - Introduction;
  - Assessment Forms, allowing checking the progress and achievements of users
  - Module, intended as learning units and incubators of tasks
  - Extra materials, such as videos, presentations, handbooks related to the YSD topics

- Possibility to navigate in all project's national languages plus English

- Possibility to create an account with a personal profile (name, surname, contact details), and edit it at any time.

In conclusion, the YSD E-learning Platform is:

- User-friendly and easy to navigate.

- A space opened only for registered users (who can access through login) where they can learn.

- A hub where can host a list of resources, training materials, as well as can provide spaces for (self) assessment through forms and assignments.

The Capacity Building Programme is available in seven languages!

Scan the code and get started!

www.cerebrum.gr

Section 5:
Lessons learned

Despite the several difficulties due to the COVID-19 situation, the YSD project achieved its initial goal, which was to support young people fostering their competences and offering them the opportunity to experience a real participation in local decision-making to rethink their cities and public spaces.

It has done so through a civic education and engagement approach, the implementation of innovative training programmes and the rollout of pilot community actions aimed to put in practice and prototype the service designed with the support of the cities.

The Capacity Building Programme has been piloted in six different countries (Italy, Germany, Greece, Finland, Poland and Slovakia) using a mix of online and offline tools, which represent one of the most important legacies of YSD, now available for all those organizations (e.g. education providers, public entities, youth associations and organizations, etc.) willing to replicate the YSD methods and tools (or part of them) in other contexts towards their target groups (including minors) and stakeholders.

The main findings of the two training programmes, as well as their contents and methods, have been summarized in the present report, but they are also described more in detail in specific reports produced by this Consortium and which are available on the **YSD project website.**

Moreover, the YSD E-learning platform (**cerebrum**) represents a precious tool for both individuals and organizations interested in finding useful resources related to service design methodology and to the promotion of youth activism by using civic education and engagement approaches.

The work done by the YSD partners have had an invaluable result for young people who have attended the project as learners and activists, as they had the possibility to interact in a safe context and also to actually put into practice what they have learned in engaging and impactful pilot actions.

As witnessed in two face-to-face international meetings, the 1st and 2nd Peer-to-Peer Learning Event, the young participants from different countries have found that they have many things in common, and that it is time to work together for making their voices heard and for building a society, which is greener and more inclusive.

During the project implementation, partners could learn several lessons, which may be helpful for those youth organizations willing to work in an intergenerational framework to promote youth participation in local decision-making processes. Some of these lessons are listed below:

- Youth workers experimented new methods and acquired knowledge and skills to attract the interest of young people in active citizenship and to stimulate their willingness in proposing solutions for tackling local challenges;

- By improving the quality of their services, youth organizations were able to reach out also young people in disadvantaged situations, most of them having lost their trust for politics;

- To encourage youth civic engagement, it is vital to understand challenges and opportunities of the local community, in particular after COVID-19 pandemic where the outbreak has revealed how urban centers are the front and last lines of defense against infectious disease outbreaks. YSD project's scope was to boost hyperlocal structures (for example, neighborhood groups) that are vital given the repeated failures of state-level responses. If empowered and given more voice, they will play a crucial role in city renewal.

- The fight to disinformation and the dream of an inclusive society is not a work for few people: we have learned more than ever the importance of building alliances and communities of interest to have a higher impact in society. Thus, YSD aimed to build a multi-stakeholders' model offering youngsters the opportunity to experience a real participation in local decision-making to rethink their cities and public spaces. Involving stakeholders at a very early stage of an initiative or a project can make the difference for its success;

- The process of co-design training methods and tools not only provided the bases for building participatory training and capacity building programmes, but also helped to share doubts, challenges, frustrations and ideas among partners. Indirectly, it helped also build stronger group cohesion;

- All partners committed to keeping the same aim and objectives for both the ToT and the Capacity Building Programme, which led towards their potential success. Partners, however, agreed that each of them should have its own freedom and flexibility in terms of educational methodologies, online tools, timeline, and topics that they would like to bring in their country programmes, in contrast to a rigid programme applied by-default in all countries;

- The knowledge gained from the implementation of the Capacity Building Program led the partners to ideas for improving such interventions. More specifically, they suggest ensuring even more interaction between participants, for example, by providing more time for brainstorming sessions in order to develop the service ideas. In addition, organizing more meetings or creating better communication channels with the Municipalities involved in the project. Lastly, partners will work for securing funding for the piloting activities before both with the YSDs and the local stakeholders and they will start discussing about the sustainability of the project with the YSDs during the training programme itself.