YOUTH
DIGITAL
PARTICIPATION **NEUEYT**

GLOBAL
FRAMEWORK
OF INITIATIVES

GLOBAL FRAMEWORK OF INITIATIVES

NEUEYT Project - Novel Framework for democratic participation and Engagement of Underrepresented European Youngsters

KA3 – SUPPORT FOR POLICY REFORM
EUROPEAN YOUTH TOGETHER

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1 INTRODUCTION
NEUEYT PROJECT

Novel Framework for democratic participation and Engagement of Underrepresented European Youngsters

Welcome to the NEUEYT global framework of initiatives for youngsters, stakeholders, policy makers, local communities, and youth organizations. This document is an outcome of the NEUEYT project which proposes to work on innovative initiatives for the enforcement of active citizenship and democratic participation among youngsters from ages 16-20, particularly underrepresented in policy making decisions, with regard to those living in remote/rural areas. Its aim is to demonstrate the efficiency and positive results of the initiatives proposed by the project consortium.

1. 1 About the project

NEUEYT is an ambitious project aimed at designing and testing, according to a participative approach, an innovative set of initiatives able to boost civic engagement of youngsters with special regard to the under-represented, namely the "invisible", for the literature, assuming that digitalization can play a crucial role in the emerging of new forms of dialogue. As previously mentioned, the project consortium believes that the digital approach of the newly developed participation initiatives will reduce the gap among the invisible youth. It is a crucial aspect in this project.

The partnership involves 6 countries (IT, GR, CY, NMK, FR, NO) and gathers public (local and regional) as well as private bodies (international nets, youth Associations and NGOs), all involved in youth empowerment and policy making.

In order to achieve the result of this project, the consortium has worked thoroughly in the collection of the excellences of e- democracy in Europe by identifying their features. The outcome of this research is 8 core initiatives, which will be tested at partner country level, thus already activating youth and putting them in relation with policy makers. Finally, the project will edit Recommendations/guidelines for policy makers and stakeholders to valorize the democratic initiatives of youth. An international laboratory and the mobility of youngsters and policy makers will support, through engagement, the quality impact of the deliverables. The tested framework will be finetuned for future sustainability and transferability.

1. 2 The context

The 'Council of Europe Recommendation on the Participation of Children and Young People under the Age of 18 (2012)' states that: "Participation is about individuals and groups of individuals having the right, the means, the space, the opportunity and, where necessary, the support to freely express their views, to be heard and to contribute to decision making on matters affecting them, their views being given due weight in accordance with their age and maturity".

This project addresses a very up to date challenge: e-participation. All over Europe, as well as in all partner countries, besides the differences of each context, it is possible to recognize a common phenomenon and consequential need: a lack of active participation of youngsters in democratic life, despite the pervasive diffusion of internet, social media, and digital communication tools. Firstly, there's a problem of accessibility since youngsters living in rural and peripheral areas seem have limitations caused by lack of connectivity.

Secondly, recent studies show that there is an increasing digital divide in relation to the effective use of the internet: it's possible to recognize a limited exploitation of the digital tools potential by young users who seem to have difficulty in being able to transform the possibilities offered by the digital tools into opportunities to improve their life. From this point of view, there is an increasing need of digital skills in order to manage the internet. Furthermore, increasing phenomena like lack of civic engagement, passive behaviors, lack of critical thinking and populism can be considered as effects of a scarce "political education".

During preparation the Consortium collaborated to focus on common needs related to the participation and civic engagement of youngsters. According to their expertise, partners exchanged data and sources in order to profile these "common needs". Partners tried to share a definition of "democratic participation" and different approaches to youth engagement. They also had a debate in relation to the definition of the target and to the definition of the "under-represented groups", deciding together to devote specific attention, respectively to youngsters ages 16-20. and to the ones living in remote/rural areas since they are considered "invisible" and have lower access to democratic participation tools (i.e. many cannot vote).

The action intends to address all the prior above- mentioned problems, trying to provide concrete tools stimulating and sustaining the civic engagement of the youth population.

2 DEVELOPMENT OF THE INITIATIVES

The 8 initiatives found in this document are the result of a several months-long working process. All the partners of the project have contributed to the desk research, detailed descriptions, face to face and online meetings and, finally, the development of 8 new digital democratic participative initiatives ready to be implemented between youngsters, youth workers and policy makers.

2.1 The co-creation of the 8 initiatives

The creation of the 8 new initiatives has been a process developed in different steps.

What is a good practice? It is not only a practice that is good, but a practice which has been proven to work well and produce good results, and is therefore recommended as a model. It is a successful experience, which has been tested and validated in the broad sense, and has been repeated and deserves to be shared so that a greater number of people can adopt it.

During this first step, the partners of the project did extensive desk research on existing good practices which involved a digital, democratic and active participation between youngsters, youth workers and policy makers. All the good practices found met the following criteria:

- Effective and successful;
- Sustainable;
- Gender sensitive;
- Technically feasible;
- Inherently participatory;
- Replicable and adaptable.

This analysis was fruitful and diverse, as it included the European expertise of certain partners on several good practices, as well as a broad look towards other continents like North America or Asia. The 30 good practices which were gathered proved to be very useful and complete, as they demonstrated different methods to engage youngsters in a digital and democratic way around the globe. The common elements from these practices(e-governance, youth movements, EU, global citizenship and social integration) inspired the partners on the different aspects and were included in the final creation of the initiatives.

Aware of all the factors of the different good practices gathered, the project consortium met for a three-day joint staff training, where they reflected and debated on the lessons learned by the selected best practices. This step was extremely important, as it focused on relevant inputs for the design and development of the Novel framework for democratic participation and Engagement of Underrepresented European Youngsters. During this training, the partners worked together and co-shaped the 8 initiatives, based on the criteria of the good practices
This Global framework of initiatives is the last and final step before the piloting of the initiatives takes place.

2.2 The methodology to develop the initiatives.

In this part of the document we will analyze the methodology which is recommended to successfully carry out the different activities. All the initiatives which are proposed are meant to last between 6 and 12 months. A complete engagement and time dedication by all the members of each association or body which will take on the different initiatives is highly recommended.

The methodology for this project

The methodology which will be used to carry out these initiatives focuses on the active involvement of youngsters and policy makers withthe activities in local communities, thus engaging them from the research to the piloting, from the development of the policy recommendation to the feedback given forthe initiatives of the framework. Action research, co-creation, and community development principles will guide this approach. The web site will serve as an e-democracy platform for youngsters in communities, while video-proms, podcasts, radio programs, blended engagement events, and social media will support the strong dissemination of information and the raising of awareness for the campaign.

Following the step by step

In order to implement each initiative, it is sufficient to follow the step by step guide which is presented in the 3 Proposal of activities part of this document. This guide includes the length of the initiatives, the type of activity, the objectives, a short description and, most importantly, the detailed steps for the development of each month of the initiative. By following each step, you will be asked to set up or attend different meetings with other partners, to recruit youngsters, to get in contact with policy makers or to develop content for the development of the activity. This guide also presents some Tips, which will be updated after the piloting phase is completed and the evaluation and feedback is concluded.

Gender focus

The inclusion of a gender dimension in the implementation of the 8 initiatives is fundamental and in line with the Gender Equality Strategy 2020-2025 of the European Union, which seeks to achieve gender equality as a whole.

Respecting and following the most recent Gender Equality Strategy of the EU, the gender perspective in this project aims to:

- Promote the activities to an <u>equal number of girls and boys</u> and achieve an <u>equal participation from both genders</u>;
- Understand why under-represented young girls from rural areas are more affected by the <u>lack of digital democratic participation</u> than young boys;
- Boost the <u>knowledge of new IT skills and awareness of digital skills</u> to young people, especially girls, as they are less likely to be actively involved in the digital world

Post pandemic effects in a more digitalized world

The pandemic has accelerated our need to work in a digital atmosphere, giving us no choice but to adapt to the new conception of reality. Because of this, but also due to the need to train and explain digital participation, all of the 8 initiatives will be available in a physical, digital, and blended format.

The need to adapt to an increasingly digital world will also be addressed throughout this project by introducing different IT tools to the youngsters taking part in the initiatives. For this action, the partners of the project will train youngsters in useful IT tools and computer skills which will indirectly contribute to raising the number of girls with IT skills for the Gender Equality Strategy of the EU[1], as they are more likely to need reinforcement in these skills.

Economics, society and environment

With an ongoing pandemic, a worsening economic climate, and an environmental crisis as well, young people are one of the most affected demographics and therefore must learn to adapt and find their way in an increasingly competitive and unequal society. Throughout the project, there will be special attention to the respect of the European Green Deal and to actions to limit the greenhouse emissions. Moreover, youngsters will be encouraged to participate in active discussions on current environmental topics.

[1] Point 4 of the document – Gender mainstreaming and an intersectional perspective in EU policies

Moving rural youth forward

The advancement of rural you this one of the objectives of the European Youth Goals for the EU Youth Strategy 2019-2027. Partners and future associations who wish to develop these initiatives must bear in mind the importance of recruiting youngsters from rural areas, in order to boost their potential and support their training in future democratic participation and in decision-making processes. It is very important to assure equality for young people from urban and rural areas.

> *Please do not forget: One of the purposes of this project is for it to be sustainable and to inspire other associations, or bodies, to take on these activities with other youngsters. In order to enhance the existing content, we remind you of writing down any possible mistakes or aspects which could be improved for the potential future development of the initiatives.*

The use of such a precise and detailed methodology will allow the partners to verify and validate the innovative initiatives developed in the framework, by the use of different evaluation and impact tools. The aim of this concrete follow-up is to ensure the sustainability of the project.

3 PROPOSAL OF ACTIVITIES/INITIATIVES

In the following chapters you will find in details explained each of the initiatives that were implemented by the project partners of NEUEYT, description, step by step methodology, useful tips, timelines and other information on how you can implement the created initiatives for youth digital participation and engagment.

About the 8 Initiatives from NEUEYT Project

The NEUEYT Initiatives were designed by the project partners during the co-creation laboratory event that took place in Trikala from 29 September until 1 October - 2021.

Each of the initiatives is unique, focused on motivating more youth participation in democratic processes through various digital tools and methods.

We encourage you to explore further our initiatives in the following pages and get to know the proposal of activities / initiatives.

3.1 SIX STEPS OF PARTICIPATION IN CIVIC AND DEMOCRATIC PROCESSES

At a glance...

The "6 STEPS OFPARTICIPATION IN CIVIC AND DEMOCRATIC PROCESSES" training scheme aims to propose a methodological approach to both promote active participation among underrepresented young people and engage various stakeholders/ policymakers in constructive dialogue and action with young people.

NAME OF THE ACTIVITY

6 Steps to participation in civic & democratic processes

TYPE OF ACTIVITY

Blended
Transnational

OBJECTIVES

- We anticipate that after completing this activity both young people and policy makers will build strong relations and connections both to each other and to the community they belong to.
- This approach will enhance their self-awareness and personal development.
- They will support all target groups to establish and maintain relations with people, including those from diverse backgrounds.
- They should understand the links between their local realities and the global context. We anticipate them being aware of different sources of information and the way to access them, allowing them to be able to critically assess questions and rethink what they watch and read.
- All target groups should be able to think outside the box, to raise innovative ideas and look for creative and alternative solutions.
- They should be able to employ their creativity into an active process.
- They are expected to build skills for active civic participation, and making smart decisions and implementing them.
- They should be able to cooperate and share tasks with others.
- Finally, they should have the belief and motivation to make a difference.

SHORT DESCRIPTION

The aim of this activity is:
-To promote participation in civic and democratic processes that affect the lives of everyone,
-To empower and build the capacity of young people for active civic and democratic participation

The "6 STEPS OFPARTICIPATION IN CIVIC AND DEMOCRATIC PROCESSES" is an active learning process which aims to foster changes in our society, it is a problem-based learning process which encourages young people to ask questions, reflect on issues that affect their lives, and explore the complexity of real world situations.

NUMBER OF PARTICIPANTS/ TARGET GROUP

- **Partner organizations** that participate in the training scheme; this initiative is open to all 7 participating organizations of the consortium.
- **Community facilitators** and/or youth workers that work for the participating organizations
- **Young people** 18+ who feel that they are not included in civic and democratic processes in their communities; it is expected that 10 young people per participating organization will actively engage in this initiative (minimum 30 – maximum 70 young people)
- **Local and national policy makers**; it is expected that 3 policymakers/stakeholders per participating organization will actively engage in this initiative (minimum 9 – maximum 21 policy makers/stakeholders)

DURATION

- MONTH 1: Stakeholder engagement: invitations to youth councils, municipalities, schools, etc., that could be interested in engaging in the initiative; meetings to explain the project and its scope, highlighting the importance of engaging youth from their network.
- MONTH 2: Following the continuous engagement with policymakers and stakeholders, a preparatory session with young people who will participate in the initiative will take place to explain the project and its scope, as well as the initiative.
- MONTH 3: Preparation and facilitation of the first transnational online workshop in which young people and policymakers will deepen their knowledge around the "6 STEPS OFPARTICIPATION IN CIVIC AND DEMOCRATIC PROCESSES" methodology; Organization of a local workshop in which all participants explore in detail the specificities of the 6 steps methodology and collectively or individually design their Intervention Plans.
- MONTH 4-5: Following the design of the Intervention Plans, the local teams invite the participation of policy makers to implement and realize together the Plans, taking action at the local/regional/national level.
- MONTH 6: Finally, after the realization of the Intervention Plans, all international participants who previously participated in the first transnational workshop will come back together to reflect and share experiences in a second online transnational workshop.

6 months in total.

MATERIALS

-An invitation text to invite stakeholders for participation
-An online survey to recruit the youngsters
-A short presentation on the 3 topics which will be debated on
-Paper (A3 and A4)
-Post-its
-Colorful markers

STEP BY STEP

1. STAKEHOLDER ENGAGEMENT (3/4 weeks)
Each participating organization will draft an invitation addressing institutions such as youth councils, municipalities, schools, etc., to announce the implementation phase of the NEUEYT project while mentioning the main scope and objectives of the project, highlighting the importance of actively engaging young people in the community's civic and democratic processes. The invitation will also explain the main elements of the "6 STEPS OFPARTICIPATION IN CIVIC AND DEMOCRATIC PROCESSES" initiative, inviting all stakeholders to submit their interest in actively participating in the imitative. It will also highlight that all participating organizations will engage young people from their network in the implementation phase of the initiative.

A simple form of interest will accompany the invitation in order to recruit stakeholder institutions and, therefore, young people and policymakers.
The invitation will be disseminated through the official social media of the project (website, Instagram, Facebook) plus the platforms of the other partners. Email will also be used.
Once the forms are submitted, the participating organization will contact the interested institutions and engage in a continuous dialogue with them, and start engaging young people.

MONTH 2

2. PREPARATORY SESSION WITH YOUNG PEOPLE (3 to 4 weeks)
-Keepingin mind that all participating organizations will continuously stay engaged with the selected institutions/ stakeholders, a survey will be published to attract the engagement of young people living in the communities in which there is a collaboration already.
Stakeholders will help us reach out to youngsters to engage in this project, but we will conduct an initial survey to gather all the forms of interest and then decide who will collaborate with us.
-Upon the completion of the survey, it is expected that a minimum and maximum number of 30 and 70 young people respectively will be selected and will receive an email of confirmation.

This survey will be done in English and translated into the languages of the project consortium. The questions will include:
- A short description of the initiative, the main steps, and a timeframe
- Name
- Gender
- Age
- Current situation (studying/ not studying/ employed/ unemployed)
- A preferred form of contact (WhatsApp or Email)
- Assessment of their opinion about young people's engagement in civic and democratic processes: do you feel that you are active in civic and democratic processes in your community? If no, which factors prohibit your active participation?
- A box that asks if they are available for the specific months of training and if they really want to take part in this activity.

-Once all youngsters have been selected, based on diversity and different backgrounds, a preparatory online session (via Zoom or another relevant platform) will be held only with the youngsters in order to meeteach other, discuss any questions and considerations they have concerning the initiative, and, most importantly, to confirm their active participation to the implementation of the Intervention Plans.

MONTH 3

3. FIRST TRANSNATIONAL ONLINE WORKSHOP
-Preparation meeting on Zoom (3 to 4 hours)
-All participating organizations who simultaneously implement this initiative (or even those who simply wish to participate in the first transnational online workshop) guided by HUB NICOSIA, will jointly **prepare the first transnational online workshop which will focus on the methodology** of the "6 STEPS OFPARTICIPATION IN CIVIC AND DEMOCRATIC PROCESSES".

-People invited: partner organizations as facilitators, youngsters from the different countries, stakeholders/policy makers. HUB NICOSIA will lead this workshop. The language of the workshop will be in English. The workshop will be interactive even if it's online. It will be possible for the participants to be divided at certain times in different groups in order to do more activities. The main goal is to understand the methodology.

-The "6 STEPS OFPARTICIPATION IN CIVIC AND DEMOCRATIC PROCESSES" is an active learning process which aims to foster changes in our society. It is a problem-based learning process which encourages young people to ask questions, reflect on issues that affect their lives, and explore the complexity of real world situations. **In that sense, the transnational workshop will focus on the shared understanding of all steps that synthesize this methodological approach for all participants to have a common starting point.**

-The process of participation in civic and democratic processes is structured into 6 steps as follows:

1. Connect to your surroundings! This step provides young people with an opportunity to make links between their own lives, the life of their local community, and theirrelation to people and things in a wider world. In this step, young people also explore their identities both at a local and international level, as well as personal values and attitudes towards their ability to make a difference.

2. Choose an issue! This step allows young people to brainstorm important issues affecting their lives, and possibly inhibiting their active (digital) participation incivic and democratic processes. They will compare these issues in different contexts and question their importance both locally and internationally. In this step, young people also prioritize and choose one issue to take action on to improve the situation.

3. Explore more! In this step young people have a chance to investigate in-depth the main features of the chosen issue. They draw a multi-perspective picture of the chosen issue, deeply explore its causes and effects, and relate them to their own values and attitudes. They should engage in groups and explore issues they have commonly identified together.
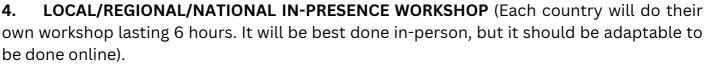
4. Look for solutions! This step allows young people to think of possible solutions to the chosen issue. They engage in a group decision-making process where they will look for possible actions, discuss their feasibility, choose the best alternative and make an Intervention Plan to implement it. They invite the participation oflocal, regional, and national policymakers and stakeholders in order to put pressure on them to find alternative, appropriate, feasible solutions, and they design an intervention together, preferably at the local level.

5. Act! In this step young people, collaborating with policymakers and stakeholders, turn their plans into action.

6. Reflect! In this step both young people and policymakers reflect on the achievements of the digital participation in civic and democratic processes and learning processes, and discuss the outcomes, effects and sustainability of the action(s).

-Following the workshop all participants should have a good understanding of the 6 steps methodology and feel ready to participate inthe local/regional/national workshop.

-It is important to highlight that in this first transnational online workshop both young people and stakeholders will participate in order to put pressure on the latter for substantial change when the time comes for the implementation of the Intervention Plans.

4. **LOCAL/REGIONAL/NATIONAL IN-PRESENCE WORKSHOP** (Each country will do their own workshop lasting 6 hours. It will be best done in-person, but it should be adaptable to be done online).

-During this local/regional/national in-person workshop, partner organizations (facilitators) will facilitate interactive sessions that will allow young people and policymakers to

a) Understand the 6 steps methodology in depth
b) Experiment and design their Intervention Plans together.

-Ideally, this will take place in a community center or somewhere that provides a big room with tables and chairs. Outdoor activities will be good for some energizing activities, but the main activities should be done inside.

-First step: Discussion around issues "6 steps of civic and democratic participation". Young people will actively engage in discussion with each other and with stakeholders, having the opportunity to exchange valuable ideas and opinions about their current engagement in civic and democratic processes; the barriers they face; and the solutions they foresee. Depending on the number of participants, they will be divided into large or small groups.

-Second step: Design of the intervention plans through co-creation. Following the 6 steps activity, young people and policymakers/stakeholders will co-create at least two Intervention Plans which will then result in two actions that they should then implement in their local community in order to put pressure on other stakeholders to effect change in the community. A template with the most important things to bear in mind when creating an intervention plan will be handed out by the facilitators.

-The Intervention Plans can have different formats, for example participation in local/regional/national assemblies in which they discuss important issues for the community; organization of an awareness fair to engage more youngsters inthe community in participatory processes; development of a policy brief to be sent to the parliament and/or relevant ministry, etc. The topics should be relevant to and promote active participation in civic and democratic processes.

MONTH 4-5

5. IMPLEMENTATION OF THE INTERVENTION PLANS

-Following the completed template of the intervention plan(s), the youngsters and the stakeholders will carry out their action(s). Previous contact with the places where they wish to develop this intervention should be done beforehand.

-All participating organizations will support the participants in implementing their locally/regionally/nationally based Interventions. However, it should really be up to the youngsters and the partner organizations to carry out these actions.

-The structure of the interventions will be designed and decided upon during the local/regional/national workshop.

-The implementation phase will be characterized by extensive dissemination action and a comprehensive assessment of the whole intervention strategy and its effectiveness, results, and outcomes.

MONTH 6

6. SECOND ONLINE TRANSNATIONAL WORKSHOP (Duration 3 hours)

-During the last month of the initiative, the partner organizations that worked on the initiative will prepare and facilitate the second online transnational workshop which will focus on discussing the results of the Intervention Plans. HUB NICOSIA will lead the workshop in English.
-Once again, all the partner organizations, youngsters from different countries, and stakeholders will meet up to share and discuss their actions through the intervention plans.
-Each Implemented Plan will be presented followed by a Lessons Learned template (all of the participants will have previously worked on a shared document, per country, where they explain each initiative and the results they obtained).
-There will also be a moment to share the evaluation of all the different countries. This will be a moment to discuss not only the processes implemented but also the outcomes of the interventions and their effectiveness at the local/regional/national level.
-A final map of interventions (that rolled-out in the participating communities) will be jointly created by all partner organizations that implemented the initiative. This will explain what has been implemented in the communities and what has been created at the end of the workshops. There will be an actual map of each country where all the intervention plans will have been uploaded with photos of the interventions.

3.2 PART ME

At a glance...

pARTme is an activity which aims at stimulating youth engagement and democratic participation through digital – artistic languages. In this activity, the group of youngsters will participate in a contest and create by themselves "medleys" made of videos, songs, images, and other online contents to them familiar, which best describe one of the selected topics, related to active and democratic participation. pARTme meaning "democratic participation through medleys of art".

NAME OF THE ACTIVITY
pARTme (Democratic participation through medleys of art)

TYPE OF ACTIVITY
Digital activity taking place from the local to international levels

OBJECTIVES

- To encourage young people to reflect on issues that concern their territory and social/economic context to be examine data higher, policy level.
- To make local/regional/international decision-makers engaged in the initiative, aware of what young people have to say and the problems they encounter in their everyday life.
- To reinforce the perceived sense of international youth community of practice.
- To encourage youngsters in expressing their thoughts and needs, as well as in making their voices heard through digital artistic languages.
- To support youth movements through new artistic languages.

SHORT DESCRIPTION

In this initiative, groups of youngsters can be recruited both at the local/regional level, and at the international level, being a fully digital initiative. Organizers will encourage the youngsters to identify and discuss issues and topics that matter in their community, as well as quality of life and issues of active and democratic participation.

During the implementation of the initiative, an online event to present the artwork to a wider, multi stakeholder public will be organized by the group of youngsters under the coordination of a small team of facilitators (not necessarily youngsters, but staff members of the organizations).

The pARTme initiative will ask youngsters to create their own artwork, adopting any possible form of digital artistic language they prefer (poetry, music, videos, images, songs, medleys), that best describe/express one of the selected topics.

Once all the works of art have been collected, they will be published on the NEUEYT platform and, according to the topics they refer to, they will be spread at an international level through digital channels or events, as well as shared with pertinent policy makers (on local, national, and European levels) in order to maximize dissemination.

NUMBER OF PARTICIPANTS/ TARGET GROUP

- Youngsters aged 20-29, variable number, at least 10.
- How to engage the target "young artists": organizational team made of youngsters and facilitators from the participating organisations.
- Policy makers involved as beneficiaries of the messages of the medleys, target of specific topics medleys to be shown or displayed, at least n. 20.

MATERIALS

Social media channels, Videos, Graphic arts, Music, Images, Animation, Poetry, Paintings, Medleys. You Tube Channels hosting the creations/art work.
The NEUYET website and promoting organizations' websites/digital channels as additional tools of information.

DURATION

8-10 months.

STEP BY STEP

During preparation, the organizing organizations should identify at least one referent to act as the facilitator in the overall initiative. The designated facilitation team will cooperate to identify rules, procedures, criteria for participation and engagement of young artists, and timing to be assigned to develop the artwork, and these rules will be shared with the recruited young artists before they enter the core of the initiative.

MONTH 1-4

- **RECRUIRMENT OF "YOUNG ARTISTS":** an open call to recruit youngsters will be launched at the beginning of the first month (through digital communication channels such as social media and websites). An online short subscription form to participate will be prepared to collect main data according to GDPR rules.
- **ORGANIZATION OF AN ONLINE MEETING TO SHARE RULES AND TIMELINE:** the facilitation team will organize a meeting to share the main rules and deadlines of the initiative with the participants and to encourage active and fair participation. The online meeting will likely have a flexible duration, depending on the number of participants and discussion/number of questions.

MONTH 5-8

- **DEVELOPMENT OF ARTWORK BY PARTICIPATING "YOUNG ARTISTS":** young artists will have around 3 months to design and realize their own creations, using digital artistic languages through which they can spread their messages and make their voices heard.

Facilitators will remain at their disposal for support or other needs. Participants may work alone or in small groups for collective artwork.

MONTH 8-10

- Once the artwork has been developed, the facilitation team and participants will have a second online meeting to share the artwork with each other, discuss their main messages, and prepare the final dissemination online event with stakeholders and policy makers. In addition, dissemination might be reinforced by publication of the digital artwork on websites and social media, as well as through other digital communication channels and events, from the local to the international level.

TIPS FOR THE TRAINER:

- Consider the initiative more targeted to youngsters 20 and older. Younger participants seem to have difficulty in expressing messages concerning social and political issues through digital art.
- Make the overall process of engagement as smooth as possible (use simple language, share clear tasks and deadlines).
- Involve youngsters in the facilitation team (M1-2), to be able to promote the initiative using youth-focused language and channels.
- Keep the overall process flexible and customizable, according to the number of participants, the discussion that emerges, and the overall time available to create and engage stakeholders.

3.3 PINPOINTED

At a glance...

Pinpointed (identified or localized) is an activity aimed at guiding youngsters to reflect on current issues which affect their lives and at analyzing the problem they will address to different policymakers.

NAME OF THE ACTIVITY
Pinpointed

TYPE OF ACTIVITY
Blended - including online activities as well as in person debates and focus groups. Local, national and transnational level.

OBJECTIVES

- To support young people to critically raise issues that affect their lives and communities, and reflect on the role policymakers have on those specific issues;
- To support young people to express in writing their opinions on certain issues and suggest constructive solutions to the problems identified, taking into consideration the role and well-being of their community;
- To enable critical discussion between the two target groups, both in person and digitally;
- To support the development of Policy Briefs around the identified issues;
- To enable reflection and exchange regarding critical issues and suggestions for solutions on the international level.

SHORT DESCRIPTION

Pintpointed is an activity aimed at guiding young people to reflect on issues that affect their lives and the community in which they live - including identifying the main actors involved in the problem itself as well as in potential responses. At the same time, it will guide policy makers to understand the importance of a timely response to issues affecting young people's lives.

This process will thus trigger synergies between young people and policy-makers, involving them in a collaborative process of identifying and implementing feasible and realistic solutions.

The main pillars on which the activity is based are:
- Reflection on specific issues identified at a local level (social, economic, environmental issues);
- Critical discussion between young people and decision-makers;
- The involvement of a facilitator, who is significant throughout the development process of the activity;
- The central role of a community approach (describing issues that affect the community and describing solutions that could be applied at the community level), which has the potential to empower participants;
- Development of realistic Policy Briefs that correspond to real needs identified at the outset;
- International exchange of experiences

NUMBER OF PARTICIPANTS/ TARGET GROUP

- Young people: 18+ (10-15 youngsters)
- Policy makers (5-10 policy makers)

MATERIALS

DURATION

Zoom
NEUEYT platform
Physical space to do the activities

10 months

STEP BY STEP

MONTH 1

1. RECRUITMENT OF THE YOUNGSTERS (3 to 4 weeks)
-A five minute survey will be created with Survey Monkey in order to recruit the youngsters. The survey will be disseminated through the official social media of the project (website, Instagram, Facebook) plus the platforms of the other partners. Moreover, the survey will also be disseminated to schools, universities, and other organizations. Email will also be used.
-Once the survey has been completed, **10 to 15 young people** (at least) will be selected and will receive an email of confirmation.

This survey will be done in English and translated into the languages of the project consortium. The questions will include:
- A short description of the activity, the main steps, and a timeframe
- Name
- Gender
- Age
- Current situation (studying/not studying/employed/unemployed)
- A preferred form of contact (WhatsApp or Email)
- A box that asks if they are available for the specific months of training and if they really want to take part in this activity.

-Once all the youngsters have been selected, based on diversity, an online meeting (60') will be held in order to meet each other and, most importantly, to confirm their participation in the trainings and final event. It will be highly important that NEETs participate in this activity. This meeting will be held online and will be used to meet each other and present the main steps of the project. Young people will also be able to exchange numbers, social media and to prepare for the following meeting.

2. CONTACTING RELEVANT STAKEHOLDERS AND POLICY MAKERS (3 to 4 weeks)
-At the same time, the partner organization will start making a list of relevant stakeholders who will possibly be contacted throughout the development of the project. Even if they are finally not contacted, the contacts will be good for dissemination of the results at the end of the project.
-An email will be sent to the contacts to present the project, the different steps involved, and to explain the possibility of being contacted again during the following months.

MONTH 2

3. KICK OFF MEETING (KOM) (120' > Zoom)

-This meeting will be held online. All the members of the partner organizations who will be carrying out this activity in their own countries will discuss the format of the national workshop:

- **The methodological approach**
- **Brainstorming of activities** to interact with the youngsters at the national workshop event(s) to introduce them to the methodology
- The creation of the template for the **Critical Notes and The Policy Brief**
- The **procedure to contact the stakeholders**: tips on how to write an email in a formal way, creation of a template which will be shared with the youngsters in order to be filled in and later sent to the stakeholders with their critical notes.

4. PREPARATION – National Workshop (3 days, 4 hours per day)

-People present: the youngsters and the facilitator of the partner organization(per country).

-A virtual or physical workshop will take place, depending on each country's specific context, in order to introduce the youth to the methodological approach of the activity. This workshop will help youngsters understand the challenges young people face when dealing with issues that inhibit their participation in civic life (participation, digital democracy).

-Following the previously established guide, there will be a phase of identification through a template of:

o   **Thematic areas**

o   **Problems at a local level**

o   **Stakeholders** working in these areas to whom they could/should address the identified problems.

-The partner organization will inform the youngsters of the possibility of working individually or in groups during the following months.

MONTHS 3-4

4. EXPRESSION

-First step. During these months, the youngsters will work in groups or individually on their critical notes. These critical notes will include a presentation of the issues identified that affect their lives and community, and for which they feel the local policy makers are not paying much attention to and/or for which their voices are not heard enough.

-The critical notes might include the following aspects, which will have been previously agreed on in the guide presented to them:

-**thematic areas** observed;

-**problems identified**;

-the **specific policymaker to be addressed** (ex: school headmaster, councilor for environmental policies, urban/rural mobility manager) and the reason behind choosing him/her. Regarding the research for the stakeholders, youngsters should spend time doing some research on different stakeholders which best fit their issues. The facilitators will remain at their disposal if needed. They will also write a draft of the email, by completing the template given to them by the facilitators.

- **young people's suggestions and solutions** and their role in that process:

    o individually (a self-reflection)

    o as a group within the community they live in (community reflection)

-Second step. Once the critical notes have been created, the partner organization will take 10 days to read them and to suggest changes before the critical notes get sent to the policy makers. They will also read and validate the draft of the email which will be sent to the policy makers or stakeholders.

-Third step. Sending the critical notes with the corrected message by mail to the relevant stakeholder(s). The partner organization will be CC'd. At the end of this mail, a message inviting them to discuss via email or to meet up with the youngster online or physically (depending on the stakeholder) will also be included.

* This last part of the mail will allow policy makers to decide how (and if) they wish to reply to the Critical Note of the youngster. More precisely, it will include the following options:

- To reply in person, engaging locally with the young people;

- To reply via an open space technology.

By clicking on whatever option they wish to interact with, the partner organization will be informed of the preference of the stakeholder and will organize a physical or online meeting. (In the email, they will be informed that they will have only 3 months to answer the youngsters).

-Following the completion of the Critical Notes young people will:

o Deliver them directly to the policymakers by email, messages, posts on social media pages, and through websites of the institution;

o Post them on a specific interactive section of the project website / forum.

MONTHS 5-6-7

5. DISCUSSION AND CO-CREATION
The phase during these 3 months will develop as follows:
a) **Policymakers will be invited to reply** to these Critical Notes:
- in person, engaging locally with the young people who raised the issue;
- via open space technology tools (Zoom, Skype, Teams) We should be there too.
b) **Both target groups engage in critical discussions** around the issues raised. The partner organization will be in charge of organizing (if necessary) the online and/or physical meetings between the policy makers and the youngsters. They will also be present for a follow up of the discussion.
c) Together they will agree to **develop and draft a Policy Brief (PB)**. This part will depend on each youngster and policy maker. Maybe there will be time during their meeting to develop the Policy Brief, but it is also possible that the meeting will be time consuming and not allow enough time for the development of the Policy Brief.
In this case, the youngsters should inform the policy makers about the need for them to revise and give their opinion on the Policy Brief. To do this, after some work from the youngsters on the PB, the policy makers would read it and suggest changes.
The template of the PB will have been previously worked on during the KOM and it will be handed out to the youngsters before they meet (physically or online) with the policy makers.

MONTHS 8-9

6. INTERNATIONAL EXCHANGE and REFLECTION (Zoom > 3 to 4 hours)
-People present: the partner organizations (at a transnational level), all the youngsters and the policy makers who have participated. An invitation will be sent in advance to the stakeholders so they can block this date in their agenda.
-At the end of M8, each participating organization implementing this action will meet online (using the above-mentioned open space technology tools) to discuss and reflect on the Policy Briefs and investigate whether there is room for collaboration. The idea will be to create a moment for all the partner organizations, local groups of youngsters and authorities/policy makers to come together to share their results. There is a high possibility for some of the youngsters of different countries to have raised similar issues. They would be put in contact with each other.
-At this stage of the activity the young people and policy makers who participated previously will also be invited to reflect and comment in an international arena (on the online forum) on the Critical Notes and Policy Briefs developed by peers and policy makers from other countries, to compare common issues and ideas, and to assess possibilities of collaboration in the formulation of proposals.

3.4 ROAD MAP TO DIGITAL YOUTH COUNCIL

At a glance...

The roadmap to digital youth council aims at providing a step by step guide on how to create a youth council that can be used by any other European country as a roadmap to democratic participation. Establishing a digital youth council gives youngsters an opportunity to participate in real political processes.

NAME OF THE ACTIVITY

Activity 1: The co-creation of roadmap to youth council

TYPE OF ACTIVITY

Blended, Local/Regional, Transnational

OBJECTIVES

- To create a roadmap that is universal enough that anyone can use it to create a youth council in their country/ region.
- To apply the roadmap by creating a youth council that will meet 3 times for 6 months.
- By sharing experiences from a long tradition of youth councils, the roadmap should ease the burden of establishing a local or regional youth council.
- Having a roadmap for a digital youth council as an option can also make it easier to apply in different contexts.
- That at least two digital youth councils should be tested (also, a blended approach is possible).
- Increased participation of underrepresented youngsters in rural communities.
- That no youth should be disqualified from participating due to physical distance to the meeting venue.

SHORT DESCRIPTION

Establishing a youth council gives youngsters an opportunity to participate in real political processes. It gives them the opportunity to practice using their voice and expressing their opinions in the same manner that ordinary politicians do.

The roadmap to (digital) youth council aims at providing a step-by-step guide on how to create a youth council that can be used by any other European country as a roadmap to democratic participation.

NUMBER OF PARTICIPANTS/ TARGET GROUP

- 1 coordinator for each of the partner organizations
- 10 participants per country aged 15-18

MATERIALS

/

DURATION

9 months in total.
This activity will take place
in month 1

STEP BY STEP

MONTH 1

1.RECRUITMENT (3 weeks)
-Each participating partner organization will appoint a coordinator, preferably form the partner organization. Alternatively, one adult working with youth from their own network might be recruited.
-Of the youngsters:
-One option is to recruit members from pupil councils at local schools. A mix of youngsters from both rural and more urban areas is ideal.
-Alternatively, through an open call, using their organization's personal network, the partner organization will recruit 10 youngsters aged 15 to 18 to participate in their youth council.

2. MEETING BETWEEN THE YOUNGSTERS AND THE COORDINATOR
There will be two online meetings during this last week of the first month:
-First meeting (90'. Zoom). This will be the first time all the youngsters meet each other online. There will be some co-creation activities implemented by the coordinator of the activity.
-Of the ten, 2 youngsters and the coordinator will participate in an international working group described in the next point (3).
-The rest of the council will participate starting at point 4.
-All youngsters recruited will be advised that they should decide on one or two (max three) local issues, and will be encouraged to discuss with their peers and to come prepared with one or more suggestions in the first meeting.

3. INTERNATIONAL MEETING: CO-CREATION THE ROADMAP
-Digital meeting on Zoom (90'). In this meeting, the people present will be the coordinators and the youth selected for the working group.
-During this meeting, the working group will meet in a digital forum to co-create the new roadmap by creating a youth council that will be adapted to different contexts in different countries. The coordinator leading the activity will use guidelines for creating a youth council that have already been established in Norway as inspiration.

-Presentation of the translated guides for inspiration:
1. Recruiting – Start up – Getting to know each-other
2. Training – 6 steps of participation. Planning meetings and processes
3. Longer vs. shorter processes
4. How to run a digital youth council – Technical matters. How to translate activities to a digital setting.
5. How to secure recognition and ownership of the council with local or regional politicians?

-There will be group work on each matter. First, breakout-rooms with mixed groups will discuss point 1-3, and come up with three stars and one wish – what is good, and what can be improved? A focus on adaptability should be applied in different contexts.
-Point 4 will be presented, and participants will discuss in pairs in breakout rooms, guided by the coordinator in charge.
-Point 5 will also be presented, and participants will discuss in pairs in breakout rooms, guided by the coordinator in charge. Point 5 is the most important point for the participants to focus on for the local meetings.

4. FIRST DRAFT

After the meeting of the international workgroup, the coordinator in charge will work between the two meetings integrating the groups' work into a first draft of the co-created roadmap. The draft will be sent to all participants, and to the members of the youth council.

It is important that the roadmap is developed as a guideline, not as a recipe. It will give advice on how to develop a youth council but should not prevent local youth councils form finding their own solutions. The roadmap will be a maximum of 5 pages and will be made available to the public through the NEUEYT webpage.

NAME OF THE ACTIVITY
Activity 2: Connecting the stakeholders

TYPE OF ACTIVITY
Blended, Local/Regional, Transnational

OBJECTIVES

- Making local politicians aware of the value of the voices of young people.
- Involving young people in formal political processes which can help legitimize local politicians.
- Securing a strong commitment to the project from stakeholders at the local or regional level.

SHORT DESCRIPTION

- Making local politicians aware of the value of the voices of young people.
- Involving young people in formal political processes which can help legitimize local politicians.
- Securing a strong commitment to the project from stakeholders at the local or regional level.

NUMBER OF PARTICIPANTS/ TARGET GROUP

- 1 coordinator for each of the partner organizations
- 10 participants per country aged 15-18

MATERIALS

-The drafted roadmap to creating a (digital) youth council.
-Examples from other countries/regions.
-The UN convention on the rights for a child.

DURATION

9 months in total.
This activity will take place in month 2.

MONTH 2

3. CONTACTING THE POLICY MAKERS AND ENSURING SUPPORT AND ENGAGEMENT FROM LOCAL POLITICIANS/POLICY MAKERS (3/4 weeks)
-At this stage the coordinator will also establish contact with and inform local stakeholders about the project, and encourage them to get involved.
-The policy makers will make a short presentation of the roadmap with emphasis on the value of getting youngsters involved in local processes, showing that it can contribute to legitimizing the formal, political processes amongst young people.
- The coordinator will set up dates for the second and third meeting where the youth council will meet with local stakeholders/ politicians. This can be done in a physical or digital format.
-The coordinators will have a digital meeting to inform each other about the progress that has been made, and to exchange the dates for the meetings that have been scheduled.

NAME OF THE ACTIVITY

Activity 3: Applying the roadmap – first meeting of the youth council

TYPE OF ACTIVITY

Blended, Local/Regional, Transnational

OBJECTIVES

- To apply the roadmap by creating a youth council that will meet 3 times for 6 months.
- To give voice to underrepresented youth, particularly in rural areas
- To test at least two digital youth councils (also, a blended approach is possible)
- To apply the roadmap and test if it works.
- To put the youngsters in charge.
- To give the youth involved training on democratic participation
- To conclude their work on the roadmap.
- To plan what activities/ issues to focus their work on.

SHORT DESCRIPTION

- The Youth Council will have their first (of three) proper meetings online. In order to carry out the activity, they will receive training on democratic participation. Also, as a part of the training, they will finalize the work on the roadmap.
- They will decide on what issue they want to focus on (maximum 3, but ideally 1 or 2). This will be decided in a democratic way.
- They will divide responsibility between themselves before the next meeting.

NUMBER OF PARTICIPANTS/ TARGET GROUP

- 1 coordinator for each of the partner organizations
- 10 participants per country aged 15-18

MATERIALS

-Computer with Zoom (or other platforms).
-The drafted roadmap.

DURATION

9 months in total.
This activity will take place in month 3.

MONTH 3

1. FIRST MEETING OF THE YOUTH COUNCIL
-The coordinator will facilitate the first meeting, but the youth council itself will take the lead. The council will follow the roadmap in their work.
-The coordinator will ask the council to appoint a leader.
 All who would like to be the leader will have to speak up and give a short argument for themselves. There will be an open vote on the candidates. They will appoint a leader and an assistant leader, who will be in charge of the progression of the work.
-In the first meeting, the youth council will have a training on democratic participation prepared by the coordinator.
-After. the council will look at the roadmap and analyze if it's good or if it needs adjustments.
-After the roadmap has been concluded, the council will decide together what issues are most important to them to focus their work on. It will need to be 1 to 3 concrete issues that they have the opportunity to influence (this will be emphasized in the roadmap and training). The council will decide how they wish to present the issue to the politicians.
-The council will divide responsibility between them. One task will be sending information about the topic they have worked with to the politicians before the scheduled meeting.
-The leader and assistant leader will prepare the presentation of the issue.

TIPS FOR THE TRAINER:

This is a critical moment. The coordinator must plan the first meeting in great detail, while still making room for letting the youngsters take charge.
The coordinator will prepare the training, and also the concluding work on the roadmap. They might do one first and then the other, or do them simultaneously if possible.
The coordinator must guide the process of electing a leader, but also guide the council in deciding which issues are most important.

NAME OF THE ACTIVITY
Activity 4: Second meeting

TYPE OF ACTIVITY
Blended, Local/Regional, Transnational

OBJECTIVES

- Creating contact between youngsters and policy makers.
- Creating a good working environment where all are involved.
- That the youngster will be so well prepared that they will not be intimidated.

SHORT DESCRIPTION

In this step, the youth council and the policy makers will meet for the first time. It will be a time to present the topics the youth council has worked on, as well as to participate in a discussion with the policy makers on possible solutions to the issues they have presented.

NUMBER OF PARTICIPANTS/ TARGET GROUP

- 1 coordinator for each of the partner organizations
- 10 participants per country aged 15-18

MATERIALS

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DURATION

9 months in total.
This activity will take place
in month 6.

MONTH 6

During this month, a first contact between the politicians and the youth council will be established.

1. PREPARATION OF THE PRESENTATION FOR THE POLITICIANS (Zoom > 60-120')
-For 1 to 2 hours, the youth council will meet up to prepare the presentation of the issue(s) for the politicians.
-Then, the coordinator will analyze and validate the presentation.

2. POLICYMAKERS INVITETHE YOUTH COUNCIL TO A MEETING
The policy makers will invite the youth council to a scheduled meeting, on a date that has already been planned by the coordinator (town meeting; committee meeting; municipality meetings etc.)

3. MEETING BETWEEN THE YOUTH COUNCIL AND THE POLICY MAKERS
-The youth council will be presented atthe meeting – someone from the youth council, in collaboration with the coordinator, will introduce them with a short presentation of the project and its objectives.
-The youth council will present the issues to the politicians and include suggestions for the solutions (20 min).
-Then, there will be time for the youth council to work with the politicians. They will be divided in breakout-rooms that are assigned different questions regarding the issue at hand (30 min).
-The groups will present their ideas to everybody present, and they will all take part in discussing how to move on.
-The goal will be to come to a conclusion on how both parties can work on the issue until the next meeting.
-The responsibilities for following up until the next meeting will be decided and both the youth council and the politicians will have to work on the issue(s).

TIPS FOR THE TRAINER
The goal here is that the youngsters should take the lead as much as possible. The coordinator must be alerted to guide them in the right direction if they get derailed.

NAME OF THE ACTIVITY

Activity 5: Third meeting

TYPE OF ACTIVITY

Blended, Local/Regional, Transnational

OBJECTIVES

- To carry out the second meeting between the youngster and the policy makers.
- To have developed the work from the first meeting.
- To have achieved some solutions for further work.

SHORT DESCRIPTION

This step includes the second digital meeting between the youth council and politicians. The youth council will present what has been done since the last meeting, and ideally decide on one or more solutions or further action

NUMBER OF PARTICIPANTS/ TARGET GROUP

- 1 coordinator for each of the partner organizations
- 10 participants per country aged 15-18

MATERIALS

/

DURATION

9 months in total.
This activity will take place in month 8.

MONTH 8

1. MEETING OF THE YOUTH COUNCIL (Zoom, 60')
The youth council will meet up again before joining the politicians. They will review the work that has been done and will prepare how to present it in the meeting with the politicians.

2. MEETING BETWEEN THE YOUTH COUNCIL AND THE POLITICIANS (Zoom, 90 minutes)
-Both parties will present what has been done on the issue(s) between the meetings. They will debate the outcome and if it has solved or helped to solve the issue(s). (30 min)
-Then there will be time for the youth council to work with the politicians. They will be divided in breakout-rooms and assigned different questions regarding the issue at hand (15 min).
-Following this exchange between the youth council and the politicians, there will be an overall discussion in which they will analyze how far they have come.
-When the short discussion is over, they will all share their opinions on the following questions: Are there any solutions? How can we continue to work on this issue? (20 min)
-There will be an open evaluation at the end of the meeting. The youth council and the politicians will have to answer a question: What do you take away from this collaboration? (led by coordinator who also notes the answers).
-Finally, one politician and two youngsters from the youth council will be appointed to the evaluation committee for one evaluation meeting with the coordinator.
-All participants will receive a digital evaluation form.

NAME OF THE ACTIVITY
Activity 6: Evaluation and recommendations

TYPE OF ACTIVITY
Blended, Local/Regional, Transnational

OBJECTIVES

- To evaluate the effects of this activity.
- For all the participants to fill out a digital evaluation after the meetings are concluded that contains questions on:
    1. The roadmap
    2. The experience of the work in the youth council

SHORT DESCRIPTION

The coordinator will be in charge of the evaluation but can include others. The evaluation will be done from the digital evaluation submissions, and from a qualitative evaluation in a separate meeting with the appointed and the coordinator (digitally, approx. 30 min)

NUMBER OF PARTICIPANTS/ TARGET GROUP

- 1 coordinator for each of the partner organizations
- 10 participants per country aged 15-18

MATERIALS

/

DURATION

9 months in total.
This activity will take place
in month 9.

MONTH 9

1. DIGITAL EVALUATION
A previously created evaluation will be sent to all the participants. The objective will be to gather their opinion of the different steps and on the outcome of the activity.
 The coordinator will have one digital meeting with the youth council where they evaluate the process. Their work will then be concluded.

2. ANALYSIS OF THE EVALUATION
The coordinator will analyze the information of the digital evaluation and from the qualitative evaluation.

3. REPORT
-The coordinator will write a report on the experiences and the evaluation.
-S/he will then send the report to the youth council and policy makers involved for (possible) revisions.

4. PUBLICATION OF THE REPORT
The final report will be finalized and published on NEUEYT-website.

TIPS FOR THE TRAINER
The appointed coordinator for the youth council is a key component. The appointed person needs to have experience working with youth. The person should also have some knowledge of the local and regional political system, and preferably also a network than can be used for engaging local politicians.

3.5 SELF-ADVOCATE INFLUENCER

At a glance...

Self-advocate influencer is an activity that aims at making youngsters from under-represented communities work in pairs on modules focused on gaining knowledge on working with social media and expressing themselves through different tools. The main goal will be to be heard and provoke reaction from the relevant policy makers.

NAME OF THE ACTIVITY
Self-advocacy Influencers

TYPE OF ACTIVITY
Digital

OBJECTIVES

- To develop digital skills for people/ youngsters from under-represented communities.
- To obtain an online <u>self-advocate influencer certification.</u>
- To allow youngsters from under-represented/rural communities to speak for themselves, representing their rights and democratic participation in the community they are representing
- To allow youngsters who are not under-represented to become more community-aware by directly supporting and mentoring the youngsters from the underrepresented communities.
- To raise community awareness for the needs of the under-represented
- To initiate activities, collaborations, discussions or policy changes focused on improving the lives of the underrepresented communities.

SHORT DESCRIPTION

Self-representation and self-advocacy of youngsters from the under-represented/rural communities. Blog where 5 people from under-represented communities and 5 youngsters/mentors (working in pairs) will present their personal blog on the relevant topic(s), through storytelling, personal experiences, problems, interviews, testimonials, debates, polls, etc.

The blog and the social media will be a tool to present the issues that the citizens from the underrepresented communities are facing to the broader audience, with a main goal of being heard and provoking reaction from the relevant policy makers.

NUMBER OF PARTICIPANTS/ TARGET GROUP

- 5 youngsters from under-represented communities
- 5 youngsters (who will work as mentors)
- 5 mentoring partner organizations (local, regional or national)
- Trainers (1-2 for national and more for transnational)

MATERIALS

Digital tools that are used:
-Survey Monkey or google forms for enrollment, social media, email, Zoom, Wordpress, YouTube, podcasts, other affiliate programs, email marketing, google ads, AdSense, Trello, Canva, polls and Google analytics.
Foreseen tools to promote the activity/initiative:
-Social media, email marketing, newsletters, the partner organizations, traditional media. Blog, SEO, SEM, Google Ads.

DURATION

7 months (with a possibility of extension up to 12 months)

STEP BY STEP

MONTH 1

1. FIRST MEETING (Zoom > 60')
A first meeting will be held between the members of the association that is carrying out the activity in order to define the methodology of the recruitment process and the activity itself.

2. RECRUITMENT
-**Partner organizations** in each country (if it's transnational) or in the country (if it's national) in 5 towns. To do so, the main organization will contact local organizations that work with youngsters who are underrepresented.

-**Trainers.** Trainers will be either staff from Poraka Nova. or found through an open call for trainers who wish to engage in this project. The trainers will be responsible for the development of the content of the lessons, the training, and the evaluation of the practical work.

-**Youngsters from under-represented communities (YUC).** Youngsters will be found through the partner's organization, network, personal contact and social media. A survey created with Survey Monkey will be sent to the different possible organizations. In the end, 5 YUC will be selected.

-**Youngsters who will work as mentors for the YUC.** These youngsters will be found through the partner's organization, network, personal contact and social media. A survey created with Survey Monkey will be sent to the different possible organizations. In the end, 5 youngsters will be selected. It is important to emphasize their role in the project, and the importance of them being really engaged with the objectives and tasks they will be given, as they will have to accompany the YUC throughout the months of the activity.

These surveys will be done in English and translated into the languages of the project consortium. The questions will include:
- *A short description of the activity, the main steps, and a time frame*
- *Name*
- *Gender*
- *Age*
- *Current situation (studying/not studying/employed/unemployed)*
- *A preferred form of contact (WhatsApp or Email)*
- *A box where that asks if they are available for the specific months of training and if they really want to take part in this activity.*

3.INTRODUCTION MEETING WITH THE PARTNER ORGANIZATIONS AND TRAINERS (country or transnational) (45') > Zoom
-Online meeting between the partner organization, the trainers and the other organizations which have provided the contacts of the YUC and the youngsters. There will be a brief explanation of the project and its different steps, and an emphasis on the participants' role and what the partner organization expects from them. Big importance will be given towards the trainers, who will briefly present the modules they have worked on.

2. INTRODUCTION MEETING WITH THE YOUNGSTERS AND THEIR PARTNERS(45') > Zoom
-Once all the 10 youngsters have been selected, an online meeting will be held in order to introduce each other and, most importantly, to confirm their participation in the trainings and practical work. This will also be when they will learn which partner they will work closely with during the development of the activity. The aim of this meeting is to break the ice, to exchange contacts, and to facilitate a possible meeting between them.

MONTH 2-6

5. DEVELOPMENT OF THE MODULES AND OF THE PRACTICAL WORK (1 month per module, 8 hours per month) > Physically or Zoom, Teams

From month 2 up to month 6, the trainers will share the lessons of the modules they have previously worked on with the YUC and the youngsters. The teams of youngsters will alternate between one week of training and one week of practical work.

-Meeting prior to the modules (90', 1 trainer, 5 YUC and 5 youngsters): In order to accelerate the development of the project, a meeting will be held between the trainer and the youngsters in order to support the creation of a profile on the social media they will be using.

-Week of training (120', 1 trainer, 5 YUC and 5 youngsters) > Physically or Zoom: Teaching the lesson through presentations, interactions etc. The aim is for the YUC and youngsters to follow and understand the presentation. Different activities and interaction are highly recommended, reinforcing their digital skills. Two hours in one week, in one day. The practical work will be their homework for the next week. Trainers will remain at their disposal (via mail) in case any doubts occur.

-Practical work (120' approx., 5 YUC and 5 youngsters) > Online, in pairs: the YUC and youngsters must get together (virtually or physically) and put into practice the theory of the lessons of the previous week. This will change each week, but it will include aspects like storytelling, personal experiences, problems, interviews, testimonials, polls etc.).

-Correction and revision of the practical work: During the lesson which will follow the practical work, the trainers will have time to suggest changes and to correct the work from the previous week.

By working in pairs, the two youngsters will build up a team which could lead to a potential business between people from under-represented communities and youngsters. This will assure sustainability.

After each module, the trainers should present a short narrative report. A template will be given to them.

The next table is a visual preview of the first month of the modules.

*W: week; M: month
Duration of a lesson: 2 hours a week (2 hours in one day > one week)
Duration of the practical work: 2 hours a week approx.

M2 Mod 1. Building your own niche website	M3 Mod 2. Building your own traffic producing websites	M4 Mod 3. Monetizing the website	M5 Mod 4. Mastering social engagement	M6 Mod. 5 Achieving maximum success through content creation
W1 – Lesson Choosing a niche	W1 – Lesson Personal branding	W1 – Lesson Understanding money in online business	W1 – Lesson What does social engagement mean to your business?	W1 – Lesson Content is your business
W2 – Practical work	W2 – Practical work	W2 – Practical work	W2 – Practical work	W2 – Practical work
W3 – Lesson Creating initial website content	W3 – Lesson Creating keyword reach content	W3 – Lesson Creating keyword reach content	W3 – Lesson Creating keyword reach content	W3 – Lesson
W4 – Practical work	W4 – Practical work	W4 – Practical work	W4 – Practical work	Creating keyword reach content

MONTH 7

6. EVALUATION (4 hours, 1 trainer)

-The trainers will use this time to carry out an <u>evaluation of the teams of youngsters through the 5 months of work.</u> They will dispose of the corrections of the weekly practical work (report), as well as their own experience while teaching online with the youngsters.
-At the end, the trainers will also do an overall report regarding the <u>training process.</u>
-The <u>partner organizations</u> involved will complete an evaluation form on how the process impacted their organization.
-The trainees (YUC and youngsters) will also complete an evaluation form on the <u>knowledge they attained.</u>

All the evaluation forms will be prepared by the coordinating organization.
When all the evaluation forms have been completed, the coordinating organization will prepare an overall report of the whole process.
In the evaluation, they will learn how to interact with the communities through campaigns: the trainees will learn how to read the statistics of the Google analytics, Facebook analytics and Instagram analytics. In order to increase the results, they will learn how to create digital community campaigns that engage the audience.

TIPS FOR THE TRAINER
Recruiting trainers (staff from Poraka Nova) (lessons and evaluation of the practical work). The trainers will develop the training program and the training material (toolkits).

3.6 SILENT DEBATE

At a glance...

The silent debate aims at giving youngsters the opportunity to express themselves on several current topics by learning how to debate and to exchange with each other and policy makers. The silent debate allows everyone to be heard, invites respect for opinions and facilitates speaking out. This method encourages dialogue with the text and with the other members of the group; it encourages personal involvement and group building; it gives everyone time to think, and to express themselves without being interrupted, and to listen to others. This method can be used as an introduction or alternatively, during a topic study. Writing in front of others can be an obstacle for some people.

The facilitator should be careful to encourage them. Sometimes it is difficult to get started with written exchanges. The facilitator can initiate the movement.

NAME OF THE ACTIVITY
Silent Debate (SD)

TYPE OF ACTIVITY
Blended
Transnational level

OBJECTIVES

- To teach youngsters how to debate and to express themselves;
- To learn how to present their issues in a correct format to the relevant instances;
- To inform and to raise awareness among young people about current issues;
- To exchange on current topics with elected representatives through a non-formal approach (dialogue);
- To encourage young people to become involved as citizens;
- Active participation of young people with policy makers;
- To learn more on 3 topics which are currently debated in the EU (energy, climate change, migration, digitalization etc.).

SHORT DESCRIPTION

The aim of this activity is to give youngsters an opportunity to express themselves on several current topics (climate change, digitalization, migration etc.), to debate with each other in order to exchange different ideas, and to introduce the key elements to elected representatives in order to debate with them to try to resolve a/some social issue(s).

The silent debate allows everyone to be heard, invites respect for opinions and facilitates speaking out.

This method encourages dialogue with the text and with the other members of the group; it encourages personal involvement and group building; it gives everyone time to think, to express themselves without being interrupted and to listen to others.

This method can be used as an introduction or at other times during a topic study. Writing in front of others can be an obstacle for some people.

The facilitator is careful to encourage them. Sometimes it is difficult to get started with written exchanges. The facilitator can initiate the movement.

Framework

Participants should be able to move around a table. If the group is large, there should be several tables. The tables will be covered with white paper (paper tablecloth). This method is suitable for groups of any age and for texts of any kind.

Approach

The table (or several) will be placed in the center of the room.
The facilitator will write a word, sentence, question. or a statement related to the subject in large letters in the center of the tablecloth.
The facilitator will introduce the rules of this dialogue: the exercise will take place in perfect silence. Each person (including the facilitator) will write down the questions and reflections that the word/s written in the center inspires in him/her.

Description of a Silent debate activity

Procedure

Writing and silence help young people explore a topic or concept in-depth and engages everyone, particularly those who are less involved in verbal discussions as there is no competition to get their voice heard. It works best when done in pairs or triads.

Engage

First, choose a stimulus to ponder, debate and mull over. This can be a question, quotation, problem, excerpt, idea or image – anything that has an impact and provokes thinking. Whatever you choose, this is centered on a large single sheet of paper (poster paper) leaving plenty of room for young people to write.

Deliver
Explain to everyone that the activity involves responding to the stimulus by writing or drawing their thoughts and questions around it and sharing their thinking. Different colored pens can be used for each young person so you can easily differentiate their thoughts.

Copy and Paste
After 10 minutes, one youngster from each group will travel silently around the room visiting other groups and is allowed to 'steal' ideas to then bring back and add into their own big papers.
(Variation: rather than copy and paste, youngsters stay at their desks and the big papers move from one group to another, providing young people with the opportunity to write/draw their responses on other posters).

Break
Break the silence after another 5-10 minutes so young people can talk about their ideas and discuss verbally.

Debrief
As a group, delve into the content and discuss ideas, reactions and responses written on the big papers.
To end the activity, you can display the big papers on walls or across tables and hold a 'Gallery Walk' for participants to view in silence.

How often to use it
A minimum of three times.

NUMBER OF PARTICIPANTS/ TARGET GROUP

- The association (partner organizer)
- Three policy makers
- Three representatives from different associations
- 30 youngsters
- 3 topics

This is focused on a national level. In order for it to be transnational, there is a possibility of adding an extra activity which will allow the different countries that participated in this activity to exchange on the outputs and outcomes of this project and of the final event.

MATERIALS

-A leaflet (one page long) with the description, objectives, and main steps of the activity with a guideline. (Written in English and then translated in to all the languages).
-An online survey to recruit the youngsters
-A short presentation on the 3 topics which will be debated on
-Paper (A3 and A4)
-Post-its
-Colorful pens and pencils

DURATION

-MONTH 1: Creation of the leaflet, the Survey Monkey, the recruitment of youngsters, contact with relevant stakeholders (policy makers, different organizations), and online meetings
-MONTH 2: Meetings with the policy makers and the representative organizations and the kickoff meeting
-MONTH 3: Training 1, training 2, and correction of the proposal
-MONTH 4: Training 3 and the final event
4 months in total.

STEP BY STEP

1. RECRUITMENT OF YOUNGSTERS (3 to 4 weeks)
A survey will be created with Survey Monkey in order to recruit the youngsters. It will not take more than 5 minutes to fill in. The survey will be disseminated through the official social media of the project (website, Instagram, Facebook) plus the platforms of the other partners. Moreover, the survey will also be disseminated to schools, universities, and other organizations. Email will also be used.
Once the survey has been completed, 30 young people will be selected and will receive an email of confirmation. Also, out of the number of topics proposed, 3 topics (with the most votes) will be selected. Ideally a WhatsApp group will also be created in order to keep the youngsters updated and for them to have access to the numbers of the other youngsters. They will also be informed which topics will be worked on.

This survey will be done in English and translated into the languages of the project consortium. The questions will include:
-A short description of the activity, the main steps, and a time frame
-Name
-Gender
-Age
-Current situation (studying/not studying/employed/unemployed)
-A selection of their favorite topics (climate change/gender/unemployment/ digitalization/sustainable development/education etc.)
-A preferred form of contact (WhatsApp or Email)
-A box that asks if they are available for the specific months of training and if they really want to take part in this activity.

Once all the 30 youngsters have been selected, based on diversity, an online meeting will be held in order to introduce each other and, most importantly, to confirm their participation in the trainings and final event.

2. CONTACT OF THE RELEVANT STAKEHOLDERS (POLICY MAKERS AND THE RELEVANT ORGANIZATIONS) (3 to 4 weeks)
-Relevant organizations: once the 3 topics have been selected in line with the interests of the youngsters, the partner organization will choose 3 organizations that are relevant to the topics.

They will rely on organizations which they have maybe already worked with and that are in the area (depending on if its local or national). Useful tools to get in contact with relevant organizations include the network of the organization, mailing, social media etc. They will be sent the leaflet for further information.

If interested in participating, they will be invited to the online meeting where the organization of the agenda will be explained and adapted to their schedule.

-<u>Policy makers:</u> once the 3 topics have been selected in line with the interests of the youngsters, the partner organization will send the leaflet to policy makers who could possibly be interested in taking part in this activity. Useful tools to get in contact with policy makers include the network of the organization, mailing, social media etc.

If interested in participating, they will be invited to the online meeting where the organization of the agenda will be explained and adapted to their schedule.

MONTH 2

3. ONLINE MEETING (30' each) > Zoom

-**Policy makers:** An online meeting between the partner organization and the 3 policy makers will be held. There will be a brief explanation of the project and its different steps; with emphasis on their role and what the partner organization expects from them (to listen, to share their experiences, to debate). The partner organization will provide several dates to celebrate the final event. A final decision will be made according to the agendas of the policy makers.

-**Relevant organizations:** An online meeting between the partner organization and the 3 representative organizations will be held. There will be a brief explanation of the project and its different steps; with emphasis on their role and what the partner organization expects from them (trainings and evaluation). The dates of the trainings they will take part in will be announced, as well as the date of the final event (in case they wish to come).

4. KICK OFF MEETING (90' > Zoom)

The partner organization will be present, as they will be both the trainers and the evaluators. Sending an invitation to the representative organizations in case they wish to attend the event is also a possibility.

During this KOM, the different members will work on a guide of the non-formal activities which will be used in the training day #1. This guide should include activities focused on how to debate, how to speak in public, developing convincing skills, and on how to pitch a concrete issue. The members will also go through the steps of the silent debate. There will also be a review of the methodology and of the objectives of the project. The association will also have previously created a short presentation that introduces the basic information of the 3 topics.

The aim is to finish the meeting with the necessary tools to carry out the activity with the youngsters on the first training day:

-Work sheet document on the silent debate, ready to implement.

-Document with a few examples of the different non-formal activities on how to debate etc.

MONTH 3

5. TRAINING DAY 1 (180', 30 youngsters, 3 to 4 members of the partner association)
Paper, post-it and colorful pens
First part (120')
This session will be presented and facilitated by the partner association through non-formal activities, following the previously agreed upon guide (how to debate, how to share your ideas etc.). Youngsters will be divided into groups, if necessary, for the activities. The environment must be relaxed and friendly in order to encourage participation and the exchange of different ideas. Later, one of the members of the association will introduce the 3 topics with the help of an activity or a short presentation.
Second part (60')
The 30 youngsters will be divided into 6 groups, with five people in each group. It will be up to them to choose which group they want to take part in, as each group will focus on one of the three selected topics.

Topic 1	Topic 2	Topic 3
Group 1	Group 3	Group 5
Group 2	Group 4	Group 6

Once the groups have been created, everybody will sit with their partners and will discuss what they know about the selected topic for about 15 to 20 minutes.
For the next training day, they will be invited to do some "homework" (online research about the topic).

They will be handed a document with some questions to inspire their discussion/debate: definition, why is this a problem? What are the solutions?
There will be a short evaluation at the beginning and at the end of the training through non formal activities.

6. TRAINING DAY 2 (120', 30 youngsters, 3 to 4 members of the association)
First part (20') WORKSHEET ON THE SILENT DEBATE
The youngsters will be seated around a table in their groups with the activity sheet. There will be short presentation on the activity (5') and then a longer time for the development of the activity itself (15').

See the work sheet.

Second part (80')
Once the document has been completed by all the members of the group, all of the answers will be read out loud amongst the team, in order to clarify the information and add more details if necessary (10').
During the 45 minutes, each team will work together in order to develop a first draft of a proposal based on the ideas previously written. The document will not be more than one page long and it will also include questions on the topic aimed at the elected representatives.

The association will hand out a document with bullet points to be filled in with the information given by the team. This will be used to draft the proposal.
There will be a short evaluation at the beginning and at the end of the training through non formal activities.

7. REVIEW OF THE PROPOSAL (1 week)
The association that organizes this debate will have one week to read and correct (if necessary) the 6 proposals.

MONTH 4

8. TRAINING DAY 3 (105',30 youngsters, 3 to 4 members of the association and the representative's associations)
First step (60')
In order to receive feedback from the representative's associations (RA) focused on the topic, the RA will read aloud the previously written proposals in front of the youngsters, giving them instructions, tips and technical information to improve the proposal. The youngsters will take notes on this.
Second step (45')
The youngsters will be seated by groups, and they will each have 45 minutes to prepare a pitch of their proposal based on the information previously received. The aim of this activity will be for each of the 6 teams to have a 5 minute pitch.

They will have a model to fill in the information for the pitch, which will be handed out before the training.
There will be a short evaluation at the beginning and at the end of the training through non formal activities.

9. THE EVENT (150', 30 youngsters, 3 to 4 members of the association, 3 policy makers and the representative's associations (if they wish))
At the final event, all of the youngsters, members of the association and the policy makers will be together in an auditorium.
One member of each team will address the audience (youngsters, organizing association, representatives of the associations) and will take 5 minutes to announce the main ideas of the drafted pitch. There will then be 20 minutes per pitch to debate with the audience. It is at this point that an exchange between the policy makers and the youngsters is truly important. An informal and horizontal exchange would be ideal, allowing youngsters to understand their importance, but also to respect them.

In order to follow up on the impressions of the participants, an online questionnaire (Survey Monkey) will be available through a QR code at the end of the event. All participants will be invited to answer the questions and give short feedback.

Provide a questionnaire which will perhaps be used again in other activities.

TIPS FOR THE TRAINER

There are a lot of ways of doing a Silent Debate Activity. In can be moving around a table, sitting, mixing both etc.
Some criteria remain crucial for it success :

1. DISCUSSION QUESTIONS
The first thing to think about when preparing a silent discussion is the discussion questions themselves.
It is worth mentioning that you don't necessarily even have to use questions related to something you are working on, however, ensure the questions are connected to the participants so that participants can have a say on them.

2. NUMBER OFF PARTICIPANTS
At the beginning of the activity, you will number off young people according to the number of questions you have. Keep in mind that it's okay for more than one youngster to get the same number.

3. WRITE DOWN THE DISCUSSION QUESTIONS
Project or write the discussion questions on a board, numbering them. Get each young person to take out a piece of paper and write down the question associated with the number that you assigned to them.

4. LET THE SILENT DISCUSSION BEGIN!
Ok, now you're ready for the silent discussion itself to begin. Here's how it works...
The young people begin by writing a response to the question they were first assigned.
There are then different options. You can let them wait, make one move to another table, let them move freely etc..
An alternative to the silent description above is:
When they are done, the youngsters get up and circulate the room (silently) waiting for someone else to be done. Then, they sit down at that person's seat, read their new question and what the person has written before them, and write their own response!
Their response could be to the original question or to something that another young person has written before them.
Tell the young people if they arrive at a question they have already answered to choose another place. Some youth workers may choose to also give young people a minimum number of responses they have to make, but there may be some struggling writers, so just let them move about at their own pace.
Also, keep in mind that sometimes (especially early on), young people may have to stand and wait a couple of minutes to find a new place to sit!

5. OPEN DISCUSSION

Let the young people return to their seats and read their original discussion topic. Then, as a group, go through each of the questions one at a time and have an open discussion.

Encourage the young people to reference what others have said from the sheet in front of them. By this point, your participants will have already engaged in meaningful discussion with one another through writing, and so not only will they be warmed up, but they will also have plenty to talk about during your open discussion.

THE BENEFITS OF A SILENT DISCUSSION

There are many benefits to doing silent discussions with your ELA classroom.

When you do the open discussion at the end, young people are far more inclined to speak as they have had a chance to process the information, read the thoughts of their peers, and formulate their own opinions.

Not all young people will have completed the same questions, so you are likely to get different young people participating for different questions.
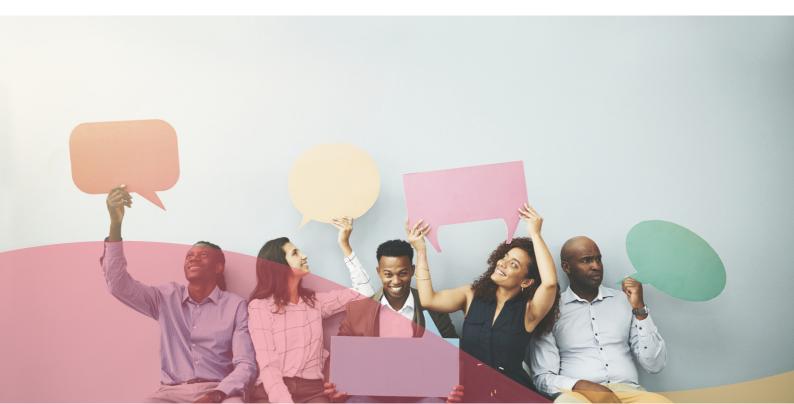
It makes for 30 minutes of almost complete silence, which can be nice for a youth worker's headache.:-)

If it is related to something you are studying, you can return to the discussion questions at the end to see if their opinions have changed.

3.7 VOICE UP

At a glance...

Voice up is an activity aimed at exploiting the creativity of youngsters between the ages of 13 to 25 in two topics: their city and their school. It allows them to choose and share with the rest of us the different issues/problems they experience, and allows policy makers to listen and step in.

NAME OF THE ACTIVITY
Voice Up

TYPE OF ACTIVITY
Blended activity. Local and national level. Possibility of having a platform in order to allow a transnational exchange between the different videos and photos from the different countries.

OBJECTIVES

1.To enable youngsters to create their future city and school in a creative manner.
2.To present the difference between living at the city center or in a rural area.
3. To introduce the idea of an equal, innovative, open, and democratic school and society.

SHORT DESCRIPTION

This activity aims to design and conduct a number of activities that will enable young people to point out the best and worst places in the city and compare their daily commuting and living in relation to where they live. Two main activities will take place:
1.The creation of a photo safari and a video, allowing youngsters to exploit their creativity or the creation of a video of 5 minutes that reflects the daily conditions of the youngsters (16-25 years old).
2.Youngsters will be allowed to co-design the future of schools in terms of buildings, accessibility, activities, participation etc. via a digital graphic contest. This will lead to the creation of a digital sketchbook with the results of the participants of the contest (13-17 years old).
Later, there will be a virtual exhibition which will take place, and also a physical exhibition in places of the city/municipality, like museums, libraries etc., where the final results of these events will be presented.

NUMBER OF PARTICIPANTS/ TARGET GROUP

- Minimum of 10 youngsters (16 to 25 years old) to design the activities – photo safari and video of the daily conditions in their city
- Minimum of 10 youngsters (13 to17 years old) to co-design the future of schools and to later participate in the digital sketch book contest
- Partner organization that organizes the activity
- School principal, teachers
- Parents
- Town hall representative

MATERIALS

-2-3 photo safaris per country
-5-10 videos per country
Creation of different templates, surveys, and evaluations

DURATION

5 months.

STEP BY STEP

1. RECRUITMENT OF THE PARTICIPANTS (2 weeks)

An open call through schools, local art groups, other organizations, and personal contacts in order to recruit youngsters will be done during the first month of the project. The official social media of the project (website, Instagram, Facebook) plus the platforms of the other partners will also be used.

Once the process has been completed, around20 young people (10 from ages 16-25 and 10 from ages 13-17) will be selected and will receive an email of confirmation. Ideally a WhatsApp group will also be created in order to keep the youngsters updated and for them to have access to the numbers of the other youngsters.

Minors might be contacted through their teachers or parents.

2. REGISTRATION OF THE GROUPS OF YOUNGSTERS AND CO-CREATION ACTIVITIES (2 weeks)

Once the 20 or so youngsters have been selected, they will be separated into the groups they will work with(ages 16-25 and ages 13-17).

The partner organization will facilitate two co-creation activities, one for each group, in order to help the youngsters better address the activities. They will also be accompanied by warm out and chill out activities. The co-creation activities are aimed at breaking the ice for the youngsters and giving them an insight on what the activity will be like. These activities are very useful as they will serve as inspiration for the youngsters for when they have to be more creative. It will also be a chance for youngsters to truly understand what this activity is about.

Co-creation activities

WALK SHOP (youngsters from ages 16-25, 1 or 2 trainers of the partner organization) (150'):Walk shop is an active workshop, designed to get inspired and to get a better understanding of the environment you are in. It is a useful method to explore the context and the people in your environment, as it gives a good and concrete idea of the case area. A walk shop presents local issues in a memorable way. It enables observing and identifying problems and possibilities in the real environment. This type of co-creation activity will give the participants useful tools for the photo safari and video making.

*See the description of the activity "WALK SHOP".

CRAZY8 (youngsters from ages 13-17, 1 trainer of the partner organization) (60') Activity with the younger children in order to help the children visualize their future school better.

*See the description of the activity "CRAZY8"

MONTH 2

3. SETTING OF A TIME FRAME FOR EACH GROUP OR INDIVIDUAL (Zoom, 60')
There will be two online meetings between the partner organizations and the different groups of youngsters. Teachers and parents will also be invited to join if they wish to do so. In the meetings, the following instructions will be shared:
 -Each group or individual will take one month to work on the material they will then send to the organization (photo safari, video and digital artwork). The partner organization will be at their disposal if needed to assist them via email or WhatsApp.
 -The partner organization will suggest the sharing of possible useful tools for the artwork (editing of photos, cutting and mixing of videos), as well as recommended steps.

4. PHOTO SAFARI, VIDEOS AND DIGITAL SKETCH BOOK
See the description of the activities "PHOTO SAFARI". "CREATION OF VIDEOS" and "DIGITAL SKETCH BOOK".

5. CREATION OF A LIST RELEVENT STAKEHOLDERS AND CONTACT WITH THEM
(3 weeks)
At the same time, a list with the different possible stakeholders will also be created. It will include the following information:

Name of the stakeholder	Possible activity	Contacts	Yes/No
Library	*Exhibition of the photos in the entrance.*	*blabla@example.com*	*Yes*
School of …	.....	.....	.....
Local authorities	.....	....	....

This list must include the stakeholders that will (1) be at our disposal for any possible exhibition and (2) agree to help in the promotion of the project. The possible dates will be discussed among the partner organizations and each stakeholder, as there will be several exhibitions.

6. SEETING UP THE CONTENT OF VOICE UP IN THE NEUEYT PLATFORM
The partner organization will be responsible for the creation of a page inside the platform of NEUEYT for the display of the photos, videos and sketchbooks.

MONTH 3

7. EVALUATION OF THE MATERIAL GATHERED (2 weeks)
- All the youngsters will <u>send their photos and videos</u> via email to the partner organization. They will also answer 3 questions about their feelings after the activity, if they are happy with their work etc. (<u>Evaluation</u>)
- Then, the partner organization will take <u>2 weeks to evaluate the material received and upload it to the platform</u>. If anything is not visualized correctly or if any questions arise, the organizers will be available for further discussion.

8. ORGANIZATION OF THE OPEN EVENTS (3 weeks)
- Once the documents have been uploaded to the platform, the partner organization will check the scheduled events (exhibitions) and confirm the dates with the stakeholders.
- They will then proceed to <u>print the photos and organize a room to display the photos and share the videos.</u> It will also be necessary to create a panel with general information of the activity, photos and testimonies from the questionnaires.
- A <u>QR code with a short questionnaire will be available</u> in order to have <u>feedback from the public.</u>
- An *invitation will also be sent to policy makers to attend the exhibition*.

MONTH 4

8. OPEN EVENTS (1 or 2 months)
During the fourth month of the activity, one or more places will participate and display the content of this project. The dates will have been previously scheduled.

9. DISSEMINATION, PROMOTION OF THE ACTIVITIES - throughout the whole project
The digital tools which will be used to disseminate the information will be Instagram, tagging, tik tok, digital sketchbook, videos, digital photos etc.
The foreseen tools are: social media, TV coverage, radio coverage, press releases, use of existing local networks, use of existing school media classes, and the promotion of activities during global days.

MONTH 5

10. EVALUATION OF THE PROCEDURE
-The will be a small report with the main objectives of the project, the photos of the activities, the testimonies, the evaluation by the public, the risks in order to assure the sustainability of the project.
-Questionnaire for the youngsters.
-Interviews of the policy makers asking them general questions about e-democracy etc. Sending them the material beforehand.
-A short video which summarizes the above information will be done a few months after the presentation of the project.

IN THE NEXT PAGES (75-95 PAGE) ALL VOICE UP ACTIVITITES WILL BE ELABORATED IN DETAILS.

CRAZY 8

NAME OF THE ACTIVITY
CRAZY 8

TYPE OF ACTIVITY
This is a co-creation activity to facilitate the youngsters participating in the digital artwork activity.

OBJECTIVES

-To learn how to communicate an idea.
-To discuss a wide range of ideas in a short timeframe.
-To debate with each other.

SHORT DESCRIPTION

This activity Crazy 8 is a method that pushes you to think beyond your first idea and generate a wide variety of ideas or solutions in a short timeframe. It is a sketching exercise that challenges people to sketch 8 ideas in 8 minutes.
The ideal place for this activity to be held is in an open space, with big tables that groups of youngsters can sit around.

NUMBER OF PARTICIPANTS/ TARGET GROUP

- Minimum of 10 youngsters aged 13-17
- 1 or 2 facilitators from the partner organization

MATERIALS

-A4 paper (colored if possible)
-Pens, makers
-Sticky dots

DURATION

1 hour

STEP BY STEP

1.DISTRIBUTION OF THE TEAMS (10')

All the youngsters will be divided into groups (10 youngsters => 2 groups of 5. If it's a smaller group, they can stay in the same group) and seated around the table. They will then be given a sheet of paper which they will have to divide into 8 sections.

2.ACTIVITY (8')

The proposition of the "future of schools" will be presented to the youngsters. They will then have 8 minutes to fill in the 8 sections with ideas which could be interesting for the future of schools. Once the time is up, everybody must stop sketching.

3.PRESENTATION OF THE IDEAS (20')

In the different tables, the youngsters must present the different ideas they have come up with to one another..

4.VOTE (5')

The youngsters will each have three sticky dots at their disposal. They will use them to vote for their favorite ideas out of the group from the table.

Important: depending on the number of participants, they might use one single document (A3) to write all of their ideas for a small group, and larger groups will all have one single piece of paper per participant to write their ideas.

TIPS FOR THE TRAINERS

Some team members or participants who do not sketch on a daily basis might find the method intimidating at first. It is therefore helpful to reassure everyone that these are rough sketches. They don't need to be precise or beautiful.

VIDEO MAKING & DIGITAL SKETCH BOOK (VOICE UP)

NAME OF THE ACTIVITY
VIDEO MAKING

TYPE OF ACTIVITY
This activity will be done in groups or individually by each participant.

OBJECTIVES

-To enable young people to point out the best and worst places in the city and compare their daily lives and commute in relation to where they live.
-For each group to make a 5 minute video that reflects the daily lives of the youngsters (neighborhood, commute, use of public transportation, going to school or work etc.)

PREPARATIONS

The preparation is the walk shop that has already taken place.

NUMBER OF PARTICIPANTS/ TARGET GROUP

- At least 10 participants (aged 16-25)

MATERIALS

-Camera/Phone

DURATION

Each participant will have one month to complete the activity.

STEP BY STEP

1.Invite young people to participate
2.Organize a walk shop to meet them and engage them
3.Appoint a focal point to monitor and support them during the 1-month creation period
4.Gather all the videos and upload them on the platform
5.Organize the presentation of the material at an open public event and invite policy makers
In the videos they take, they should answer this short question:
What made you take this video?

TIPS FOR THE TRAINERS

It is good to plan the open event in relation to another official day in order to attract more public attention. A good opportunity for this event could be the European mobility week.

NAME OF THE ACTIVITY
Digital Artwork &Sketchbook

TYPE OF ACTIVITY
This activity will be done in groups or individually.

OBJECTIVES

-For youngsters to co-design the future schools via a digital graphic contest. The outcome will be a digital sketchbook.
To focus on visualizing their schools via digital art in terms of facilities, democracy, participation, openness, diversity, empathy and creativity.

PREPARATIONS

The preparation is the crazy 8 co-creation exercise that has already taken place.

NUMBER OF PARTICIPANTS/ TARGET GROUP

- A minimum of 10 people, ages 13-17

MATERIALS

Computer, tablet, paper, markers (anything the youngsters wish to use)

DURATION

All participants will have one month to create their digital artwork

STEP BY STEP

1.Invite young people to participate
2.Organize a Crazy 8 co-creation meeting to meet and engage them
3.Appoint a focal point to monitor and support them during the 1-month creation period
4.Gather all digital works of art and upload them on the platform
5.Merge all material into one sketchbook
6.Organize the dissemination of the sketchbook and invite policy makers to see it.

They will have assistance at all times.

TIPS FOR THE TRAINERS

Disseminate the sketchbook in relation to an official day that will attract more publicity.

PHOTO SAFARI (VOICE UP)

NAME OF THE ACTIVITY
Photo Safari

TYPE OF ACTIVITY
This activity will be done physically and by each of the participants. However, the photo display might be done online

OBJECTIVES

-To enable young people to point out the best and worst places in the city and compare their daily commute and daily lives in relation to where they live.
-For youngsters, or a group of youngsters, to create a photo album presenting their daily life in terms of neighborhood, commute, use of public transportation, going to school or work etc.

PREPARATIONS

The preparation is the crazy 8 co-creation exercise that has already taken place.

NUMBER OF PARTICIPANTS/ TARGET GROUP

- At least 10 participants (aged 16-25)

MATERIALS

Camera/ Phone
The material will be sent to the partner organization, who will gather all the photos and create a digital album to upload to the platform.

DURATION

Each participant will have one month to complete the activity.

STEP BY STEP

1.Recruitment of the participants
2.Organize a walk shop to meet the participants and start motivating them
3.Appoint a focal point to monitor and support them during the 1-month creation period
4.Gather all the photo safaris and upload them to the platform
5.Organize the presentation of the material at an open public event and invite policy makers

In the photos they take, they should answer this short question:
What made you take this photo?

TIPS FOR THE TRAINERS

It is good to plan the open event in relation to another official day in order to attract more public attention. A good opportunity for this event could be the European mobility Week.

WALK SHOP – CO-CREATION ACTIVITY

NAME OF THE ACTIVITY
Walk Shop

TYPE OF ACTIVITY
This is a physical, co-creation activity to facilitate the participants of the photo safari and the video making activities.

OBJECTIVES

1. To get inspired and to get a better understanding of the environment you are in.
2. To explore their environment and the people in it (it gives a good and concrete idea of the case area).
3. To present local issues.
4. To observe and to identify problems.
5. To create possibilities in the real environment.

PREPARATIONS

Prepare the walk shop by planning a route though the city or village with relevant stops. Each stop should have a different relation to the topic at hand. Try to prepare an activity (a discussion, a search assignment, drawing session, etc.) at each stop.

NUMBER OF PARTICIPANTS/ TARGET GROUP

- Minimum of 10 youngsters aged 16-25

MATERIALS

A map of the area and a notebook, some markers and paper (if needed):
-Reusable cups for soft drinks from the café
-Markers, pens, pencils
-Notebooks
-Paper

DURATION

-Previous meeting to establish different stops (90')
-Walk (60' approx.)

STEP BY STEP

1. SETTING UP OF THE ROUTE (90')
The two facilitators will spend one-hour walking around the center of the city looking at the different possible spots to stop and carry out a short activity. They will take notes on this and perhaps have a conversation with the owners of the stops for more information.

Example of the different activities which could be carried out by the facilitators and the youngsters during the route: to have a short discussion/debate, to do a drawing session… Each stop must be related to a specific topic.

2. WALK SHOP (60')
The walk will start at a central spot, like a big square. The material will be handed out by the facilitators (notebooks or paper and pens).
Once everybody is gathered, the walk prepared by the facilitators will start. At every stop, there will be a short activity to work out between the youngsters, presented by the facilitators.

3. END OF THE ROUTE (30')
The walk shop will finish in the same square where everybody gathered at the beginning. There will be a light exchange between the youngsters on possible ideas for their future work on the photo safari and the video.

FRAMEWORK

NAME OF THE ACTIVITY
Warm Up Actvity

TYPE OF ACTIVITY
Introductory activity when beginning a workshop/ working meeting or a co-creation activity e.g., the Crazy 8 or the Walk Shop.

OBJECTIVES

This activity can be used at the beginning of a meeting as a nice-breaker.

SHORT DESCRIPTION

Warm up activities are always used to break the ice between the participants and to let them see that our workshops are using fun co-creation methods. The value of this activity is getting people to feel comfortable and feel part of a new community.

NUMBER OF PARTICIPANTS/ TARGET GROUP

- Depending on the activity there will be 10-15 people.

MATERIALS

A chalk or a tape and some paper.

DURATION

5 to 10 minutes.

STEP BY STEP

Facilitators will choose a small game to begin with to help people feel comfortable and get acquainted with the other participants, and to give them a first impression that this meeting will not be just a sterile "information deposit", but a playful exchange of views and ideas.

Examples of a warm up activity:

- make a circle and ask all participants to look at the person standing next to him/her, state his/her name and make a short comment about their feeling about coming here today.
- make a cross on the ground and put a word in each square: a) excited b) curious c) confused d) bored. Then ask each participant to make a jump in the area that best describes his/her feelings.

TIPS FOR THE TRAINER

Use your imagination to come up with a quick and fun activity in order to break the ice.

NAME OF THE ACTIVITY
Chill out activities

TYPE OF ACTIVITY
Co-creation activities during a workshop/meeting.

OBJECTIVES

-To finalize the activities of that day by sharing feelings with others.
-To discuss the best and worst parts of the activity.

SHORT DESCRIPTION

This check-out activity is used as a simple way to verify the participants' feelings before closing the workshop. The value of this activity is that it is simple and not time consuming.

NUMBER OF PARTICIPANTS/ TARGET GROUP

- Depending on the activity there will be 10-15 people.

MATERIALS

Depending on the activity it can use anything including a board, paper, markers, post it etc.

DURATION

5 to 10 minutes.

STEP BY STEP (main content + organization of the activity in the time frame)

Example of a chill out activity is:
- One Word Before Leaving is a check-out activity used to verify everyone's feelings before closing the workshop. Typically, it is a great moment for people to share their feelings, especially when they have been very enthusiastic during the workshop.
-If the facilitator has used the cross as a warm up activity (see above) then a good chill out activity could be to repeat the exercise and see if participants have a different feeling now, after the meeting e.g., if instead of bored or confused they now choose to be excited.

TIPS FOR THE TRAINER

Making another fun game activity at the end leaves the participants with the feeling that there is something different in these workshops and tends to urge them to participate in the next ones as well.

3.8 WE & US PANEL

At a glance...

This designed initiative pursues the aim of sustaining youngsters in giving proper wording to their needs, to display them to the right object (policy makers and stakeholders).

NAME OF THE ACTIVITY
We & Us panel.

TYPE OF ACTIVITY
Digital activity.
Level: local, regional, and national.

OBJECTIVES

-To identify common community youth priorities at community level or national level through participative processes;
-To stimulate beneficiaries' reflection on and active participation in topics related to youngsters' daily lives;
-To demand policy makers' attention on youth priorities in the community and to ask them for efforts to translate their attention into concrete measures and policies;
-To valorize the "youth leaders" representatives of youth at a community level;
To develop skills related to leadership, research, data analysis, coordination, and communication.

SHORT DESCRIPTION

Thanks to the We & Us panel, 10 youngsters will be able to conduct research on 10 topics of their interest. To do so, they will have to design a tool which will be useful for this research, as well as disseminate a survey and gather representative information. The final goal will be to work on a report which summarizes the whole process and the results of the survey. The final task will be to meet(online or physically) with policy makers specialized on their topics and to engage in a discussion with them.

NUMBER OF PARTICIPANTS/ TARGET GROUP

- 10 youngsters aged 18+ (scientific committee). These youngsters must be interested in social research.
- 500 youngsters aged 14+. They will be necessary for the research, and they will give their opinion through an online survey.
- Policy makers: these policy makers will receive the results of the research. They should be specialized in at least one of the 10 topics identified by the youngsters.
- Partner organization (2 people per partner organization).

MATERIALS

Digital meeting platform such as Zoom
Digital social spaces such as "wonder.me"
Digital survey tool such as "Google survey" or "Survey Monkey"
NEUEYT website/platform for collecting research and topics
Website
Massive Social Media promotion
YouTube/Vimeo
Eventual newsletter

DURATION

12 months

STEP BY STEP

Previous work (<u>two sessions of 90'</u>):

-In the pilot phase of this project, three of the partner organizations will develop these activities. Before the start of the M1, two online meetings will take place in order to discuss the following elements:

- To decide on the <u>steering committee</u>: 2 people per partner organization
- To establish the <u>open call</u> which will be done to recruit the youngsters, as well as the requirements (to be 18+, to be interested in research etc.)
- To create the <u>guideline and methodology</u> to start the youngsters' research of the 10 topics. This will be presented and facilitated by the steering committee during the *Activation of the scientific committee.*
- <u>To create a form that can be used by the youngsters</u> to fill in the details of the 10 topics.
- To work on the <u>initial layout and content of the report</u>: (summary, introduction, methodology used, tools created, data collected, analysis of the data and conclusion).

-The following steps of the project will be reviewed by all of the steering committee members.

MONTH 1-2

1. RECRUITMENT OF THE YOUGSTERS (1 month and a half)
-There will be an open call done through social media and interpersonal contacts to recruit 10 youngsters (approx.) who will make up the lead working group of this initiative. There will be some requirements for the youngsters to be chosen (to preferably attend university, to show an interest in publishing papers related to this activity…).

2. ACTIVATION OF THE SCIENTIFIC COMMITTEE (end of the 2nd month)
-<u>Two Zoom meetings</u> (75' each) will take place during the week in order to give the mandate to the scientific committee. It will be the first time the youngsters "see" each other and meet the steering committee.

-They will exchange contacts for possible co-working in the future steps of this project.

-The steering committee will:

- Activate the scientific committee
- Explain to the youngsters what they expect from them and the different steps of the project.

-The draft of the report (individually, in pairs, or in a group) will be up to the youngsters, but the steering committee will facilitate a guideline with a methodology to follow (if wanted).

-The scientific committee will be reachable at any moment of the project for support or assistance.

MONTH 2-3-4

3. RESEARCH PERIOD

-For 3 months, the scientific committee will work on defining the details of the plan and in particular: the research approach and process, the object of the research, the data collection tool, reporting, the categorization of topics, and the display of the final results. The purpose will be to identify about 10 relevant topics and priorities, which are considered of high relevance by youngsters, to be discussed with policy makers both at the local and national levels.

-They will be allowed to work in teams or individually. A form, previously prepared by the partner organization, will be handed out to them in order to help them summarize the data. It will be up to them to use it if they want. Although they might work individually or in teams, they must meet up in the end and review he best topics, as there can't be a very high number. Then, it will then be up to the youngsters aged 14+ to complete the survey and decide on the **10 topics.**

-Every 3rd week, there will be a catch-up meeting between the steering and the scientific committee. This will give the youngsters some pressure and will guarantee constant work from the scientific committee. These online meetings won't last more than 1 hour.

-At the end of the 3 months, 10 topics (5 at a local level and 5 at a national level) or more will have been selected by the youngsters. They will then send the forms (if used) to the scientific committee. Once the research is done, they will have to create the survey to then pass on to youngsters to select the 10 topics regarding their opinion.

MONTH 5

4. . LIST OF POLICY MAKERS
-Once the steering committee receives the list of topics from the scientific committee, they will combine the common topics and start creating a list of possible stakeholders, local authorities or policy makers specialized on those topics.
-Once this has been done, the steering committee will contact the stakeholder to explain the project with a leaflet, and state the actual moment of the project.
-There will also be suggestions and invitations for the policy makers to participate and discuss with the youngsters. If they are interested in doing so, it will be important and useful for the steering committee to start looking at the agenda, finalizing dates for the event etc.

5. CREATION OF DATA COLLECTING TOOL(S)
-In order to gather the opinions of different youngsters (14 years old) on the selected topics, the youngsters must try to come up with an existing tool, or a new tool, that they will use to collect the data. (Examples: Survey Monkey, Google Forms etc.).
-They will have one month to meet up physically or online and decide which tool they will use, and the content that will appear on the selected tool (questions to gather the opinion of youngsters from different topics).
-At the same time, they will also create a list of possible ways to disseminate the survey: social media, mailing list, personal contacts etc..
-Once the tool with the content has been created, the steering committee will try it out, suggest changes, and validate it. This will be done close to the end of M5.
-The steering committee will remain at their disposal at all times and will participate in the dissemination of the finalized tool in order to gather as many results as possible.
-The target is youngsters aged 14+.

MONTH 6-7

6. DATA COLLECTION ONLINE
Once the tool (survey) has been validated by the steering committee, the youngsters will take 2 months to disseminate the survey.

-Their goal will be to reach 500 people aged 14+.In addition to using their contacts list, the steering committee will also support them and disseminate the survey.
-Every two weeks or so, they will have to check the amount of people who have answered and send a reminder to those who haven't filled in the survey yet.

MONTH 8-9

7. ANALYSIS OF DATA AND REPORT EDITION OVER 5 local + 5 national TOPICS IDENTIFIED AS A PRIOR TO OTHERS
-During these two months of work, the youngsters will continue working individually or in pairs on the 10 selected topics which have resulted from the survey. They will follow the report template that the steering committee will provide them with, in which they will have to present:
a) A short summary
b) An introduction
c) The chosen methodology
d) The tools created
e) The data collected
f) **The analysis of the data** (these two months will be specially focused on this point)
g) The conclusion

-Every 2 weeks an online meeting will be held between the 2 committees in order to keep track of the evolution of the report. The steering committee will be available at all times.

8. CONTACT WITH RELEVANT POLICY MAKERS AND STAKEHOLDERS (M8)
-Once the reports start being drafted, the steering committee will start contacting the selected policy makers and suggesting different places and dates for the exchanges to take place: workshops, online meetings, physical debate etc. This will be done 4 months before the start of the events.
-At the same time, the steering committee will start reserving workplaces to carry out these activities.

MONTH 9-10

9. EDITING OF THE REPORTS IN THE FORM OF A TEXT DOCUMENT AND A VISUAL/VIDEO DOCUMENT THAT SUMMARIZE THE ANALYSED DATA AND THE COMMENTS/SUGGESTIONS/ISSUES REGARDING EACH OF THE SELECTED TOPICS

-Once the report has been completed by the scientific committee and reviewed by the steering committee, it will be up to these last ones to adapt the report into the <u>agreed upon layout.</u>
-The scientific committee will also be invited to create a <u>visual or a short video that summarizes the content of the final report.</u> It will be up to the youngsters to decide how, and in which format, to do this. However, this will not be mandatory.
-<u>A peer review</u> will also take place. Each partner organization must select one or two young people from their association (it can be volunteers too). Then, they will share the final report or/and video with them, and ask them the following question *"Do you recognize yourself in these topics?"*. Their opinion will be useful and important for the final evaluation.

10. FINAL SET UPS FOR THE EVENT(S)
-The finishing touches for the display of the videos, the meeting between the committees etc. will take place during this final month.
-The final report and/or videos will be sent to the policy makers who have agreed to take part in the event(s).

MONTH 11-12

11. PRESENTATION OF THE REPORTS TO THE SELECTED POLICY MAKERS (ON LOCAL AND NATIONAL LEVELS). THE COMMITTEE SHALL IDENTIFY THE BEST TOOLS FOR PRESENTINGSUCH AS ONLINE DISCUSSION GROUP FACILITIES, WORKSHOPS, WEBINARS, ETC.
-Following the previously arranged meetings, events, workshops etc., the scientific committee, the steering committee, and the youngsters will be invited to participate in and enjoy the discussions.

12. DISSEMINATION OF THE POLICY PAPERS (DOCUMENTS AND VIDEOS)
The dissemination will be done through different tools such as the NEUEYT platform and the platforms of the different partners, massive social media production, newsletters, etc.

13. CREATION OF A SMALL EVALUATION SURVEY TO VERIFY THE PERCEIVED CORRESPONDENCE OF THE YOUNGSTERS ON HOW THE REPORT INTERPRETATIONS PROPERLY CORRESPOND TOTHE YOUNGSTERS' NEEDS. THE EVALUATION SYSTEM HAS TO BE ACTIVATED BY THE COMMITTEE AND SENT ONLINE TO THE LARGEST YOUTH AUDIT POSSIBLE. REPORT EDITING AND PUBLICATION

All partners will us the same evaluation.

14. ALL OF THE ABOVE WILL BEDISSEMINATED AND VALORISED THROUGH OUR PROJECT ONLINE AND MEDIA CHANNELS

TIPS FOR THE TRAINER

The following hints should be considered by the partners facilitating the process:
·Enable the autonomy of the research committee in creating the research method as much as possible, including the types of tools to be used, the data collection procedure, etc.
·However, partners shall ease the process of data collection for the about 500 youngsters through channels which refer to the project facilities. The same holds true for the identification of the policy makers, stakeholders, and the best contexts in which panel discussion and presentations should take place.
Consider the process as an intervention action, i.e. collecting data/information to promote motives for change/involvement on behalf of the young participants.

4 BIBLIOGRAPHY

Below you can find all list of works or documents by various authors that were used or consulted to write our Global Framework of Initiatives.

1. *A Union of Equality: Gender Equality Strategy 2020-2025. European Commission. March 2020*
2. *Raising opportunities for Young people in rural and remote areas. Council of the EU. May 2020*
3. *Resolution on the European Youth Strategy 2019-2027 – Adoption*

YOUTH
DIGITAL
PARTICIPATION NEUEYT

PROJECT PARTNERS

GLOCAL FACTORY

e-trikala

AGDER
County Council

НОВА порака

pistes solidaires

HUB
NICOSIA

FO.R.I.S.

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