

# Centre of Expertise Global Governance

New Actors, New Solutions

## Research Program



**let's change**  
YOU. US. THE WORLD.

**THE HAGUE**  
UNIVERSITY OF  
APPLIED SCIENCES

ABOUT

# Academy for Global Governance Innovators

**Pilot edition Youth Participation in climate policies  
(September – December 2021)**



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# INTRODUCTION

## The Academy of Global Governance Innovators

The Academy is a **new initiative** within the Centre of Expertise for Global Governance and focuses on innovative projects where THUAS students, lecturer-researchers, and practitioners collaborate, developing new solutions to emerging global challenges. The introduction of this new initiative is embedded in the Centre's motto '*New actors, new solutions*', the new solutions being the innovative processes and project work that students carry out and deliver with the help of experts and by bridging various stakeholders, connecting to the pool of 'new actors' relevant to governance.

As a platform for collaboration, the Academy offers **unparalleled opportunities** for students to expand their professional network, work on multidisciplinary projects, hone their skills, and broaden their knowledge about issues that will no doubt shape the future. In each project cycle, students are designing and creating concrete professional products, coached by leading experts within their respective field.

The Academy is set to focus on acknowledged "emerging issues" through which we understand the emerging practical challenge or challenges faced by (future) professionals, from a multidisciplinary and multilevel perspective.

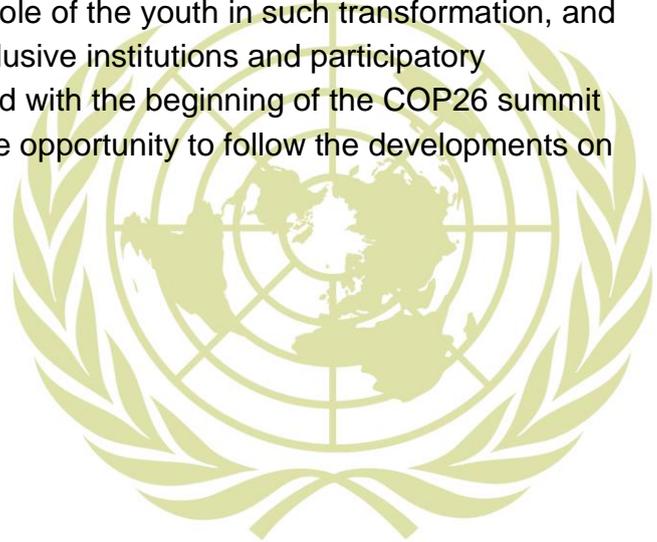
With this focus, the Academy fits each of the **specific purposes** that the Centre of Expertise has set for itself: 1) to equip (future) professionals with the tools necessary to better navigate (new) governance structures; 2) to improve public visibility of and engagement with the main governing bodies that affect our daily lives; and 3) to contribute to the development of better governance mechanisms; mechanisms conducive to inclusion, equal representation, accountability and legitimacy.

The first of such themes starting in the **pilot edition** in September 2021 focused on *Youth Participation in climate policies* - a topic that certainly mobilizes interest from students and appeals to their sense of social responsibility and creativity.

## EVENTS

### **Kick-off event with UN Special Rapporteur David R Boyd**

On 23 September, the Academy was launched with an [event and keynote lecture](#) by David R Boyd, UN Special Rapporteur on Human rights and the Environment. The keynote address and ensuing discussion underlined the importance of human rights in catalysing societal transformations and the role of the youth in such transformation, and talked about promoting youth agency for inclusive institutions and participatory processes. The launch of the event coincided with the beginning of the COP26 summit and the project timeline offered an invaluable opportunity to follow the developments on global climate negotiations.



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**66.7%** *of the respondent participants found the keynote lecture by David Boyd ‘Very relevant and useful’*

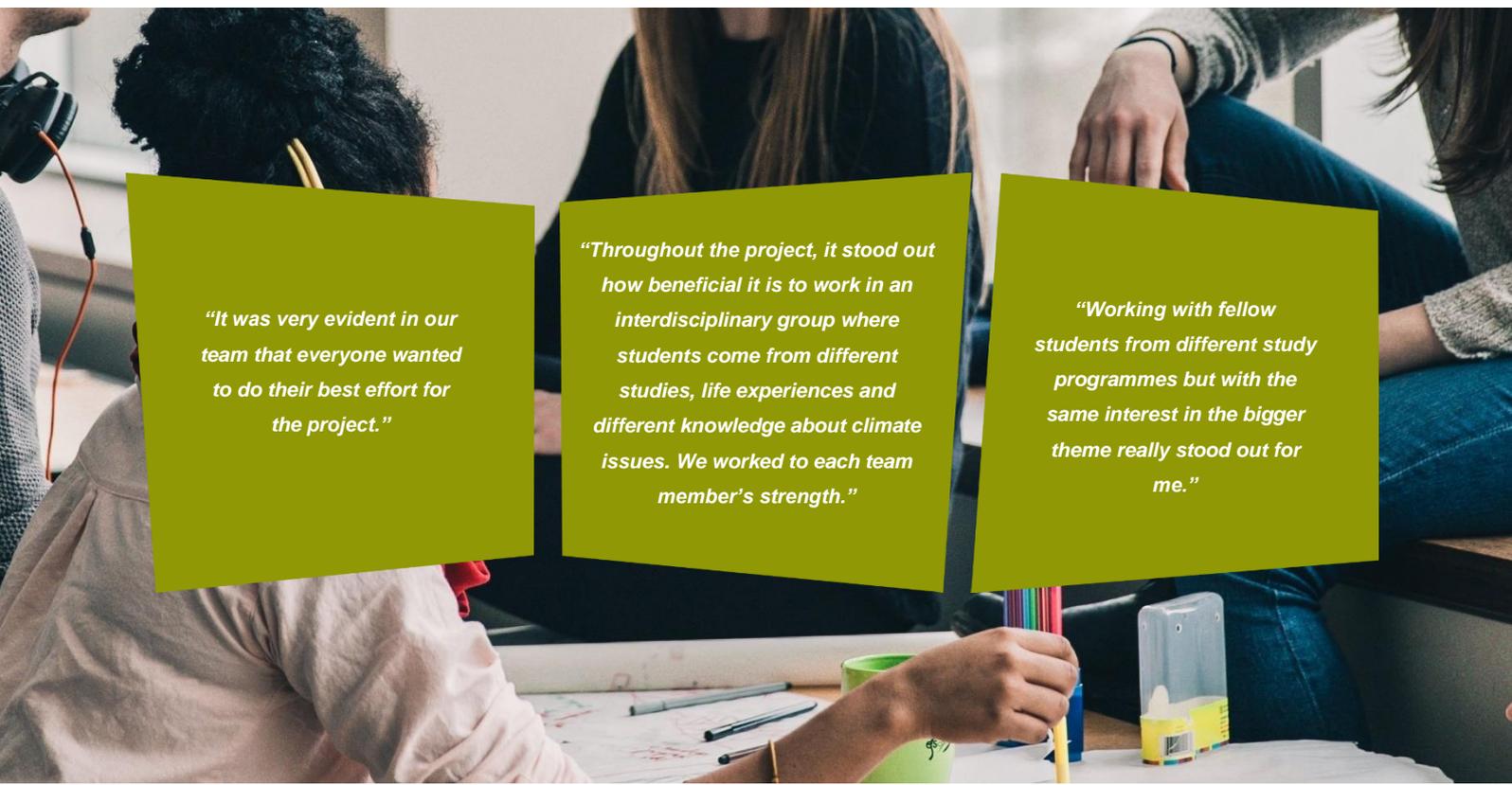
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# PARTICIPANTS

## Our students

The student participants (11) of the pilot edition came from different THUAS programmes: European Studies, International Business, and Law. Participation was entirely on a voluntary basis, and for the pilot edition no study credits were offered. In our mid-term review (see annex), the students emphasized that granting study credits to the programme and converting it into a study project would be highly desirable.

The multidisciplinary character of the project work accommodated fruitful collaboration between the students and greatly added to the success of the process and quality of the final products.



*“It was very evident in our team that everyone wanted to do their best effort for the project.”*

*“Throughout the project, it stood out how beneficial it is to work in an interdisciplinary group where students come from different studies, life experiences and different knowledge about climate issues. We worked to each team member’s strength.”*

*“Working with fellow students from different study programmes but with the same interest in the bigger theme really stood out for me.”*

# PARTNERS

## Our partners in the pilot edition

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### **Netherlands Youth Climate Movement (Jonge Klimaatbeweging) ...**

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... is an independent foundation that works towards uniting the voice of young people in the climate debate, on behalf of more than fifty different youth organisations. The Young Climate Movement is based on a clear idea: young people deserve a voice to shape their own sustainable future. To this effect, as umbrella organization, they organize campaigns and educational activities, enter into discussions with policy-makers (nationally and internationally) and provide input for policies. Our contact person was Jai Tjin-a-ton, project manager.

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### **Centre of Expertise Global and Inclusive Learning ...**

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... within THUAS uses practice-oriented research, debates, dialogue and out-of-the-box thinking to promote learning processes and sustainable innovation within education and beyond by focusing on topics such as global citizenship, talent development, inclusive education, internationalisation at home and practical wisdom within the professional field. Our contact person was Janneke Wubs, lecturer-researcher.

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### **Initiatives of Change ...**

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... is a global movement of people of diverse cultures and backgrounds who are committed to building a more just, peaceful and sustainable world. Their mission is to inspire, equip and connect people to address world needs, starting with themselves. They work worldwide on several initiatives through a network of individuals, groups, and organisations. Our contact person was Willem Jansen, programme coordinator.

# ASSIGNMENTS

## At the focus of our work: the assignments

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### ASSIGNMENT 1 (BY THE YOUNG CLIMATE MOVEMENT):

#### “A ROADMAP FOR SUSTAINABILITY”

THEME: Roadmap to sustainable youth organisations (with limited financial resources)

#### Guiding directions:

- Take into account law and regulations from the EU and Dutch government
- Identify short term and long term wins
- Make the roadmap affordable for organisations with not much to spare
- Add implementation methods and timelines to suggested solutions
- It is our aim to improve our relationship with our partner youth organisations.



# ASSIGNMENTS

## At the focus of our work: the assignments

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### ASSIGNMENT 2 (BY THE CENTRE OF EXPERTISE ON GLOBAL AND INCLUSIVE LEARNING AND INITIATIVES OF CHANGE):

#### “A REPORT AND VISUAL REPRESENTATION”

**THEME:** Characterisation of a chosen target population of The Hague youth, specifically regarding their awareness, knowledge, and willingness to act on the issue of protection of nature and nature’s rights in this city.

#### Guiding directions:

- Choose and define a target group of The Hague youth, whom you can reach and talk to. (e.g. fellow THUAS students, primary school children in a certain neighbourhood, teenage members of a scouting club, or whomever will be reachable)
  - Prepare your method or methods of mapping the ‘nature’s rights culture’ among this group. Make sure that it is especially suited for your chosen target group. (interviews, photo voice, or other participatory and/or other creative methods)
  - Listen carefully to your respondents and draw conclusions on their awareness, knowledge and willingness to act on the issue of protection of nature and nature’s rights in this city. Add your own nascent ideas on how to enthuse or empower the target group of youth to take action.
  - Devise a stand-alone presentation of your results and ideas that lofC can use to inform interested stakeholders (podcast, photoposter, website, short film etc.).
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# ASSIGNMENTS

## At the focus of our work: the assignments

### ASSIGNMENT 3 (BY THE CENTRE OF EXPERTISE ON GLOBAL GOVERNANCE)

#### “A CHAPTER FOR OUR HANDBOOK ON GLOBAL GOVERNANCE”

**THEME:** The role of youth in influencing global climate governance arrangements. The social mobilization and advocacy and other skills needed for such impactful engagement.

#### Guiding directions:

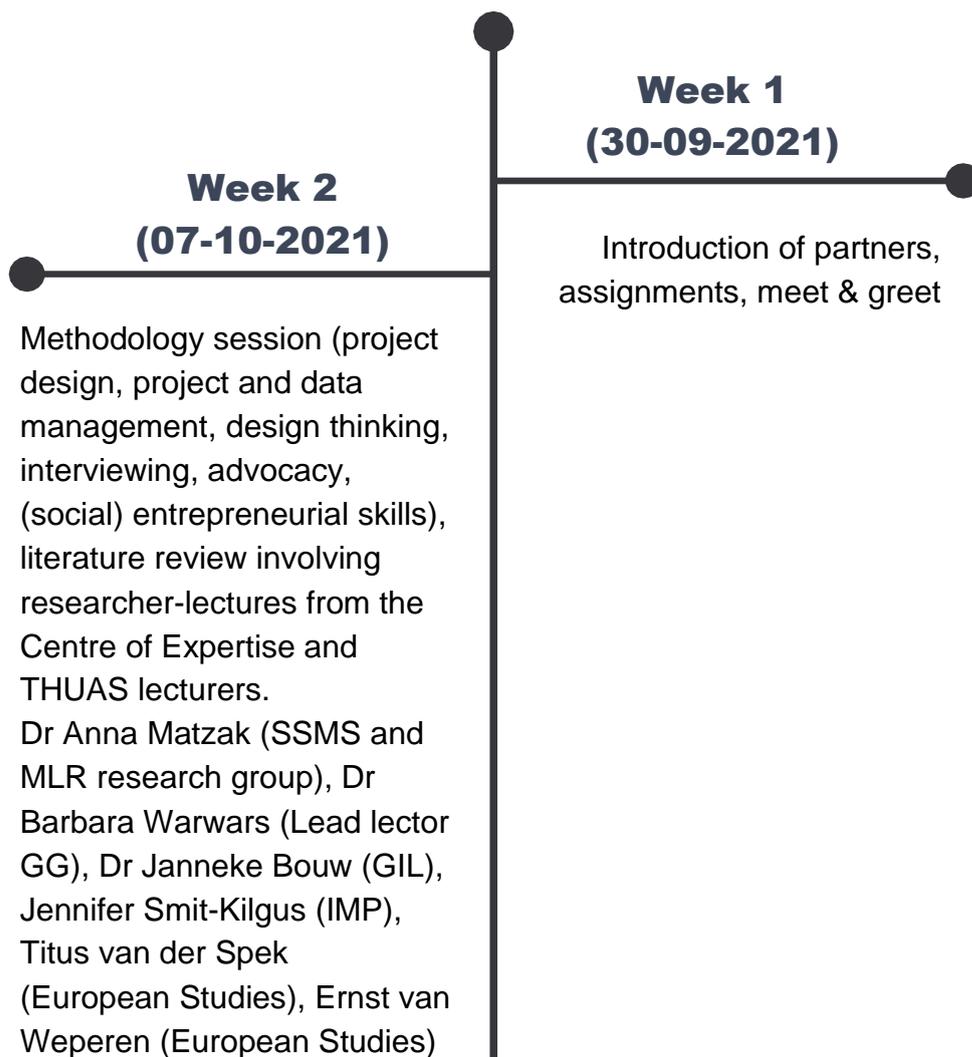
- (Why) are youth organisations ‘new’, ‘invisible’, or under-researched, and why are they key to further our understanding of global climate change governance in practice?
- How do youth organisations’ practices contribute to making global climate change governance institutions (formal and informal ones) and/or multi-level governance regimes more inclusive, equitable and just?
- What skills do or did youth organisations have or need(ed) to acquire in order to successfully exercise their role through these practices? How could they do so?
- What can practitioners and future professionals learn from these case studies for global governance policy making?



# PROGRAMME

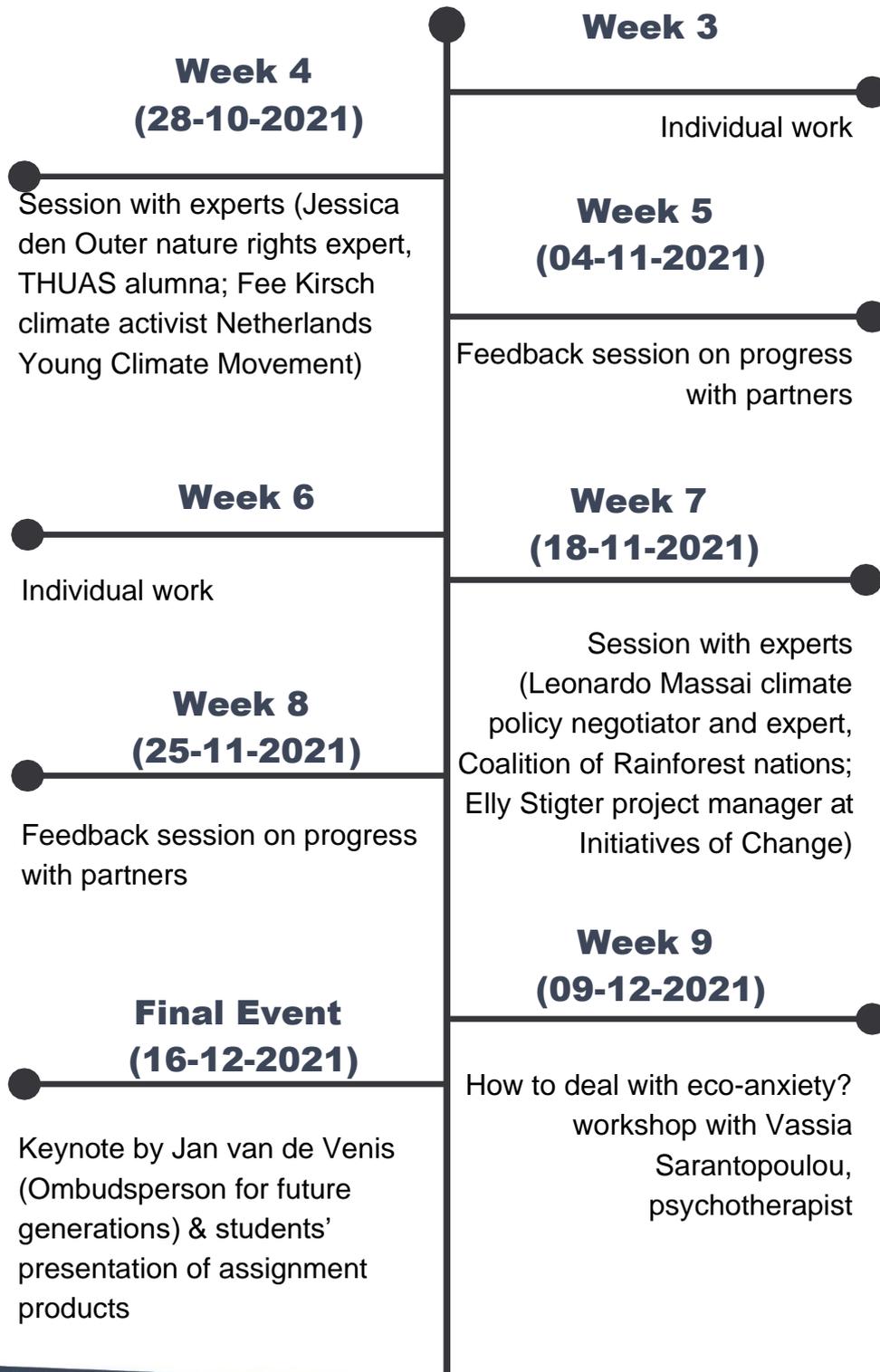
## Programme – timeline of sessions

The programme included an introductory session whereby assignments were presented and an ensuing workshop that highlighted the skills that students would need through the project process. The rotation of meeting with external experts – consultation/feedback – individual (group) work corresponded to the practical approach of the students' work process: investigation – ideation – execution. The sessions with external experts all involved leading experts from the field and from diverse areas all corresponding to the assignments. These sessions were especially beneficial for the networking objective of the Academy.



# PROGRAMME

## Programme – timeline of sessions



# PROGRAMME

## Programme – testimonies

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*We very much appreciated all the workshops that we could participate in as we worked through the project, the meetings with the client and the experts. Within the group we all had a different approach to sustainability, but with the experts' input we could tailor our approach.*

*Thanks to the meetings with professionals, we got to know different aspects of the topic.*

*We found it very useful to have regular meetings and feedback with the client, which helped shape the format of the final product and its practical use.*

*We appreciated all the opportunities to discuss global climate governance with each expert that we met in the workshops.*

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# APPROACH

## A skills-focused approach

The project's multidisciplinary format allowed for the development of critical- and design thinking skills, applied research skills, interviewing and questionnaire design, communication, organization and drafting skills. The students got the chance to collaborate on professional deliverables with experts in the field while developing new skills, conducting networking and achieving real life exposure to challenges present in professional practices. Indeed, all three assignments involved data collection through questionnaires and interviews and the students engaged with a broad spectrum of professionals in the relevant field, and one of the groups with the THUAS student community. These skills have clear linkages to values central to *Curious, Caring, Connecting*.

Through the assignments, the Academy wished to train a pool of change-agents, future professionals who are confident in and committed to addressing challenges with global relevance and make a difference for their communities while possessing the necessary skills to make lasting impact.

*"The assignment has helped us to become more result-oriented. We all came from more academic-oriented programmes where the assignments are focused on literature review. During this assignment, we focused on tangible objectives and every adjustment we made on our product worked towards this exact goal. It was very satisfying to see improvement to our product week by week and kept our motivation up."*

*"Drawing up the survey questions taught us about the topic."*

*"This project really helped us to familiarize ourselves with research in a learning by doing approach."*

# PRODUCTS

## Products and what happens with them next

**Group 1** designed a Roadmap for sustainable operation of youth organisations that the Youth Climate Movement (Jonge Klimaatbeweging) can share with the many youth organisations that they represent. Through detailed conversations with small youth organisations, the suggestions for sustainability (placed in structured posters) included suggestions for Going Green for meetings, Going Green when travelling, Going Green in supply management, Going Green in the office.

**Group 2's** product presented a comprehensive analysis on THUAS Business students' perception on nature rights. The questionnaire that the group carefully designed and disseminated within the International Business, Bedrijfskunde (NL) programmes and the private/commercial track of European Studies canvassed the awareness and knowledge of and willingness to protect nature rights. The group also collected from the target group photos about their perception of what nature means in their everyday life.

**Group 3** based its work on a thorough literature review, questionnaires and interviews engaging with youth organisations globally. The survey gave invaluable insight into the main challenges these youth organisations are facing in effectively influencing climate policies. The analysis also presented the skills that are most needed for successful engagement by youth organisations in the many levels of policy-making and climate action.

The chapter will be considered for publication within the upcoming handbook on Global Governance, a flagship publication by the Centre of Expertise on Global Governance.

The findings and photos will be presented in 2022 December at an event organized jointly by the Centre of Expertise Global and Inclusive Learning and Initiatives of Change. In addition, Initiative of Change's Board will discuss the findings of the project in connection to one of its focus, namely ethical (business) leadership.

*The Academy acted as a fantastic networking platform during the covid-19 pandemic and helped us to establish a network and to conduct discussions with other like-minded and ambitious individuals.*

## VISION

### Our vision for the Academy within the Centre of Expertise and THUAS



To enhance the mission of the Centre of Expertise, the Academy hopes to connect with study programmes and serve as a platform for supplying applied research assignments for a broader group of students. In this way, students will be able to obtain credits and study programmes will benefit from our Center's researcher-expert input.

As the Centre continues to expand its professional network, the assignments about global challenges connect the students to various stakeholders and offer a genuinely multi-level perspective (national, local, and international). The Centre will advance and develop practical solutions through the Academy whereby we can influence policymaking, society and/or the professional field.

*Dr Barbara Warwas*

*Leading Lector Centre of Expertise on Global Governance  
Professor/Lector Multilevel Regulation*



The Academy wishes to continue its mission in integrating emerging global governance issues in THUAS' research activities and educational approach, while enhancing skills and enriching the world-view of the students, future professionals. Along these objectives, we are particularly interested in fostering cooperation with other centres of expertise and educational programmes and expanding strategic partnerships with organisations in The Hague and beyond.

*Dr Tamara Takács,  
Coordinator of the Academy and senior researcher*

