

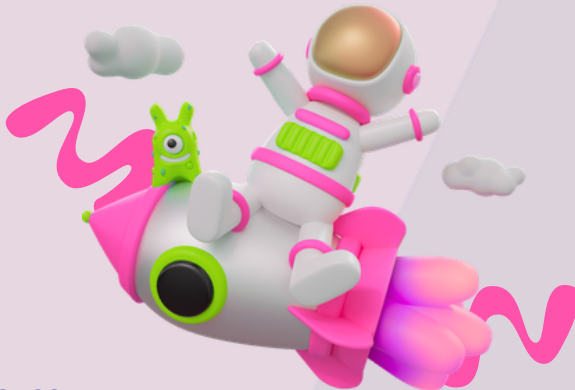


# green seeds

## COMPARATIVE REPORT

*Comparative analysis of youth engagement in climate action  
and education for sustainable development in Thuringia  
(Germany) and Haute-Garonne (France).*

Project: Green Seeds Programme: Erasmus+ Youth - Key  
Action 2 - Small-Scale Youth Partnerships Project Number:  
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## EXECUTIVE SUMMARY

This report presents a comparative analysis of local research carried out within the framework of the Green Seeds project in Thuringia (Germany) and Haute-Garonne (France).

The report draws on surveys of young people, interviews with youth leaders and examples of successful local initiatives to understand how young people engage in climate action and education for sustainable development, what motivates them, what hinders their engagement and which approaches are proving promising.

In both regions, the results show that awareness of climate change exists, but that this awareness alone does not automatically translate into sustainable commitment.

The reports reveal a significant gap between concern and action.

In both regions, the challenge is not simply to raise awareness, but to create an enabling environment that allows young people to move from interest to collective, sustainable and meaningful action.



The obstacles identified are remarkably similar.

In both regions, young people mention lack of time, insufficient knowledge about ways to get involved, and limited access to concrete opportunities.

Youth leaders from both countries add other factors:

- eco-anxiety,
- the feeling of uselessness,
- financial difficulties,
- limited access to information,
- geographical constraints,
- the absence of stable support structures,
- the need for better cooperation between youth services, schools and local authorities, and
- the need to combat social and political resistance, including denial and hostility around climate, gender and migration issues.



At the same time, the reports identify proven methods. Young people are more engaged when education for sustainable development is practical, participatory, and meaningful on a social and emotional level.

In both regions, successful initiatives are based on learning by doing, visible impact, strong local partnerships, structured support, youth ownership and community involvement.

The comparative results lead to a common conclusion: youth climate action cannot be strengthened by isolated projects.

#### IT REQUIRES AN ECOSYSTEM.

- Youth workers need training, resources, recognition and stable working conditions.
- Young people need support, a sense of belonging to a community, clearly defined pathways for participation, and real influence.
- Schools, municipalities, NGOs and local actors need to cooperate more systematically.
- Public authorities must go beyond one-off subsidies and invest in access to information, physical spaces, capacity building, integration into school curricula and long-term support structures.

# 1. INTRODUCTION

The Green Seeds project was designed to raise awareness of the environmental consequences of everyday actions and to encourage young people to become more involved in the fight against climate change and education for sustainable development.

In this context, the partners conducted a field study in their respective regions – Haute-Garonne in France and Thuringia in Germany – in order to understand the realities, needs, motivations and obstacles to youth participation.

This report is designed as a public resource to help youth workers, community leaders, educators and local actors better understand how to involve young people in sustainable development and climate action in a relevant, practical and sustainable way.

## 2. SCOPE AND METHODOLOGY

This comparative report brings together the results of a survey conducted among 20 young people from Haute-Garonne (FR) and Thuringia (DE), interviews with 10 youth leaders and research into local climate action initiatives.

The data collected are qualitative and exploratory, and not statistically representative. The value of this research lies in the richness of the responses, the practical observations of youth workers and community stakeholders, as well as in the possibility of comparing two regions sharing the same project objectives, but operating in somewhat different territorial and social realities.

Haute-Garonne is described as a region where, outside of Toulouse, many young people live in smaller towns, which influences their access to peers, nature and opportunities.

Thuringia is presented through examples illustrating urban and peri-urban community initiatives, the role of youth-led action, and the difficulty of building strong links between formal and non-formal learning environments.



### 3. RESULTS OF THE YOUTH SURVEY: AWARENESS, INTERESTS AND CURRENT FORMS OF ENGAGEMENT

The results of the surveys of 20 young people from Thuringia and Haute-Garonne offer a first glimpse into how young people perceive climate change, how they position themselves in relation to environmental issues and the types of actions they are already undertaking.

In Haute-Garonne, approximately half of those surveyed said they were concerned or very concerned about climate change, while the other half took a more neutral stance. One person said they were completely indifferent.

When asked about their level of knowledge regarding technical terms and climate issues, the majority indicated that they did not possess particularly in-depth knowledge.

This suggests that concern and knowledge do not necessarily evolve in tandem, and that young people's environmental awareness may remain intuitive or incomplete.



The German report presents a higher level of concern. Ten of the eleven people surveyed in Thuringia rated their concern about climate change at 4 or 5 out of 5.

Youth workers have also observed a significant increase in awareness among the young people they support. However, the report emphasizes that high awareness does not automatically translate into lasting commitment.


The topics that interest young people in Haute-Garonne are particularly relevant because they reveal what resonates most with them. Renewable energy and the preservation of nature and biodiversity are the most frequently cited priorities. Water conservation and sustainable consumption are also considered important, while only a few young people mentioned climate disasters and only one cited climate activism as the most important issue for them.

These results suggest a preference for concrete, visible themes rooted in everyday life, rather than more abstract or politicized approaches to climate engagement.

The German report addresses thematic priorities through the reflections of youth workers. One of them observed that topics such as diversity and inclusion are currently perceived as more important by many young people than environmental issues. This does not signify a lack of interest in sustainable development, but rather underscores the importance of integrating climate education into the broader concerns that young people already consider urgent and socially relevant.

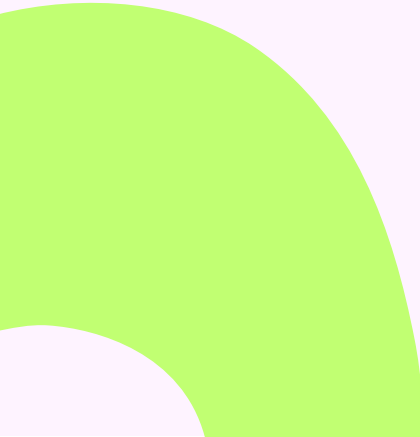
Regarding current engagement, the French report paints a mixed picture. More than half of those surveyed consider themselves active, or even very active, in environmental initiatives, while the others describe themselves as inactive or only slightly active. However, all respondents stated that they undertake at least some individual actions, particularly in reducing waste and energy consumption.

Some also mentioned volunteering with environmental organizations, using public transportation or cycling, participating in demonstrations, getting involved in reforestation campaigns, or gardening. The case of one highly engaged individual who nevertheless rated their activism at the lowest level is particularly striking; it suggests strong self-criticism and perhaps an underlying feeling that individual efforts are never enough in the face of the systemic environmental crisis.



The German report highlights a similar tension between willingness and commitment. Young people in Thuringia are generally aware and often interested, but their participation is not always sustained over time.

The overall results of the youth survey suggest that both regions have a solid foundation for building. Young people are not indifferent. But they need concrete, accessible means, rooted in social realities, to move from concern to action.



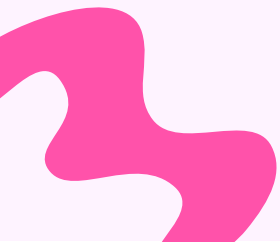
## 4. RESULTS OF THE YOUTH SURVEY: SOURCES OF INFORMATION, PARTICIPATION AND PERCEIVED INFLUENCE

The French report sheds particularly light on young people's sources of information about climate change. Social media emerges as the most frequent source. News, friends, and family are also cited as important channels. Two respondents mention university as a place to access environmental information. Only one person indicates that environmental organizations themselves, through their newsletters and articles, constitute their sole source of information. This suggests that young people's climate learning is heavily mediated by everyday digital and social environments, rather than by structured civic or educational channels.

The German report complements this observation by highlighting not only the existence of information, but also the problem of accessing usable information. Youth workers repeatedly emphasized that young people and the workers themselves often don't know how to get involved, how to obtain funding, where to find advice, or how to navigate the regulations governing large-scale projects.

The question is therefore not simply whether climate-related content is available, but whether practical information on ways to engage is organized in a useful and accessible way.

Participation and representation also emerge as central themes in both reports. In Haute-Garonne, more than half of those surveyed stated that they did not feel fully heard by their community or by political decision-makers. When asked whether public policies should take into account the perspectives of young people, the majority expressed support for this idea. Invited to reflect on their future participation, 90% responded "maybe" to the idea of joining a local action group. This "maybe" is revealing. It does not reflect rejection, but rather hesitation, uncertainty, and perhaps a lack of clear and appealing opportunities.



In Thuringia, the survey results reveal a similar sense of underrepresentation. Nine of the thirteen respondents reported feeling only partially heard, or even ignored, on environmental issues. At the same time, ten out of thirteen believe that young people should play a greater role in shaping climate policies and decisions. The German report interprets this finding as evidence of a clear desire for greater youth participation in political decision-making, as well as frustration that current structures do not adequately recognize their perspectives.

In both regions, the observation is the same: young people are not withdrawing as an opposition to participation. They often want more space, more influence, and more meaningful forms of engagement. What they lack is trust, infrastructure, clarity, and recognition.



## 5. OBSTACLES AND CHALLENGES TO YOUTH ENGAGEMENT

The obstacles described in the two local reports show remarkable consistency. Together, they reveal that the challenge of youth engagement is not primarily a problem of individual motivation, but a complex issue involving psychological, structural, informational, and cultural barriers.

In Haute-Garonne, a survey of young people reveals that lack of time is the main obstacle to greater engagement. The young people interviewed also mentioned a lack of interest, a lack of information about how to get involved, and a lack of opportunities in their region. The fact that even relatively interested young people remain hesitant about participating in local action groups suggests that these obstacles are not marginal. They are central to their experience of participation.

Interviews conducted with youth workers in France have refined this observation. Those interviewed identified motivating factors such as peers, social networks, community influence, and concrete intervention methods, but they also described significant obstacles. These include a lack of motivation among some young people, eco-anxiety, the disconnect between environmental issues and the social problems they directly face, as well as structural barriers related to financial circumstances and geographical location. Several youth workers also highlighted the broader context in which they operate: language barriers, mistrust or prejudice towards NGOs, the rise of far-right ideas hostile to climate change, gender equality, or migration, and a more general devaluation of curiosity, solidarity, and collective development within society.

The German report delves deeper into the analysis of obstacles. Among the psychological barriers are eco-anxiety and a sense of powerlessness. The scale of climate change can lead young people to feel discouraged or helpless. The report also highlights a preference for convenience and the persistence of a blame culture, which can make sustainable living morally burdensome or individually difficult rather than socially valued.

In Thuringia, systemic obstacles include financial constraints, a lack of concrete opportunities, geographical accessibility issues, and poor coherence between formal education and non-formal youth work. Young people often have ideas but struggle to secure funding or dedicated spaces. Projects need to be sufficiently local to be easily accessible to younger participants. Schools often remain disconnected from extracurricular environmental education activities. Youth workers also mentioned the instability of personal circumstances, including leaving for studies or other life transitions, which makes long-term continuity difficult without stronger support structures.

One of the key findings of the German survey concerns the lack of information. Several respondents emphasized the potential existence of funding and opportunities but lamented the absence of clear, centralized, and concrete guidance on how to access them. This guidance includes links, detailed information, knowledge of regulations, and visibility into ongoing projects. Data from the Thuringia survey confirm this finding: the lack of information on the application process is the most frequently cited obstacle.

Taken together, the obstacles identified in the two reports lead to a clear conclusion: young people don't simply need more reasons to get involved. They need fewer obstacles to taking action. Time, space, guidance, emotional support, social recognition, and institutional cooperation are all essential elements.


## 6. YOUTH LEADERS' PERSPECTIVES ON MOTIVATION, METHODS, AND SUPPORT NEEDS

The interviews with youth workers in both regions provide valuable information for both reports. They allow us to understand not only the situation of young people, but also what, according to those working on the ground, makes their participation possible and meaningful.

In Haute-Garonne, youth workers described various motivating factors that encourage young people to engage in environmental actions. The influence of peers, the community, and social networks is important. Practical and engaging methods are also essential.


Examples cited include:


- hikes with litter collection,
- utopian thinking exercises where young people imagine the future they want and define concrete actions based on that vision,
- the climate fresco,
- the photovoice method for raising public awareness of the issues, and
- the design of an ideal circular city model linking businesses, schools, municipalities and other stakeholders.




These examples are useful because they show that effective climate education is not limited to a single format. It can take place outdoors, be creative, discursive, visual, strategic, or systemic. The key is that it be participatory and make the subject concrete.

French youth workers also described a strong culture of collaboration. All indicated that they actively seek partnerships, whether through local NGO networks, shared spaces, co-created events, cooperation with schools, or collaborations with local authorities as trainers or consultants. This finding is particularly important because it shows that youth workers do not view environmental education as an isolated activity. They see it as a field that develops through networks and cross-sectoral collaboration.





When asked about the forms of support that would improve their work, French youth workers mentioned training in sustainable development, access to local experts, readily available materials and digital resources, tools for organizing outdoor activities, and increased logistical and financial support. Pressed further on their specific needs, they emphasized the importance of spaces for exchange with other professionals and experts, training in assertive leadership, and tools for managing climate change deniers and male participants with sexist behaviors. These details are important because they reflect concrete operational needs, not simply requests for additional funding.



In Thuringia, youth workers expressed similar concerns, albeit in a more analytical way. The German report repeatedly emphasizes the importance of learning by doing and warns against overly theoretical programs. Interviewees stressed the crucial role of positive experiences, emotional connections, a caring and non-judgmental approach, structured guidance, and youth involvement. Young people learn best by doing and remain more engaged when they can shape the activities themselves and feel that the project truly belongs to them.

The German report also emphasizes the need to break down major environmental challenges into smaller, more manageable steps so that action appears concrete and achievable. This need is closely linked to that of community and belonging. Youth leaders stressed that a sense of identification with one's environment and with a collective effort can transform environmental action from an abstract duty into a relational and sustainable approach.


In Thuringia, youth workers need to develop their environmental skills, benefit from structured professional training, access inspiring role models, stable working conditions, regular funding, dedicated project spaces, and more systematic cooperation between schools and non-formal education organizations. Several interviewees emphasized that youth workers need not only funding for their projects, but also a genuine professional ecosystem that recognizes environmental education as a field requiring expertise, training, and ongoing support.

The joint analysis of interviews with youth workers in both regions reveals a very strong convergence. These workers need inspiring, not moralizing, methods. They need practical tools, peers, partners, stable working conditions, and access to expertise. Above all, they need an environment where climate education is not considered a marginal addition, but an essential area from both a social and educational perspective.

## 7. ROLE OF LOCAL AUTHORITIES AND POLITICAL DECISION-MAKERS


Both local reports clearly indicate that youth climate action cannot rely solely on NGOs, informal initiatives, or the personal dedication of a small number of youth workers. Public authorities and policymakers have a crucial role to play in ensuring that youth engagement remains fragmented or is integrated into a more supportive environment.

In Haute-Garonne, all the youth workers interviewed agree that active and committed local governance is essential for communities to effectively combat climate change. They emphasize that local authorities should place more trust in NGOs, allocate more subsidies and resources to the non-profit sector, and create spaces for communication and exchange where local stakeholders can meet and collaborate. They also assert that public policies should promote more environmentally friendly practices in everyday life, particularly through the promotion of local products, waste reduction, and the health and well-being of young people.



The German report offers an even more detailed description of what this public role could entail. Youth workers advocated for direct support mechanisms, such as training, easier access to funding information, information sessions, assistance in finding meeting places, and increased support for camps and educational activities accessible to all young people. Job security and good working conditions for youth workers were described as essential, not optional.

At the same time, the German report broadens the debate beyond mere direct support. Policymakers shape the public discourse on sustainable development, the place of environmental education in school curricula, and the wider political context in which sustainable choices are made, or not. Those interviewed advocated for better integration of education for sustainable development in schools, for incentives and regulations that facilitate environmentally friendly choices, and for a more cooperative and open political culture toward those working with young people.




The German report also sheds valuable light on the two-way nature of this relationship. One participant described the interaction between politicians and the public as a kind of “ping-pong match” where politicians must consider scientific information and create an enabling environment, while citizens must be sufficiently informed to hold decision-makers accountable. This suggests that youth participation in climate action is both a political and a democratic issue.

Both reports converge on the same observation: local authorities must not be content with symbolic support or one-off subsidies. They must contribute to building the structures that allow young people and youth workers to access information, spaces, legitimacy, partnerships, and long-term continuity.

## 8. INITIATIVES IN HAUTE-GARONNE


The French report highlights four relevant initiatives for understanding how environmental action can be implemented in the Haute-Garonne region and the nearby Pyrenees. Although they fall under different sectors, they share strong characteristics: a clear territorial focus, visible benefits for the community, and a central educational dimension. Together, they demonstrate that commitment to sustainable development can take various forms, through regenerative architecture, biodiversity restoration, local food systems, and science education in natural environments.


The Riparian Project, coordinated by the municipality of Bagnères-de-Luchon in cooperation with the local school complex, provides an accessible example of education about biodiversity and ecosystem restoration. The project uses the riparian zone of the Pique River to enable students, teachers, and volunteers to identify invasive species, understand the ecological role of riparian vegetation, and participate in the collection and propagation of local species for replanting. Its strength lies in its methodological simplicity, low cost, and direct integration within the local community. It demonstrates that concrete action can create a powerful educational experience when it connects observation, ecological practice, and an understanding of a local environment.



The COOP'TER project by ADEME in Bagnères-de-Luchon illustrates a more systemic approach. This initiative connects local producers, schools, canteens, families, young people, and residents around two complementary axes: firstly, coordination among local stakeholders, and secondly, education about food, nutrition, and more sustainable lifestyles. This initiative is interesting because it does not treat sustainability as an isolated issue, but rather as a topic situated at the intersection of the local economy, public health, education, and production chains. It demonstrates that the most robust projects are often those that link the environment to everyday issues that are immediately understandable to the population.

The RandoScience program in the Luchon valleys offers a different kind of engagement, based on immersion, scientific outreach, and a hands-on experience of the mountain environment. Through guided hikes around high-altitude lakes, participants discover local biodiversity, observe simple scientific protocols, and become aware of the fragility of Pyrenean ecosystems. The value of this initiative lies in making ecological knowledge concrete, accessible, and memorable, drawing on direct field experience. It also demonstrates that hiking, observation, and scientific interpretation can be powerful tools for raising awareness among diverse audiences, including families, school groups, and others unfamiliar with these issues.





Cal Guerxo, developed in the Spanish Pyrenees, should be understood here as an initiative rooted in the local Pyrenean context, relevant to the project's reference territory due to its geographical proximity and educational value. This project, which rehabilitated an old medieval building according to the principles of the Living Building Challenge, transformed the construction site itself into a learning space. Young people were able to participate in practical training on environmentally responsible building techniques, based on materials and choices consistent with a regenerative approach. Cal Guerxo demonstrates that a technically demanding architectural project can also serve as a vehicle for climate education, skills transfer, and concrete demonstrations of more sustainable lifestyles.

The aim of these four experiments is not only to address a specific problem, but also to gradually transform the community's perceptions, habits, and relationship with its environment. In this sense, community involvement is not a secondary element, but a central condition for their long-term impact.



The report helps to identify success factors:

- All these initiatives are based on practices consistent with their environmental objectives.
- Education never appears as a mere side effect, but as a constitutive dimension of the action itself.
- They adopt a comprehensive approach, linking ecological issues to other local realities such as health, food, architecture, territorial cooperation or biodiversity.

**This connection strengthens their social relevance and their capacity to produce lasting change.**

These initiatives highlight recurring difficulties: the need to adapt to technical or natural constraints, the difficulty in breaking with established habits, dependence on coordination between several actors, lack of funding or limited resources to expand action.

The main lessons that emerge:

- **Start on a realistic scale**
- **Continuous learning**
- **Remain flexible**
- **Building strong local partnerships**
- **Involve young people in the process as early as possible.**

## 9. INITIATIVES IN THURINGIA

The German report presents a wider range of examples illustrating how young people can engage in sustainable development through various types of local initiatives. While the cases differ in form and scope, they share several important characteristics that will be useful for future practices.

One of the most compelling examples is Generation Europe's river cleanup initiative, carried out in partnership with Next Level e.V. In this project, a group of young people decided to combat pollution in their local river by organizing a cleanup. A key factor in its success was that the young people defined their own objectives and took ownership of the project. A coach or consultant supported them by answering their questions and providing a structured and reassuring framework for the organization. The tangible environmental result—a noticeably cleaner river—generated pride, confidence, and public recognition, including a nomination for a sustainability award in Erfurt. This case illustrates the importance of youth ownership, support, and a visible local impact.

The Erfurt community garden offers another instructive example. Awarded the Thuringia Prize for Nature Conservation in 2024, this initiative has focused on the creation of green spaces, biodiversity and adaptation to urban climate change.

Young people were involved from the beginning, particularly in fundraising and communication.

The success factors identified include shared responsibility, leveraging everyone's skills, and creating opportunities for informal discussion.

The difficulties encountered – internal conflicts and overly rigid rules – were overcome by refocusing participants on the overall vision and adopting a more open approach.

The German report also draws lessons from Greencademy's youth exchange activities (Erasmus+ KA152), which highlighted the importance of hands-on engagement. These activities demonstrated that concrete environmental learning can lead to deeper understanding and memorable experiences, particularly when young people are not seen as passive recipients of information, but as active participants in shared processes.

The Dramacademy Kids Camp and the Youth for Biodiversity association illustrate other avenues for engagement. In the former, creative and performative methods allowed participants to explore environmental issues through artistic expression. In the latter, immersive community living, direct contact with nature, and collective responsibility fostered strong emotional bonds and memorable learning experiences. The report highlights, for example, that the participants were so engaged that they transported their waste to Erfurt for proper sorting—a sign of internalized responsibility rather than mere superficial compliance.

Other local examples include repair workshops and urban gardening projects. These initiatives are important because they demonstrate that climate education does not always require large-scale interventions. Open formats for skills sharing, regular meetings, and partial cooperation with schools can already generate significant and lasting community engagement around waste reduction, the circular economy, and local food production.



The German report identifies several recurring success factors in these initiatives:

- learning through experience,
- participatory design, positive emotional connection,
- structured support,
- clear objectives and achievable steps,
- a holistic and accessible approach,
- supportive discussion spaces and a sustained effort over time.

He also warns of an important problem: many projects struggle to ensure their long-term continuity because participants move away, their personal circumstances change, or the initiative relies too heavily on a small number of committed individuals.

**This is why the report emphasizes the need for coordination structures capable of sustaining knowledge, networks and momentum beyond a specific project cycle.**

## 10. CONVERGENCES AND DIFFERENCES

The joint analysis of the French and German results reveals several important convergences. In both regions, young people possess at least a basic awareness of climate change and are not disengaged by default. In both cases, however, concern often remains partial, hesitant, or difficult to translate into action. Lack of time, insufficient guidance, a lack of practical opportunities, and weak support structures constitute major obstacles, according to both studies. The importance of concrete, participatory, and socially relevant methods is emphasized. Finally, the central role of youth workers and the need for increased support from local authorities are also highlighted.

At the same time, the two reports also differ in their approach. The French report places greater emphasis on the unequal distribution of concerns and knowledge among young people and establishes a clear hierarchy of thematic areas of interest such as renewable energy, biodiversity, water conservation, and sustainable consumption.



It also offers more detailed information on collaborative practices among youth workers and on the various forms of local initiatives already in place in the south of France. The German report, meanwhile, provides a more in-depth analysis of the nature of the obstacles and formulates more elaborate recommendations concerning public policies, professionalization, and systemic infrastructure.

Another difference lies in how the reports describe the link between awareness and authenticity. The German report explicitly raises the issue of superficial or face-sham engagement, highlighting that some environmental actions can remain more visible than deeply rooted. The French report does not frame the problem in these terms, but reveals similar tensions, for example, when a very active person nevertheless rates their own activism at the lowest level. These two observations underscore the difficulty of defining what constitutes meaningful climate engagement and how young people perceive themselves within it.



Another point of comparison concerns the political context. French youth leaders stressed the need to address denial, the presence of masculinist participants, and a more general hostility towards climate and social issues.

Respondents in Germany placed greater emphasis on the lack of institutional communication, weak cooperation among policymakers, fragmented information, and the absence of stable structures. These are different but related challenges.

In both cases, the commitment to climate action does not take place in a neutral space.

IT IS SHAPED BY THE SOCIAL AND POLITICAL CLIMATE IN WHICH THE WORK WITH YOUNG PEOPLE TAKES PLACE.

Overall, the comparative analysis suggests that the project is well-positioned to address common needs while taking regional specificities into account. The project does not need to develop a new theory of engagement. Local research has already demonstrated which types of methods, support, and partnerships foster more likely and meaningful participation.



## 11. JOINT RECOMMENDATIONS

The recommendations below are based on recurring trends from the two local reports.

1. Education for sustainable development must be designed as a practical, participatory approach rooted in the local context. Young people are more likely to get involved when they can carry out concrete actions—cultivating, repairing, building, cleaning, mapping, imagining, creating, discussing, visiting, or prototyping—rather than simply receiving abstract information. Activities should make sustainable development visible in everyday life and connect it to the realities of local communities.
2. Programs must avoid guilt-inducing or overwhelming rhetoric. Both reports highlight eco-anxiety, hesitancy, self-criticism, and feelings of worthlessness. Therefore, youth engagement strategies must prioritize opportunities, concrete actions, and collective action. Breaking down major challenges into simpler steps, celebrating progress, and creating emotionally positive experiences are not secondary choices, but essential elements for sustained engagement.

3. Youth participation should be viewed as co-creation, not mere passive presence. The most compelling examples cited in the reports are those where young people define the objectives, shape the projects, take ownership of them, and own the results. This requires facilitation methods that value young people's perspectives and foster initiative, ownership, and adaptation.
  
4. Youth workers need better professional support. This includes training in sustainable development and environmental skills, access to experts, readily available materials, peer-to-peer exchange spaces, support in program design, and stable working conditions. If youth workers are expected to guide complex environmental learning processes, their role must be recognized as specialized, demanding, and socially essential.

5. Access to information needs to be improved. The German report highlights the lack of centralized, concise, and practical information on opportunities, funding, regulations, and existing projects, while the French report shows that young people often rely primarily on social media and informal channels. Public institutions, NGOs, and project networks should therefore organize information in a way that is visible, usable, and tailored to young people.

6. It is necessary to strengthen the links between schools, non-formal education, and community initiatives. Both reports show that the most significant learning about sustainable development takes place outside traditional classrooms, yet formal education remains a crucial means of raising awareness among a large number of young people. Cooperation between these different actors can make participation more regular, more equitable, and more locally rooted.


7. Local authorities and policymakers should move beyond ad hoc support and invest in participatory ecosystems. This includes funding, but also communication channels, meeting spaces, training, recognition of NGOs as key actors, integration of these actors into school curricula, political incentives for sustainable lifestyles, and more responsive structures that allow young people to express themselves in local decision-making processes.
  
8. Successful small- and medium-scale initiatives should be documented, networked, and replicated where appropriate. Both regions already have strong examples. What is often lacking is not innovation itself, but the continuity, visibility, and transferability necessary for the dissemination and development of best practices.

**FINALLY, YOUTH CLIMATE ACTION SHOULD NOT BE VIEWED AS A MERE MARGINAL ENVIRONMENTAL ISSUE, BUT AS PART OF A BROADER DEBATE ON COMMUNITY, JUSTICE, HEALTH, DAILY LIFE AND DEMOCRATIC PARTICIPATION.**

## 12. CALL TO ACTION

The research is unequivocal: if young people are absent from the fight against climate change, it is not due to indifference. Many of them are concerned, many are motivated, and many are already taking action. But concern requires resources. Motivation requires support. Action requires structures.

Green Seeds therefore invites youth workers, schools, municipalities, community leaders, local stakeholders, and public authorities to create the conditions that enable young people to become agents of the transition to sustainable development. This involves entrusting them with responsibilities, valuing the opportunities available to them, investing in practical and participatory education, supporting youth workers in their professional development, and strengthening intersectoral cooperation.




This also means recognizing that climate action is not limited to individual behaviors.

**It relies on collective learning, local infrastructure, support institutions, and the opportunity for young people to see the impact of their efforts.**

If communities want young people to become agents of change, they must offer them more than slogans.

They must give them access to resources, time, space, support, legitimacy and real room for maneuver to exert influence.



## CONCLUSION

Young people care about environmental issues, but this interest alone is not enough to guarantee a lasting commitment.

Youth workers know many effective methods, but they need better support and more robust structures.

Successful initiatives already exist, but they require more continuity, visibility, and coordination.

The comparative analysis confirms that the challenge of youth engagement for climate action lies not in a lack of interest, but rather in the absence of favorable ecosystems that allow this interest to be transformed into concrete and sustainable actions.

When young people take ownership of the subject, play a practical role, benefit from support, an emotional connection and a sense of belonging to a community, their engagement becomes deeper and more meaningful.

In the absence of these conditions, commitment often remains hesitant, symbolic, or ephemeral.

For Green Seeds, this is an encouraging conclusion. The project isn't starting from scratch. It's situated in two regions where there are already committed youth workers, dynamic local initiatives, and young people ready to be taken seriously. The challenge now is to transform the lessons learned from this research into tools, experiences, and structures that will further realize this potential.