

Youth Recommendation Policy Report of Just Transition Process

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INTRODUCTION



I learned that a just transition ensures economic and social fairness when shifting to green energy. It requires government support and investment in renewable energy and creates new job opportunities in sustainable industries. Additionally, just energy transition should not left behind the most vulnerable groups.

Young project participant



The energy transition represents a multifaceted challenge extending beyond a mere shift from non-renewable to renewable energy sources. It encompasses a significant socio-economic dimension, where the imperative of ensuring a just transition is paramount. This equitable dimension manifests in the safeguarding of labor rights for individuals undergoing professional transitions and the provision of comprehensive social justice. Given the inherently processual nature of the energy transition, its long-term consequences will disproportionately affect younger generations. Consequently, their substantive inclusion in all relevant processes is indispensable. As a demographic constituting a potent catalyst for societal transformation and a significant driver of social change, the engagement of young people in diverse social issues holds critical importance.

The report is written as part of the project „Panda Labs Achievers: Youth for a Just Energy Transition – PLAY JET“. The purpose of this report is to amplify the voices of young people from four countries involved in the project – (Bulgaria, Montenegro, North Macedonia and Serbia) about the energy transition process, ensuring that they are not only heard but actively involved in decision-making at local, national, and regional levels. The report assesses the challenges that youth face in contributing to energy transition, identifying key barriers such as limited access to education, inadequate job opportunities in the green economy, and systemic inequalities that hinder their participation.

In addition to highlighting these challenges, the report provides policy recommendations aimed at fostering a more inclusive and just energy transition. These recommendations focus on creating an enabling environment for youth engagement, including through enhanced access to education and training, the creation of green jobs, and policies that support the diversification of energy sources and economic development. Ultimately, the report seeks to contribute to the development of sustainable, resilient communities where young people are empowered to play an active role in shaping the future of energy systems.



EXECUTIVE SUMMARY

This report was developed as part of the regional initiative - **Panda Labs Achievers: Youth for a Just Energy Transition (PLAY JET)**, a project that engaged young people from coal-dependent regions in Bulgaria, Montenegro, North Macedonia, and Serbia in shaping the future of energy systems in their communities. Recognizing that the consequences of climate change and the shift to renewable energy will be most acutely experienced by younger generations, the report seeks to elevate youth voices and transform them into concrete contributions to the policy discourse on the just energy transition.

The document explores the multidimensional challenges young people face in regions historically reliant on fossil fuels—not only environmental degradation but also economic instability, limited educational pathways, and systemic exclusion from decision-making processes. Despite these barriers, the project has revealed a strong willingness among youth to be proactive agents of change. Young people expressed deep concern over social justice and environmental sustainability, but also conveyed an eagerness to lead innovation in the green economy, contribute to sustainable local development, and build resilient, inclusive communities.

What emerges from this report is a compelling narrative of transition—not just from coal to renewables, but from disempowerment to participation. Through qualitative and quantitative research, desk analysis including surveys and focus group discussions, the project captured young people's evolving understanding of just transition principles. Participants articulated a vision for change that centers on equity, opportunity, and inclusion. They underscored the importance of education, green entrepreneurship, community-driven solutions, and fair policy frameworks as integral to the success of this transformation.



BACKGROUND AND RATIONALE

Existing challenges faced by youth in coal-dependent regions



Youth in coal-dependent regions of the Balkans face a range of socio-economic and educational challenges that hinder their full participation in energy transition processes. The primary issue is the over-reliance on coal for both energy generation and local employment. Many young people in these areas have limited access to modern education and skills training related to renewable energy technologies and the green economy. This lack of access to relevant education means that youth are often ill-prepared for the new opportunities created by the shift toward clean energy.



Additionally, the transition away from coal presents concerns about job displacement. Many young people in coal-dependent regions have parents or family members employed in the coal industry, and there is uncertainty about how job losses in coal sectors will be mitigated. The absence of clear pathways to alternative employment in the green economy exacerbates these concerns, leading to social instability and increased emigration among youth seeking better opportunities abroad.

Moreover, there is often a lack of youth representation in policy-making processes, which results in the insufficient integration of youth interests in decisions related to energy transition strategies. These regions also face challenges related to limited access to technology, innovation hubs, and networking opportunities, which restrict the potential for youth-driven solutions in energy transitions.

Key policy frameworks related to youth, education, and energy transitions



Several international frameworks and commitments support youth engagement in the energy transition process, with a focus on education, sustainable development, and climate action. One of the most significant of these is the European Green Deal, a set of policy initiatives aimed at making the European Union climate-neutral by 2050. [The EU Green Deal](#)¹ includes provisions that emphasize the need for a just and inclusive transition, where young people play a key role in shaping the future of Europe's energy systems.

[The United Nations Sustainable Development Goals \(SDGs\)](#)² are also instrumental in guiding energy transitions. Specifically, SDG 7, which calls for affordable and clean energy, and SDG 13, which urges action on climate change, underline the need for youth engagement in shaping policies and solutions that support both environmental sustainability and social inclusion. SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth) further emphasize the importance of providing youth with education and employment opportunities, including in the green economy.

These international frameworks provide a solid foundation for national policies in the Balkans, advocating for the integration of youth interests in energy policy development, ensuring that young people are provided with the tools and opportunities to thrive in a decarbonized future.

The concept of a "Just Energy transition" and its implications for the future



The concept of a "just energy transition" refers to the transformation of energy systems from reliance on fossil fuels to cleaner, renewable sources in a manner that is equitable, inclusive, and socially responsible. This transition is not only driven by the need to address pressing environmental concerns such as climate change, but also by the imperative to ensure that the benefits and challenges of this shift are shared fairly across all segments of society. A just energy transition acknowledges the economic and social realities of communities, industries, and workers historically dependent on fossil fuels, particularly coal, for their livelihoods.

The implications of a just energy transition are far-reaching. In the future, such a transition could lead to a healthier environment, with reduced emissions and pollution, as well as the creation of new economic opportunities through investments in renewable energy technologies, energy efficiency, and green jobs. However, this shift must be managed carefully to prevent social and economic dislocation. Ensuring that affected workers and communities are supported with retraining opportunities, social safety nets, and sustainable economic alternatives is essential for achieving an inclusive and effective energy transition.

1 European Green Deal, available at: https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en

2 The United Nations Sustainable Development Goals, available at: <https://sdgs.un.org/goals>

The importance of youth involvement in the Just Energy transition



The active involvement of youth in the just energy transition is crucial for ensuring that the transformation is not only environmentally sustainable but also socially just and forward-thinking. As the generation most likely to experience the long-term consequences of climate change and the shift to a green economy, young people have a vested interest in shaping the policies and actions that will define the future of energy systems.

Youth involvement brings fresh perspectives, innovative solutions, and a sense of urgency to the transition process. By engaging young people, the transition can benefit from their creativity and adaptability, qualities that are essential for addressing complex challenges. Moreover, young people's participation ensures that the transition is designed with future generations in mind, addressing their specific needs and opportunities. Providing young people with the education, skills, and resources necessary to participate in the green economy not only empowers them but also ensures that the transition fosters long-term, sustainable growth and social inclusion.

Youth engagement in energy transition processes is critical in the Balkans, a region that is significantly dependent on coal for energy production. The shift to renewable energy presents both challenges and opportunities for young people, particularly in coal-dependent areas where energy systems and local economies have been traditionally built around fossil fuel industries. Over the past decade, various programs and projects have sought to involve youth in the energy transition, recognizing their potential as future leaders in driving the green economy forward. These initiatives, supported by both governmental and non-governmental actors, focus on empowering young people with the necessary skills, education, and opportunities to actively participate in the transition to a more sustainable energy future.

Youth-led projects in the Balkans are increasingly focusing on raising awareness of climate change, renewable energy technologies, and sustainable practices. These programs also aim to foster skills development in sectors such as energy efficiency, sustainable agriculture, and eco-friendly entrepreneurship. Local youth organizations, in collaboration with regional governments, have become instrumental in advocating for policies that support clean energy solutions and socio-economic inclusion during the energy transition.

Importance of youth-driven initiatives and their contribution to local economies and sustainable development



Youth-driven initiatives are pivotal in shaping the success of the energy transition in the Balkans. As digital natives, young people bring innovative ideas, technological skills, and new approaches to problem-solving that are essential for the region's sustainable development. By actively participating in energy transition projects, youth can not only advocate for change but also contribute directly to their local economies through the creation of green jobs, eco-friendly businesses, and sustainable development projects.

Youth-led initiatives often focus on community-based solutions that address both environmental and economic challenges. For example, youth in the Balkans are increasingly engaging in renewable energy projects, such as solar energy cooperatives, small-scale hydroelectric ventures, and energy efficiency programs for residential areas. These projects not only contribute to local sustainability goals but also create employment opportunities for young people and foster innovation at the grassroots level.

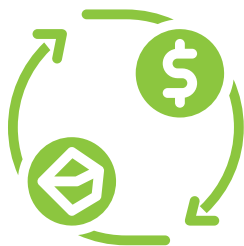
Moreover, youth-driven initiatives can contribute to the revitalization of regions affected by the decline of traditional industries such as coal. By promoting local entrepreneurship and innovation, young people can help diversify local economies, reducing dependence on coal and fostering new sources of income, including in tourism, sustainable agriculture, and green technologies. Through their involvement in decision-making and practical projects, youth can drive the transition from a fossil-fuel-based economy to one that is more resilient, equitable, and sustainable.

In sum, empowering youth to take an active role in energy transition processes not only benefits young people themselves but also contributes to broader social and economic development. By aligning youth initiatives with sustainable energy goals, the Balkans can move toward a more inclusive, green future that provides opportunities for all members of society.



PANDA LABS ACHIEVERS: YOUTH FOR A JUST ENERGY TRANSITION PLAY JET

Brief overview of the coal regions involved in the PLAY JET project and their dependence on coal and energy sectors



The coal regions under focus— Bulgaria, Montenegro, North Macedonia and Serbia — are characterized by a heavy dependence on coal as a primary energy source. These countries have historically relied on coal for electricity generation and heating, with coal-based power plants forming the backbone of their energy infrastructures. Serbia and Bulgaria are among the European countries with the highest levels of coal dependency, with the sector playing a significant role in their economic structure.

However, this reliance on coal comes with substantial environmental costs, including high carbon emissions, air pollution, and public health concerns. The energy sector in these countries is also facing several structural challenges, including aging infrastructure, inefficiency, and the need for modernization. Transitioning away from coal and towards renewable energy sources presents both opportunities and challenges. While the shift promises environmental and economic benefits in the long term, it also necessitates careful planning to mitigate the social impacts, including potential job losses in the coal industry and the need for substantial investments in new energy infrastructure.

Brief overview of the project goals and the role of education and skill development in empowering youth

The project “Panda Labs Achievers: Youth for a Just Energy Transition” (PLAY JET) aimed to address the climate crisis by increasing knowledge and awareness about climate change and the challenges of a Just Transition (JT) among high school students from coal-dependent regions in Bulgaria, Montenegro, North Macedonia and Serbia. The initiative sought to empower youth through education, innovation, and active participation in policymaking processes, fostering a culture of green entrepreneurship and civic engagement.

The project specifically targeted high school students aged 15 to 19 from communities reliant on coal, including Pernik, Bobov Dol, and Kyustendil in Bulgaria; Aleksinac in Serbia; Bitola in North Macedonia; and Pljevlja in Montenegro. These young people often faced limited local opportunities and high rates of emigration. The project worked to equip them with the tools and confidence needed to become active changemakers within their communities.



Key activities included the development of a digital learning platform focused on climate change, renewable energy, and sustainable innovation; the organization of hackathons and innovation camps where youth co-created green entrepreneurial ideas; simulations of economic and social councils, alongside direct youth participation in policy roundtables; the establishment of online collaboration hubs to foster peer learning and community building; and a regional conference to showcase project outcomes and promote future cooperation.

The project generated several significant outcomes. It developed a scalable educational methodology that combined green entrepreneurship with policy advocacy. Young participants were empowered to design and advocate for sustainable local development strategies. By promoting green career pathways, the project contributed to reducing youth emigration in coal-dependent communities. It also strengthened collaboration between youth, educators, local authorities, and the private sector. The model of youth-led Just Transition developed through the project proved to be replicable and relevant across the EU and candidate countries.

Education and skill development were central components of the initiative. Through training in renewable energy technologies, energy efficiency, and climate policy advocacy, the project created a skilled cohort of young people ready to drive innovation and change in the energy sector. Furthermore, the project promoted entrepreneurship and social innovation, enabling youth to design sustainable solutions that addressed local energy challenges and contributed to the broader energy transition.



PLAY JET IN NUMBERS

Throughout the project, several strategic objectives were achieved. **More than 500 young people** were equipped with knowledge and skills to develop near-market, innovative solutions to address climate and JT challenges through an engaging educational program. A cross-border network of 500 young social innovators - “Panda Labs Achievers”- was established, enabling collaboration on sustainable, impactful innovations for their regions. Young participants were empowered to advocate for their ideas and engage directly with local and regional decision-makers, contributing to policy development and regional transformation. The project also raised public awareness of climate change and Just Transition processes, encouraging inclusive dialogue across the targeted regions.

Table 1: Key project statistics

Partner	Key Activities	Participants	Outcomes & Impact
Eco Team (Montenegro)	Educational Program: Delivered to 60 students (fall), total 120 across spring & fall.	120 students (aged 14–16), 4 teachers	Improved knowledge on climate issues; skills in design thinking, problem-solving, social innovation.
	Panda Hub: Engagement via Discord platform.	10 students joined	Fostered cross-border collaboration and digital interaction.
	Youth4Green Hackathon: Held in Sutomore, June 1–2	60 students in 10 teams	Explored solutions to addresses the negative impact of coal mining on local communities and prevent further migration from affected areas.
	EcoGenius Hackathon: Held in Nikšić, Nov 23–24.	46 students in 8 teams	Developed green ideas (e.g., wool insulation, mushroom farming); improved entrepreneurship & teamwork.
	ECOSOC Simulation: Policy simulation on Nov 22.	46 students	Promoted youth advocacy, policy engagement, and citizenship.
JA Macedonia	Educational Program: Implemented in 5 high schools.	110 students, 8 teachers	Introduced JT principles; inspired green community projects and youth leadership.
	Panda Hub Promotion: Through posters, trainings, workshops.	26 teachers trained	Increased youth presence on the digital platform.
	Networking & Collaboration: 2 national + 1 cross-border event with WWF Serbia.	80+ students	Built cross-border networks; enhanced communication and advocacy skills.
	ECOSOC Simulation: Held on Sep 4 in Bitola.	32 students + local stakeholders	Developed action plans for sustainable schools; inclusive stakeholder dialogue.

Partner	Key Activities	Participants	Outcomes & Impact
WWF Adria (Serbia)	Stakeholder Engagement: New partnerships formed.	More than 10 stakeholders (e.g., UIST, ECOS Institute)	Support for long-term green initiatives and student-led actions.
	Education Program: Completed despite local protests.	Peer mentors engaged	Exposed students to JT, entrepreneurship; peer mentorship enriched experience.
	Hackathon: Held in Aleksinac.	30+ students	Alumni supported new teams; developed viable action plans.
	ECOSOC Simulation: Joint event with JA Macedonia.	Cross-border participants	Learned negotiation and policymaking; produced policy recommendations.
WWF Bulgaria & JA Bulgaria	Panda Hub: Ongoing development & engagement campaigns.	102 students total (BG: 21, MK: 43, RS: 24, ME: 14)	Enhanced regional digital collaboration through Discord platform.
	Education Program: Implemented in 6 high schools.	113 students	Marked improvement of youth understanding of energy transition and the need for just energy transition. Marked improvement in entrepreneurial intentions for green business. High inspiration from real-world examples of green entrepreneurs in the local community.
	ECOSOC Simulation: Completed in October.	20+ students, 10+ institutional reps	Increased knowledge of stakeholder roles in JT and green businesses.
	Stakeholder Engagement: Workshop with invited partners.	40+ invited, 10+ participated	Led to future commitments and partnerships for JT initiatives.
	Public Awareness Campaigns: Strong media presence.	People reached: 261,420; Engaged: 101,881	Surpassed engagement targets (goal: 50,000); ongoing eco-awareness campaigns using digital channels.

Table 2: Additional summary statistics

ALL PARTNERS COMBINED
Students Engaged (Total): 530+
Teachers Involved: 40+
Stakeholders Engaged: 60+ (across region)
Cross-Border Activities: 2 major collaborations (JA MK + WWF RS; Panda Hub)
Digital Platform Participants: 102 students on Discord
Public Campaign Reach: 600,000+ people reached online; 200,000+ engaged on social media; 330+ articles published.



METHODOLOGY

Data collection was conducted between February and May 2025.

The initial phase of this research included a qualitative desk-based analysis of project documentation. This encompassed a systematic review of periodical reports, reports and feedback collected from young participants in workshops, hackathons, roundtables, and school-based activities, as well as feedback obtained from teachers. Recognizing the significant role of teachers in the project, the analysis of feedback from nine teachers provided a broader perspective and insights into program quality. This preliminary analysis facilitated the development of subsequent methodological steps and served as a baseline for further data collection.

The second phase included examining the attitudes of young high school project participants regarding issues of a just energy transition. Data was collected through a questionnaire specifically designed for this analysis. The questionnaire was distributed to the participants via email. Prior to completion, young people were informed about the research process, the protection of their privacy rights, and the use of the research findings. They were also informed of their right to withdraw from participation at any point, and that any responses recorded up to that point would not be considered. A total of 93 high school students from Bulgaria, Montenegro, North Macedonia and Serbia responded to the questionnaire. The data was analyzed using descriptive statistics via Microsoft Excel.

The third phase of the research involved conducting two focus groups: one with mix of young people from counties involved in the project and another with young people from Serbia. Six young individuals participated in the first focus group, and five in the second. The focus groups aimed to delve deeper into the data obtained through the questionnaire and to explore in more detail issues related to the just energy transition, the opportunities for young people in this process, youth information, and the influence on decision-makers. The focus group discussions were recorded, data was transcribed, coded and narratively presented.

The third phase of the study involved an exploration of the perspectives of partners and collaborators, who offered insights into the future role of young people in the context of a just energy transition and formulated recommendations for future action.



KEY FINDINGS – FINDINGS FROM THE DESK ANALYSIS

Youth perceptions and needs

Insights from youth on the awareness, knowledge, and attitudes of youth toward the JT:

Youth in coal-dependent regions generally have a complex relationship with the energy transition. On the one hand, they recognize the growing importance of cleaner energy and the environmental consequences of relying on coal. On the other hand, they are often deeply concerned about the economic and social disruptions that a shift away from coal might cause in their communities. Many young people in these areas still see coal as a stable source of employment, and the prospect of losing jobs related to the coal industry creates a sense of uncertainty and anxiety about their futures.

The needs of youth in these regions revolve around a combination of securing stable employment, gaining relevant skills, and ensuring that they have access to education and training that will allow them to thrive in the green economy. These needs include:

- Access to quality education and training in renewable energy and green technologies to enable youth to participate in emerging sectors.
- Opportunities for entrepreneurship in green industries, which can provide an alternative to coal-based jobs.
- Social support and economic security during the transition, such as retraining programs for displaced workers and youth-focused community development initiatives.

The awareness of youth in coal-dependent regions about the energy transition tends to be mixed. Many are aware of the environmental and climate change issues associated with coal, but they may not fully understand the scope or potential of renewable energy solutions. This can be due to limited exposure to education and training in renewable energy or the lack of discussions about the future of energy in schools and communities. Youth in these regions may view the energy transition primarily through the lens of job security, which often leads to skepticism about the feasibility of a shift to green energy.

Over the course of three key events held by WWF Bulgaria — the ECOSOC simulation, a round table with institutional representatives, and a networking session — the PLAY JET project demonstrated the potential of youth to meaningfully contribute to Bulgaria's Just Transition (JT) agenda. These events empowered over 90 students to step into stakeholder roles, engage in policy dialogue, and connect with representatives from ministries, NGOs, and business. Youth participants presented informed proposals on green entrepreneurship, education reform, and local economic development. Their ideas were taken seriously by attending decision-makers, some of whom committed to integrating youth perspectives into future regional plans. The initiative highlighted not only the enthusiasm and capability of young people but also the importance of creating ongoing platforms for youth-policy interaction.

The events revealed both opportunities and challenges. Students were well-prepared and enthusiastic, showcasing critical thinking and public speaking skills developed through the PLAY JET program. However, gaps remain — notably, the absence or passive presence of some local institutions and the need for more preparation on JT policy pillars. Despite this, facilitators, media presence, and institutional acknowledgment of the youth's input significantly elevated the impact of the events. Moving forward, structured preparation, recurring forums, and clearer institutional engagement are key to deepening the role of youth in shaping a fair and inclusive green transition.



Table 3. Youth awareness and attitudes toward the energy transition

INSIGHT DESCRIPTION	
Limited understanding of renewable energy options	Youth are aware of solar and wind energy but often lack deeper knowledge of how these technologies function or integrate with local economies.
Concerns about economic displacement	Many fear job losses in coal-related industries and are unsure if renewable energy jobs can offer comparable stability and income.
Growing interest in environmental sustainability	Youth are increasingly aware of coal's environmental impact, especially via social media, but often lack practical knowledge on community-level change.
Desire for clearer information	Youth want more accessible and relevant information about how the energy transition will affect them personally and economically.

Table 4. Challenges in accessing green education and training

CHALLENGE	DESCRIPTION
Limited access to specialized training programs	Educational infrastructure for renewable energy is still lacking in many coal-dependent regions, with few vocational or practical learning opportunities.
Economic barriers	High costs and financial insecurity hinder youth from pursuing further education or training in green technologies.
Lack of practical experience	Opportunities for internships, apprenticeships, and real-world projects are limited, reducing youth readiness for green jobs.
Disconnect between education and industry needs	Educational content often doesn't align with the actual skills needed in the local renewable energy job market.
Limited awareness of entrepreneurial opportunities	Youth may be interested in green entrepreneurship but lack mentorship, funding, and support networks to start their own initiatives.

Young people's interest in local community development and environmental sustainability: In coal-dependent regions, youth are increasingly becoming more aware of the environmental challenges posed by the coal industry and are showing interest in local community development and environmental sustainability. However, their engagement is often shaped by the dual concerns of preserving their community's economic stability and improving the local environment.

Table 5. Youth interest in local environmental action: key themes

Local Environmental Solutions	Youth advocate for grassroots initiatives such as community waste management, renewable energy projects, and green public spaces. These are valued for their direct, visible impact on the local environment.
Eco-Tourism & Sustainable Agriculture	Young people show growing interest in eco-tourism, sustainable farming, and local food production as alternative livelihoods that can help diversify coal-dependent economies.
Environmental Education	There is a strong call for integrating environmental education into local school curricula to build awareness and foster a new generation of sustainability-minded citizens.
Youth in Decision-Making	Many youth express frustration over being excluded from policymaking processes and seek meaningful roles in shaping decisions around energy transition and sustainable development .

Teachers' perceptions and reflections on the PLAY JET project's educational component



Based on the analysis of nine teacher responses collected through feedback forms, several key insights and conclusions emerged regarding the effectiveness and impact of the PLAY JET educational program.

All teachers unanimously agreed that the PLAY JET program **should be integrated into the official school curriculum**. They emphasized its relevance and benefits for both students and educators, highlighting its contribution to modern, experience-based learning.

Teachers described the program as **innovative, engaging, creative, and highly educational**. They praised the hands-on approach, which encouraged teamwork, critical thinking, and student initiative. Interactive activities such as hackathons, green entrepreneurship site visits, and the use of a digital platform stood out as particularly impactful. These elements not only enriched the learning experience but also fostered real-world understanding of ecosystems, renewable energy, and climate change.

Several comments pointed out a noticeable increase in student interest and motivation compared to previous years. Teachers also reported gaining new knowledge and pedagogical tools, especially regarding green entrepreneurship and sustainable development.

While overall satisfaction was high, **some teachers noted a few challenges**:

- Technical issues with platform access and internet connectivity.
- After-school scheduling led to student fatigue in some cases.
- Some economic concepts were seen as too complex for younger students.
- A few teachers expressed a desire for more interactive activities (e.g., debates, role-playing) and practical entrepreneurship tasks.
- One suggestion was to reduce group size for more effective engagement.

Most respondents had no significant recommendations, stating that the program was well-designed. Where suggestions were made, **recommendations included**:

- Organizing more site visits and interactive events.
- Adapting economic content to be more age appropriate.
- Starting the modules earlier in the school year to avoid end-of-year fatigue.

Teachers confirmed that **they had gained new insights related to ecosystems, climate change, renewable energy, and just transition**. Some mentioned learning about good practices in entrepreneurship and environmental education.

Feedback on the support received from local implementing organizations was overwhelmingly positive. Teachers praised the excellent communication, responsiveness, and organization of the support teams. No unmet support needs were reported.

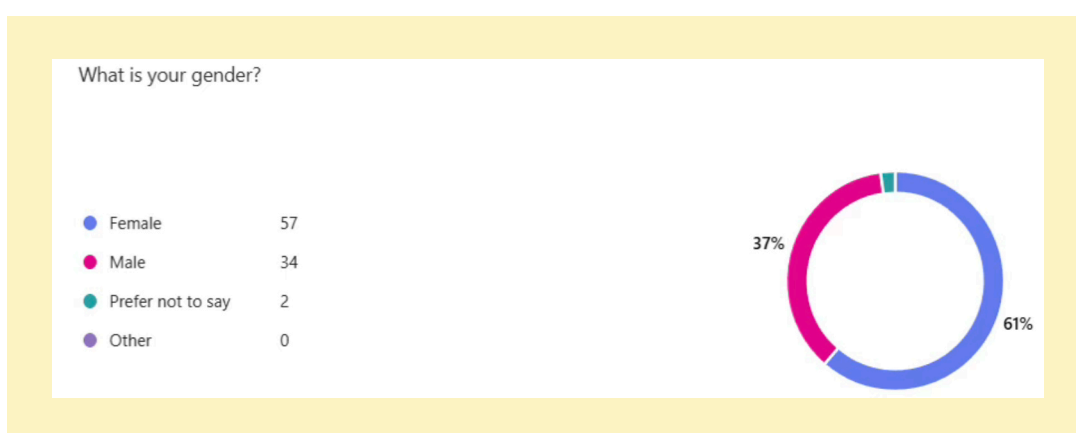


FINDINGS FROM THE SURVEY

Survey sample

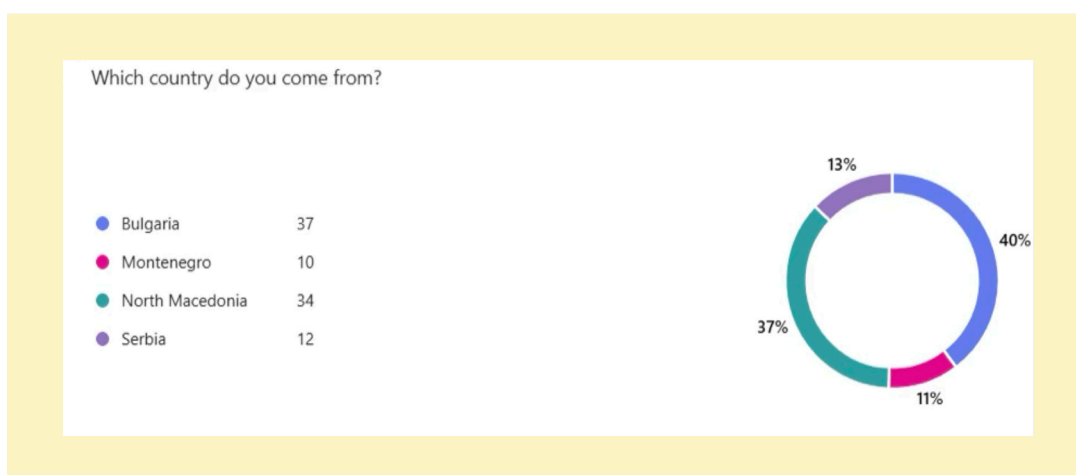
A survey was completed by 93 young individuals who had participated in project activities, representing approximately one-fifth of the total youth engaged. The questionnaire incorporated both open-ended and closed-ended questions to explore the diverse perspectives of the young participants and to facilitate an in-depth understanding of their attitudes and reflections regarding the just transition process. Consequently, the design of response options prioritized the elicitation of authentic and unprompted feedback. Chart 1 illustrates the gender disaggregation of the survey respondents.

Chart 1: Gender disaggregation of the survey respondents



As can be seen from the Chart 1, more than half of the young people are female (57), while 34 respondents are male. Two young individuals chose not to answer this question. Regarding the country of origin of young people, Chart 2 presents the results.

Chart 1: Gender disaggregation of the survey respondents



Of the total number of young people who participated, the largest number was from Bulgaria (37), followed by North Macedonia (34). The number of young participants from Serbia and from Montenegro was notably smaller. At the time of data collection, some schools in Serbia were not holding classes, which presented a challenge in reaching young people. However, this challenge was overcome through the implementation of focus groups, allowing for a relatively equitable participation of young individuals from all represented countries in the research.

Knowledge about just energy transition before and after the project

As the research intended to determine how young people perceive their participation in the project regarding the knowledge they gained, two questions focused on ranking their gained knowledge before and after the project. Charts No. 3 and 4 show the results.

Chart 3: Knowledge before the participation in PLAY JET

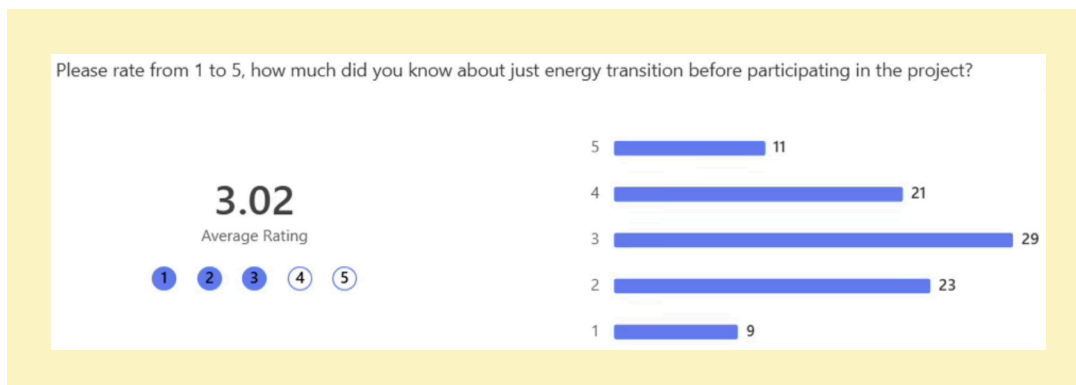
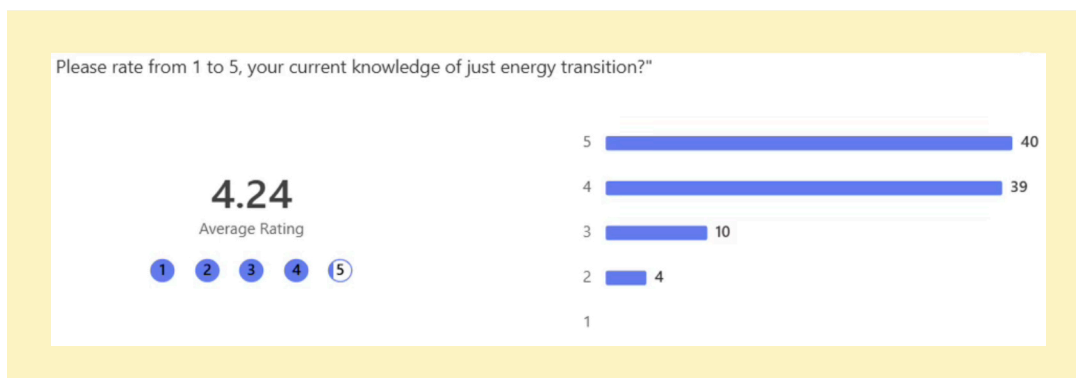


Chart 4: Knowledge after participation in PLAY JET



Based on the evaluations provided by the young participants, it is evident that most of them perceived an enhancement in their knowledge about the just energy transition. Prior to the project, the dominant response for self-assessed knowledge was a rating of 3, indicating a neutral position. Specifically, 32 young individuals rated their knowledge with a score of 1 or 2, while only 11 participants assigned a score of 5. Conversely, following the project, nearly four times as many young individuals rated their knowledge with a score of 5, and no participant selected a score of 1. These findings suggest that the young participants themselves believe they acquired significant knowledge about the process of a just energy transition as a result of their involvement in the project.

Regarding knowledge acquisition, the research assessed whether young people had the opportunity to learn about sustainable development and the just energy transition from their teachers in school or through alternative means. Chart 5 presents the responses.

Chart 5: Source of learning about the just energy transition



The findings indicate that nearly half of the young participants in the research reported learning about sustainable development through various school subjects. However, 37 participants indicated the presence of a teacher specifically dedicated to this topic. A noteworthy observation is that a greater proportion of young individuals from Bulgaria and North Macedonia reported the presence of teachers specializing in sustainable development within their respective educational institutions. This represents a commendable pedagogical practice and offers a significant opportunity for young people to acquire knowledge pertaining to diverse facets of the Sustainable Development Goals, including the complexities of energy transition and its equity considerations.

- **Young participants were asked to list three key takeaways from the project. The following statements from young people best summarize the responses to this question:**
- **The transition to clean energy must be socially responsible and must ensure that individuals are not left without employment.**
- **A just transition emphasizes the importance of ensuring that all community members, especially those historically marginalized, are included in the planning and benefits of the transition to sustainable energy.**
- **A just transition ensures that workers, communities, and vulnerable groups are not left behind as economies shift from fossil fuels to renewable energy**
- **Renewable energy solutions should be accessible and affordable for all, promoting long-term sustainability.**
- **Investments in innovation and technology play a crucial role in sustainable development.**
- **The inclusion of citizens and local communities is essential for a successful transition.**
- **Collaboration between governments, businesses, and civil society is essential for a successful and fair transition.**
- **Education, advocacy for policy change, and collaboration are essential for making the transition fair and inclusive for all.**
- **Successful transitions involve job retraining, social protection, and investments in new industries to create sustainable livelihoods.**
- **Governments must implement strong laws, incentives, and public participation to make the transition smooth, equitable, and inclusive**

The key takeaways indicate that young participants have adopted crucial elements of a just transition, recognizing the importance of the social component, the various stakeholders from the national to the local level and the significance of investing in innovative technologies and implementing the green agenda.

Youth Engagement and the just energy transition

Young people express a strong conviction that youth networking and activism are highly significant for the implementation of green entrepreneurship initiatives and a just transition in coal regions. Participants were asked to rate the importance of networking and collaborative work on this topic on a scale of 1 to 5, resulting in an average rating of 4.4.

Responses to the question “In which ways can young people unite to achieve the goals of a just transition?” overwhelmingly suggest that young people can unite to achieve a just transition through a multi-faceted approach encompassing active engagement, knowledge sharing, and collaborative efforts. They emphasize the importance of collective action in influencing policy, raising awareness, and implementing sustainable practices. The suggestions range from grassroots initiatives and community involvement to leveraging digital platforms and engaging with established institutions.

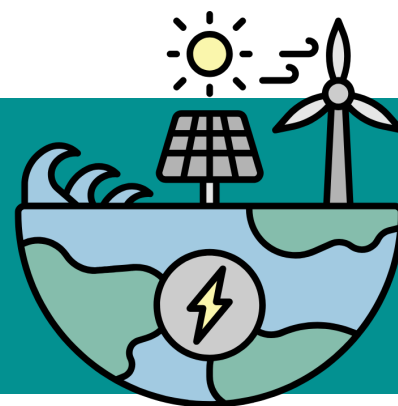
Through their answers, they highlighted the following:

- **Activism and Advocacy:** A significant number of responses highlight the power of collective action through protests, campaigns, and petitions to push for greener policies and social justice. This demonstrates a belief in the importance of making their voices heard and demanding systemic change.
- **Education and Awareness:** Several answers emphasize the role of education, discussions, workshops, and awareness campaigns in informing both young people and the wider community about sustainable development and the just transition. Utilizing social media for dissemination is also highlighted.
- **Collaboration and Networking:** The importance of working together is a consistent theme. This includes forming youth organizations, school clubs, joining climate movements, collaborating with policymakers and businesses, and engaging in community action and green initiatives. The idea of diverse perspectives coming together to drive change is also mentioned.

Here are some thoughts shared by young people involved in the project:



Young people can unite through activism, education, and collaboration with policymakers and businesses. By organizing awareness campaigns, participating in climate protests, and joining youth-led sustainability initiatives, they can push for green policies.



The importance of Just energy transition for local community

In the context of understanding young people's perspectives, it was important to ascertain how they perceive the significance of a just energy transition for the local communities in which they reside. The response to this question is analyzed in relation to the young people's country of origin.

The responses from young people in Bulgaria and surrounding areas consistently emphasize the multifaceted importance of a just energy transition. Beyond the environmental benefits of cleaner air and reduced pollution, they highlight the critical need for social responsibility, economic opportunity, and equitable outcomes. The transition is seen as a chance to create new green jobs, ensure affordable and stable energy prices, protect vulnerable workers and communities dependent on fossil fuels (especially in coal-dependent regions like Western Bulgaria), and promote overall public health and social equity. The role of EU resources and the need to address historical reliance on coal are also mentioned.

Young people from North Macedonia emphasize the crucial role of a just energy transition in addressing pressing environmental and societal issues. They highlight the need to move away from polluting sources like gas and coal to mitigate climate change and improve air quality. The transition to sustainable energy sources, such as solar power, is seen as a pathway to utilizing natural resources effectively and ensuring long-term environmental and material benefits. Furthermore, the importance of public health improvements, affordability of clean energy, and the creation of green jobs, particularly in communities historically reliant on polluting industries, are consistently underscored. The concept of leaving no one behind, especially vulnerable groups, is also a key consideration.

Young people from Montenegro point out the critical importance of transitioning from fossil fuels like coal to renewable energy sources (solar, wind, hydro) to reduce harmful gas emissions and pollution. This shift is seen as vital for achieving cleaner air, a healthier environment, and directly combating health issues like asthma and heart disease, particularly in areas heavily reliant on polluting energy sources. The reliance on polluting sources like coal is identified as a significant problem, underscoring the urgent need for a transition to cleaner, more sustainable energy alternatives.

Young people from Serbia highlight the critical need for a just energy transition, particularly in regions historically dependent on fossil fuels like Aleksinac, a former mining town suffering from economic decline after mine closures. Participants emphasize the importance of creating new economic opportunities and jobs in clean energy sectors to replace those lost in traditional industries. They also underscore the necessity of reducing pollution from outdated energy sources to improve public health and protect the environment. Furthermore, the transition is seen as a way to build community resilience, lower energy costs, and ensure that vulnerable populations are not left behind in the shift to a cleaner future. Green entrepreneurship is identified as a key strategy for sustainable economic development in these regions.

It is noted that all young people emphasize the importance of environmental protection and public health improvement, economic diversification and job creation and social inclusion and support for vulnerable groups.

Green entrepreneurship and just energy transition in the coal regions

Young people strongly advocate for green entrepreneurship as a vital tool for a just transition in coal regions. This approach is seen as a way to improve living conditions, create new and sustainable jobs in eco-friendly sectors, diversify local economies, and reduce pollution associated with coal mining. Green entrepreneurship can also help repurpose old mining sites, stimulate economic growth, and foster innovation while ensuring that workers and communities are not left behind in the shift towards a cleaner and fairer future. Furthermore, it can raise awareness about the importance of a just transition and encourage more sustainable practices.

Responding to this question, young people highlighted the following:

- **Job Creation in Sustainable Sectors:** Green entrepreneurship is highlighted as a key driver for creating new, sustainable employment opportunities in renewable energy, eco-tourism, sustainable agriculture, and other environmentally friendly businesses, providing alternatives for former coal workers.
- **Economic Diversification and Environmental Restoration:** By fostering new green businesses, coal regions can reduce their economic dependence on the declining coal industry, leading to a more resilient and diverse local economy. Green entrepreneurship supports the development of businesses that minimize environmental harm, reduce pollution, and can even contribute to the restoration of degraded mining sites.
- **Improved Quality of Life:** The transition facilitated by green entrepreneurship is expected to lead to better living conditions through reduced pollution, a healthier environment, and the creation of more attractive and sustainable communities.
- **Innovation and Long-Term Sustainability:** Green entrepreneurship drives innovation in clean technologies and sustainable practices, fostering long-term economic and environmental resilience in former coal regions.

The text boxes below feature reflections from young participants.



As coal industries phase out, green entrepreneurship can introduce new business models in sectors like renewable energy, organic agriculture, eco-tourism, and sustainable construction. These industries can provide alternative employment for former coal workers, reducing the risk of economic decline in the region.



Green businesses — like solar panel installation companies, wind farm operators, sustainable agriculture ventures, and eco-tourism — can offer good, stable jobs to workers who once relied on coal mining.



FINDINGS FROM FOCUS GROUP DISCUSSIONS



Green entrepreneurship can drive a just transition in coal regions by creating sustainable jobs and reducing dependence on fossil fuels. In coal-dependent areas like Bitola, investing in renewable energy businesses (solar, wind, and biomass) can provide new employment opportunities for former coal workers. Additionally, startups in energy efficiency, eco-tourism, and sustainable agriculture can boost the local economy.

As mentioned, two focus group discussions were held during the data collection phase. The first involved six young people from Montenegro and North Macedonia and provided in depth insight into young people's perceptions, and the second involved four young people from Serbia.

At the beginning, young people were asked to reflect on their experience within the project and to assess their knowledge of the just energy transition both before and after their involvement.

Prior to the project, the young participants from North Macedonia indicated a limited understanding of the energy transition, generally rating their knowledge between 1 and 3 out of 5. Their initial comprehension was primarily a basic awareness of the shift from non-renewable to renewable sources, recognizing their importance for future generations and the planet. As one participant from Montenegro stated, **"I only knew what energy transition meant – the shift from non-renewable to renewable sources and that it is important for future generations and so our planet doesn't suffer."** Following the project activities, their understanding significantly improved, with most participants noting that their knowledge evolved from 3 to 5, stating they get a broader perspective on the concept of fairness of the energy transition.

In Montenegro, young people demonstrated an increased understanding. One participant said that he knew the definition initially but gained a deeper comprehension of the process through the project activities, stating, **"I knew the definition, but after the activities, I understood the process more and it was clearer to me."** Their self-assessed knowledge also increased, for instance, from 2-3 to 5. One participant highlighted a key takeaway, stating, **"A key takeaway was learning how to effect positive change in their environment."**

All young people shared very positive experiences, stating that they are more aware and think more about issues of energy transition and ecology. Young people from Serbia said: **"My team with the sodium battery idea won a trip to Bulgaria where we presented our ideas and exchanged with other young people from the hackathon"**. Additionally, one girl stated: **"We learned a lot on this project, without the classic school pressure and expectations; everything was voluntary, which is key. I also have experience with mentorship and evaluating other people's ideas, which was quite responsible and enriched us greatly."**

A significant finding among the young participants was the absence of designated educators in their schools focusing on sustainable development. These young individuals articulated the value they would find in having such teachers and integrating this subject into their formal education. They believed that earlier exposure to information about sustainable development and energy transition would enable them to engage more actively in related initiatives and develop a deeper comprehension of its importance. One participant insightfully pointed out **"Young people who haven't received this knowledge are unaware of the importance of the energy transition, especially young people in coal regions, therefore schools should offer this content and encourage young people to become interested in this topic"**.

All young participants underscored the need for this education in regions directly impacted by the energy transition, such as coal-mining areas, where understanding the implications and opportunities of this change is crucial for the future of the youth in the local community. The participants collectively suggested that incorporating sustainable development into the school curriculum would be the first step toward informing and engaging young people in energy transition.

One young participant from Serbia said: **“It is necessary for young people to get involved through school and formal education because that's where the basics are acquired, but it is important to further empower young people through projects depending on their interests.”**

Participants noted that children and young people are often unfamiliar with the idea of a just transition and lack a sense of power to effect change, often believing adults are solely responsible. Several young people believe that children should learn about this concept in the first grade of high school because at that age they can understand what a just energy transition is and actively get involved. However, young people from Serbia and North Macedonia mentioned that earlier inclusion of this topic in the educational process should be considered, teaching children about energy transition and environmental protection in an adapted and practical way. One participant stated, **“Before this project, I didn't know that my opinion on this topic was important, nor that I had the right to participate. I am grateful that the project enabled me to do so, and I would encourage other young people to educate themselves and get involved.”**



When asked about where young people would seek opportunities in coal regions, their most frequent response was the development of tourism. For example, they noted that Pljevlja and Bitola are rich in natural beauty (Pljevlja and Aleksinac), architecture (Bitola) and these resources should be better utilized. They would also engage in developing business ideas within the domain of the green economy, collaborate with others, and seek funding through grants and various funds that support the green economy and green entrepreneurship. When seeking for the opportunity, young people from Serbia would turn to the local self-government, the mayor of the municipality, as he should make good decisions for the local community. However, since topics like sodium batteries or methane extraction from organic fertilizer are broader than a single local community, they would seek opportunities at the national level, with international organizations, EU funds and other local organizations.

Young people from Serbia proposed the establishment of a youth association that would deal with agriculture - primarily organic production but also mentioned importance of raising awareness among the population, especially young people, about the benefits of this production and organic products beforehand.

Young people also see opportunities in youth entrepreneurship, the construction of solar panels, and a more intensive development of innovative renewable energy solutions. From this point of view they point out **“What would help us now is to exchange experiences with others, to learn from the positive experiences of other successful countries, and to transfer to our own country what they have implemented as good solutions.”**

One of the questions concerned suggesting ways to motivate other young people to get informed and involved. The young participants stated:

- **I will share the example of good practice – it is mentorship that young people conceived, and the WWF organization accepted the idea. It accepted our motivation to get further involved and give lectures to younger students. This way, we also reinforced our knowledge, and the other young people benefited from peer support.**
- **Children are not aware, and it is necessary to raise awareness – it is necessary to talk about these topics as much as possible in schools, both through curriculum and extracurricular activities, and to present to them how these topics are useful for life.**
- **Besides workshops and info sessions, which sometimes can be boring, it is necessary to look for additional ways to motivate young people for the topic – organize youth camps and summer schools, music festivals with segments where just transition would be discussed. This way, young people would get closer to nature and raise awareness about the importance of energy transition.**
- **It is also necessary to create websites, youth-friendly materials about the importance of energy transition, and reach out to young people through social networks.**
- **Hackathons are a good model, as is a model of rewarding young people for creative and promising ideas, which is especially important for young people who are interested in the topic.**

Besides this, the young participants were asked what the key messages would be and what they would say to other young people about why it is important to get involved in the topic of just transition. Key messages to encourage youth involvement are the following:

- **We young people are building our future; it is important for young people to be aware that what we do now will have an effect on the near or distant future.**
- **We need to wake up; nature is very polluted, and we all need to get involved to fix this.**
- **We live in a coal region, and this topic is very important to us. We as young people can also have an economic interest in this topic while simultaneously helping nature.**

Finally, the analysis explored what young people would say to decision-makers if they had the opportunity to address them and discuss this topic.

Young people would recommend to decision-makers:

- **States should finance projects and invest money in different models of just energy transition and thus show that the state cares about its environment and population and does not leave them behind.**
- **States need to support a just energy transition and to help young people to find the opportunity in this process, to develop green entrepreneurship**
- **I would tell them that investments in energy transition would be cost-effective and that we would see the results through the protection of the environment as well as through the care of vulnerable groups in this process.**



CONCLUDING REMARKS AND YOUTH RECOMMENDATIONS FOR THE JUST ENERGY TRANSITION

The insights drawn from the PLAY JET project reflect a pivotal shift in how youth in coal-dependent regions perceive their role in the energy transition. These young individuals are no longer standing at the periphery of climate action and economic transformation. They are asking difficult questions, proposing viable solutions, and articulating bold visions for their communities.

Through this project, hundreds of young people gained not only technical knowledge about sustainability, renewable energy, and climate advocacy, but also a deeper sense of belonging in the processes that will shape their towns, economies, and livelihoods. The conclusions of this report are not only a synthesis of findings but also a roadmap—a set of transformative directions envisioned and endorsed by the youth themselves.



A recurring theme throughout their reflections is the **urgent need for education that empowers**. Across the region, participants stressed the importance of integrating the principles of sustainable development and green energy into formal curricula at all educational levels. They emphasized that young people cannot be expected to lead the transition if they are not given the tools to understand it. Teachers should be trained, schools should introduce dedicated modules on climate action, and non-formal programs like PLAY JET should be scaled nationally. Moreover, young people propose innovative, peer-led learning formats, summer schools, and digital hubs that make environmental education more accessible and appealing.

The second cornerstone of youth recommendations lies in **economic empowerment through green entrepreneurship**. Young people are calling for funding mechanisms, incubation programs, and mentorship opportunities that would enable them to start sustainable businesses—from solar panel cooperatives and organic farms to tech-driven energy efficiency solutions. They see green entrepreneurship not just as a career path, but as a strategy for regional revitalization. Former mining towns can become centers of clean technology and eco-tourism. Disused coal sites can be transformed into business parks for environmental innovation. But for this vision to be realized, local and national governments must reallocate resources, reduce bureaucratic obstacles, and support risk-taking among young innovators.

Youth also speak with great clarity about the need for **institutional inclusion and civic dialogue**. Many described feelings excluded from key decisions despite being among those most affected by them. They call for the creation of formal mechanisms for youth participation—advisory councils, participatory budgeting for climate funds, and youth representation in transition planning at both municipal and national levels. This demand is not simply about visibility, but about ensuring that policies are grounded in the lived realities of those they intend to serve. Young people are not asking to be heard after decisions are made—they are insisting on being present when decisions are born.

A just transition, according to the youth engaged in PLAY JET, must also be rooted in community-level transformation. From Pljevlja to Bitola, from Aleksinac to Pernik, they want to see tangible changes in their immediate environments: the development of renewable infrastructure, cleaner air, healthier living conditions, and the creation of community-owned energy projects. They propose **strengthening collaboration between youth, local governments, schools, and private enterprises to co-create these changes**. Trust and proximity matter. Young people believe that the transition will succeed only if local communities are empowered to shape and benefit from it.



Lastly, **participants advocated for cross-border collaboration and European integration as essential components of the transition.**

They recognize that climate change and economic development transcend national boundaries. Through PLAY JET, they experienced the value of regional networking and are calling for sustained cooperation between Balkan countries in sharing best practices, co-developing projects, and accessing EU mechanisms and funds.

This chapter is not simply a conclusion—it is a declaration. It states, unequivocally, that youth are ready! Ready to lead, to innovate, to rebuild. But readiness must be met with responsibility. Governments, educational institutions, civil society organizations, and international bodies must move beyond rhetoric and invest in the infrastructures that allow youth to thrive in a green and just future. This includes funding, policy frameworks, inclusive governance, and public discourse that recognizes youth not as a liability, but as a strategic asset. This leads to the policy recommendations gathered from youth:

Policy Recommendations

FOR GOVERNMENTS

Introduce and scale educational programs focused on renewable energy, sustainability, and green entrepreneurship at the secondary and tertiary education levels.

Create platforms for youth participation in local and national energy transition policymaking.

Provide financial support and incentives for youth-driven entrepreneurial ventures in green technologies and sustainable practices.

FOR EDUCATIONAL INSTITUTIONS

Integrate sustainability and green energy topics into curricula at all levels of education.

Collaborate with industry experts to offer internships, mentorship, and practical training for students.

Support after-school programs, workshops, and initiatives that foster innovation and entrepreneurship in local communities.

FOR CIVIL SOCIETY AND NGOS

Support and scale youth-led advocacy campaigns that highlight the role of young people in the energy transition.

Provide capacity-building programs to empower young activists and entrepreneurs in green sectors.

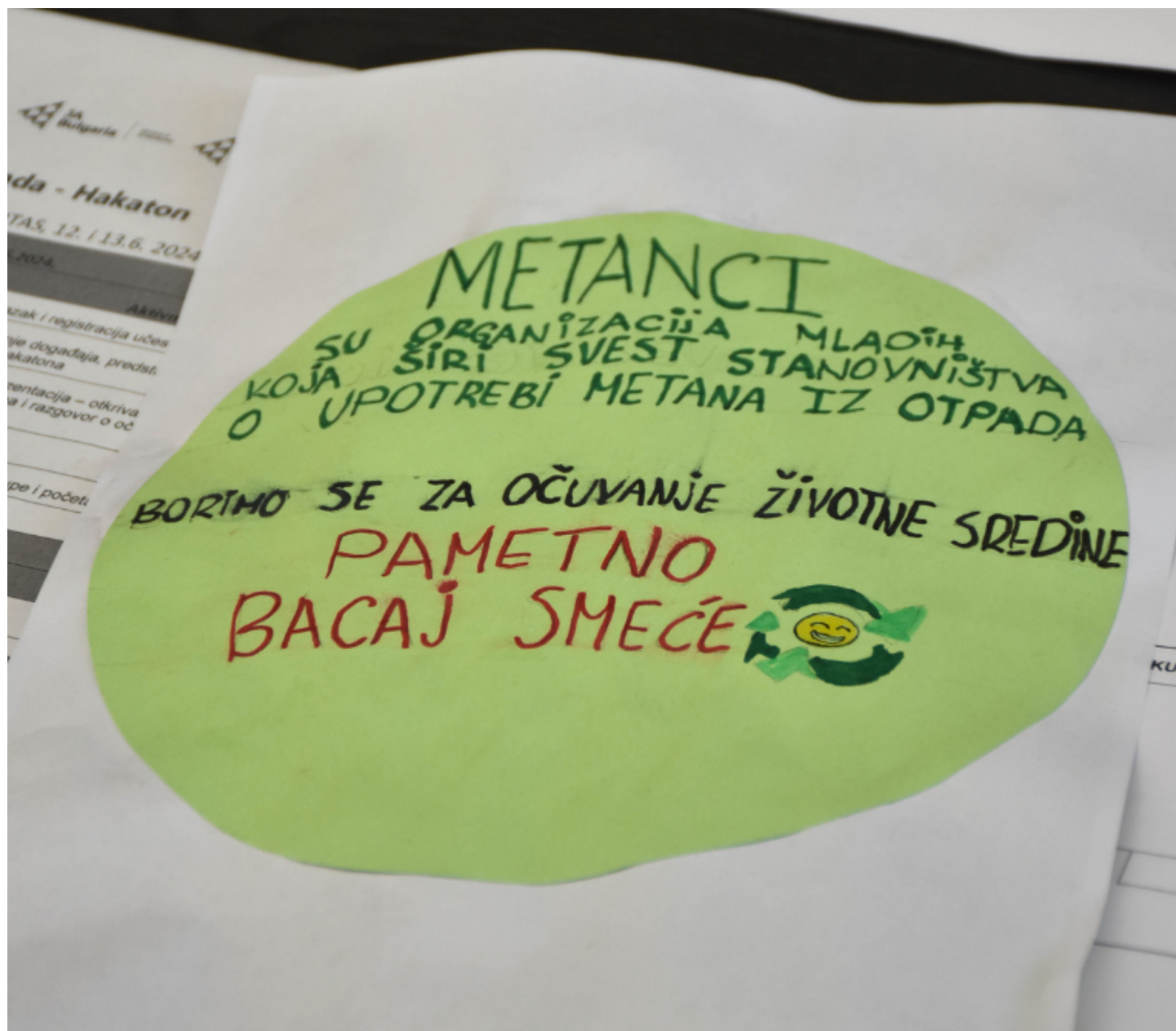
Strengthen partnerships between youth organizations and local governments to co-create initiatives that address local environmental challenges.

As one participant so clearly put it:



We live in a coal region, and this topic is very important to us. We, as young people, can also have an economic interest in this topic while simultaneously helping nature.

This is the vision of a generation no longer content to inherit decisions made by others. It is a generation determined to build a different legacy—one of justice, sustainability, and shared prosperity.





APPENDICES

Survey questionnaire

This questionnaire is intended for young people, participants of the project "Panda Labs Achievers: Youth for a Just Energy Transition". Data collection aims to understand perceptions of young people regarding a just transition, their role in the process and the ways in which it can be achieved.

Additionally, through this questionnaire, we want to find out how young people perceive energy transition in the future and what models they propose for the improvement. All data obtained during the research will be treated in accordance with the highest ethical standards and used only for the purpose of presenting the research results, respecting the right to privacy and voluntary participation. Young people can withdraw from participating in the research at any time, and the data obtained until then will not be taken into consideration.

The time required for completion is 15 minutes.

Thank you in advance!

1 What is your gender?

Female
Male
Prefer not to say
Other

2 Which country do you come from?

Bulgaria
Montenegro
North Macedonia
Serbia

3 Please rate from 1 to 5, how much did you know about just energy transition before participating in the project?

4 On a scale of 1 to 5, how would you rate your current knowledge of just energy transition?"

5 Do you have an employed teacher for sustainable development at your school?"

Yes
No
No, but we learn about sustainable development through different subjects

6 Please rate from 1 to 5 how important youth networking and activism is for the implementation of ideas in the green entrepreneurship and just transition in the coal region?

7 In which ways can young people unite to achieve the goals of a just transition?

8 Why is just energy transition important in your local community/place where you live?

9 What do you think, how can green entrepreneurship help with a just transition in the coal regions?

10 Please list three key things about just transition that you learned during your participation in the project.

11 In your opinion, what changes are needed for the improvement of the process of just energy transition on the national level in your country (Laws, policies, practice etc)

12 In your opinion, what changes are needed for the improvement of the process of just energy transition on the local level (in the coal region or your local community)

Guide for focus group discussion with youth

A focus group discussion is intended to deepen the results obtained through the questionnaire distributed to young people who participated in the project "Panda Labs Achievers: Youth for a Just Energy Transition."

Data collection aims to understand young people's perceptions regarding a just transition and the ways in which it can be achieved. The focus group should gather a maximum of 8 young people from the 4 countries in which the project was implemented.

At the beginning, and before the official focus group meeting as well, young people will receive all important information about the focus group as a research method and will be informed about the use of the results and the protection of their privacy. Young focus group participants will be informed about the need for recording the focus group discussion, which will be done with their consent. After creating transcripts with the purpose of presenting results, all recordings will be permanently deleted.

Wellcome note

- Introduction of moderator, explanation of the purpose of the focus group and discussion rules (anonymity, respect for opinions, active participation).
- Brief introduction of the participants (name, age, interests).
- Explanation of the usage of collected data.

Focus group discussion and guiding questions:

- How would you briefly describe what a just energy transition is? How do the issues of just transition affect young people in your country?
- What are the key challenges of a just transition from the perspective of young people? How can these problems be overcome by youth networking?
- How did this project contribute to your better understanding of just transition? From this perspective, can you see yourself living in the future in your town/city and what would your job be like?
- During the project, as the product of the team work on the hackathons, you developed certain ideas for a just transition. What is the way for these ideas to be implemented and when?
- If you had the opportunity to address the decision-makers (Government, ministries) on this issue, what would you say to them? What should they do to implement a just transition in your country/ and what in the local community?

Many young people do not know what a just transition is. How could this issue be brought closer to young people? What would you say to your peers, why is it important to get involved in solving this issue? What should be done for young people to network better, to think more, and to act together on this issue?

Closing the discussion

- Appreciation of the youth participation in discussion
- Information on further steps and preparation of reports