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mapping youth solidarity practices

REPORT
2023

LIBERA
ASSOCIAZIONI, NOMI E NUMERI
CONTRO LE MAFIE

CRC Policy Center
HOPE
For Children

OBESSU
Organising Bureau of
European School Student Unions

Intercultural Development Agency

between

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INTRODUCTION

This report focuses on the work developed by the HUMANNESS: EU social challenges and civic engagement for solidarity project, which is funded by the European Union's ERASMUS+ Programme (KA220-YOU - Cooperation partnerships in youth). This report outlines the activities carried out under WP2 which identified projects, programmes, or initiatives targeting youth in vulnerable situations, in rural areas or marginalised urban areas across Europe (Italy, Cyprus, Belgium, Portugal) and African partner country (Uganda), as well as the findings emerging from those activities. This work aimed to collect relevant information that may serve as a starting point for developing the Youth Community Engagement Model (WP3) and elaborating the Humanness Toolkit foreseen in the application.

This report identifies projects/programmes or initiatives that involve the participation of young people or aim to promote their participation in themes associated with "social cohesion, democracy, intercultural understanding and inclusivity".

The focus of the project is on "Young people considered to be in a situation of vulnerability or at risk of social exclusion", as defined in "The Manual for the classification of intervention Best-Practices with rural NEETs (2020) from COST CA18213", in particular considering those who present: low financial resources; mental and physical health problems; lack of access to appropriate health and social care services; low levels of qualification and educational attainment; no (or weak) social networks outside peer group friends and family; low or no administrative capacity; an immigrant background that influences their access to education, health, social services and labour market.

It considers good practices or promising practices, initiatives, programmes or projects being currently implemented and projects that ended in the last five years which are: focused on the involvement and participation of young people or aim to promote their participation; transferable, capable of being applied in other contexts; sustainable in terms of resources.

This work involved two phases: the first phase focused on the identification of the projects through an online survey, and the second phase of more detailed information gathering, through detailed interviews with representatives of selected projects.

Methodological note:

For the preparation of this report, it was decided to consider only the information provided by respondents both in the questionnaires and during the interviews conducted. We note that some survey or interview participants did not provide responses to some of the questions, for example those about the methodology/approach drawn upon in the project, or the evaluation processes of the initiative. However, this does not necessarily mean that a project does not have a methodology/approach or evaluation processes. Nevertheless, it was decided to limit the discussion of the findings in this report to the information emerging from the surveys and interviews in order to avoid making assumptions or drawing inaccurate conclusions not supported by evidence.

PHASE I

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THE SURVEY

Both closed and open-ended questions were included in the survey (see Appendix 1).

In the introductory part of the questionnaire, after obtaining each respondent's informed consent, a filter question was used to ensure that the projects covered young people and help respondents avoid answering questions if the project was not relevant (Young people, aged 15 to 34, are the main or one of the main target groups?).

If participants responded "no" to the question, they were sent to the end page of the survey and thanked for their interest in participating in the mapping.

Each partner organisation sent the survey to their networks of associations and entities working with young people in their respective countries/regions.

The questionnaire was composed of 23 questions, clustered into four main dimensions:

1. **Characteristics of the project / programme / initiative;**
2. **Conception and implementation of the project;**
3. **Articulation/networking;**
4. **Communication and dissemination.**

Data was collected between 17 January – 7 February 2023.

Identified projects

The overall sample obtained is a non-probabilistic, "snowball" sample, of 57 responses. As the questionnaire was disseminated through the partner organisations' networks and working groups, the sample does not only include projects from the countries in which the organisations are based but also projects in partnership with organisations from other countries. This means that other countries such as Spain, Kenya, Tanzania, North Macedonia, South Sudan are also represented.

Characteristics of the project/programme/initiative

Most of the identified projects are implemented at national level (91.2%, N=52), with only a small proportion of projects being international (8.8%, N=5). The table and graph below present the number and origin of identified projects, as well as their context of implementation.

Countries	Project N	%
Portugal	16	28
Cyprus	14	24.6
Italy	9	15.8
Uganda	5	8.8
Set of countries	2	3.5
Kenia	1	1.7
Sudan	1	1.7
Tanzania	1	1.7
North Macedonia	1	1.7
Spain	1	1.7

Implementation Context

Context Rural &   Context Urban   Context Rural
Urban
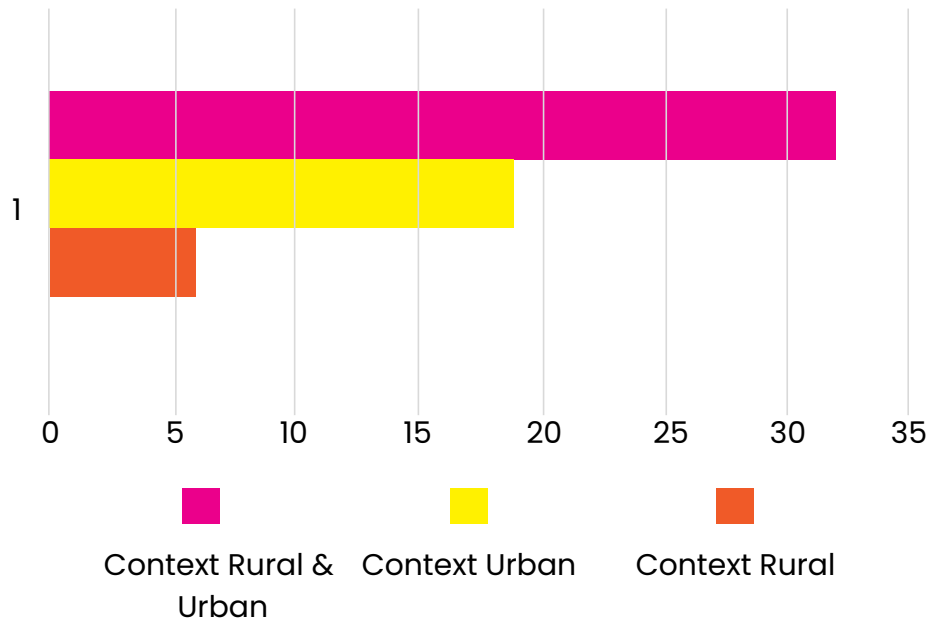
The majority of the projects were identified by respondents with some coordination function (70.2%; N=40) followed by a significant percentage of technicians (28.1%; N=16) and one volunteer (1.7%; N=1).

Concerning the main targets of the identified projects of target group, the majority of them intervene with young people between the ages of 15 and 19 (86%; N=49). The graph below presents the results obtained taking these variables into consideration.

Target Groups
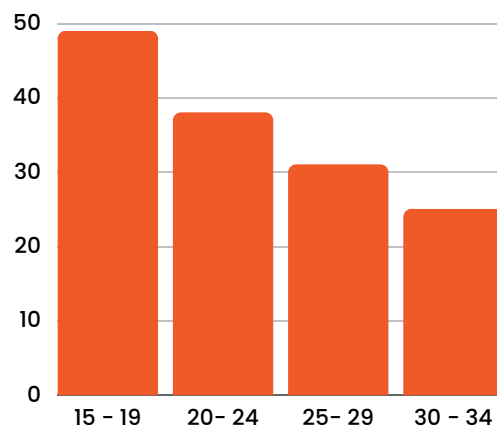
Regarding the social group, most projects report covering young people integrated in the Wider local community (61.4%; N=35). The table below presents the main social groups covered by the projects identified.

Target Group		
Social Group	**Number**	**%**
Wider local community	35	61.4
Migrants and refugees youth	28	49.1
Women / Girls	24	42.1
Ethnic minorities	19	33.3
Youth with disabilities and/or socio economic disadvantages	24	42.1
LGBTQi+	8	14
Young people in school context	5	8.8

There was one project that also targeted other specific social groups namely: "young parents, parents, young teachers and teachers".

Concerning status of the project, most projects are still ongoing (81%; N=46).

Status of the project

Completed
19.3%

Ongoing
80.7%
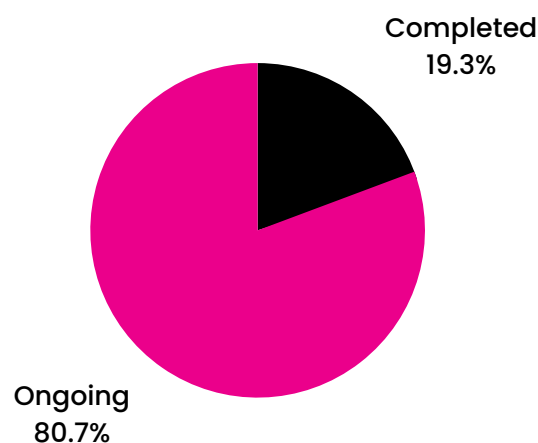
Conception and implementation of the project

Respondents were also asked about the key goals of the project. Most of the projects' goals were related to Youth empowerment and Increasing youth participation (73,7%; N=42). +
The table below presents the key goals covered by the identified projects.

Key Goals	Number	%
Youth empowerment	42	73.7
Increasing youth participation	42	73.7
Fostering social inclusion of vulnerable groups	35	61.4
Reducing inequalities	34	59.6
Social cohesion	33	57.9
Fostering intercultural understanding	31	54.4
Promoting well-being, mental health and intersupport	7	12.3
Sustainable development	2	3.5

Although less relevant, the following objectives were also mentioned: Networking for policy influence and reforms; Fostering inter-generational relations.

Most of the projects (71.9%; N=41) have an underlying approach/methodology associated.

Approach/methodology associated
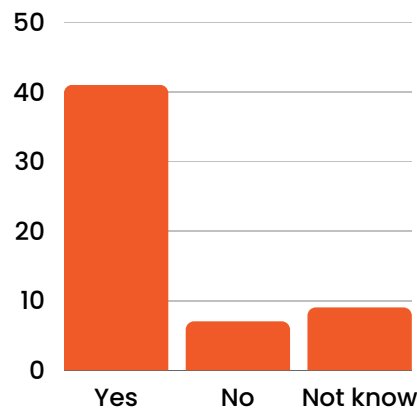
Out of the programmes/projects that mentioned adopting a specific associated approach/methodology, the respondents highlighted non-formal education, bottom-up and participatory methodologies, experiential approaches, creative arts approaches and peer-led models.

In the identified projects, most **involvement of young people** was guaranteed from design to follow-up and/or during the implementation phase of the project (56.1%; N=32), as shown in the graph below.
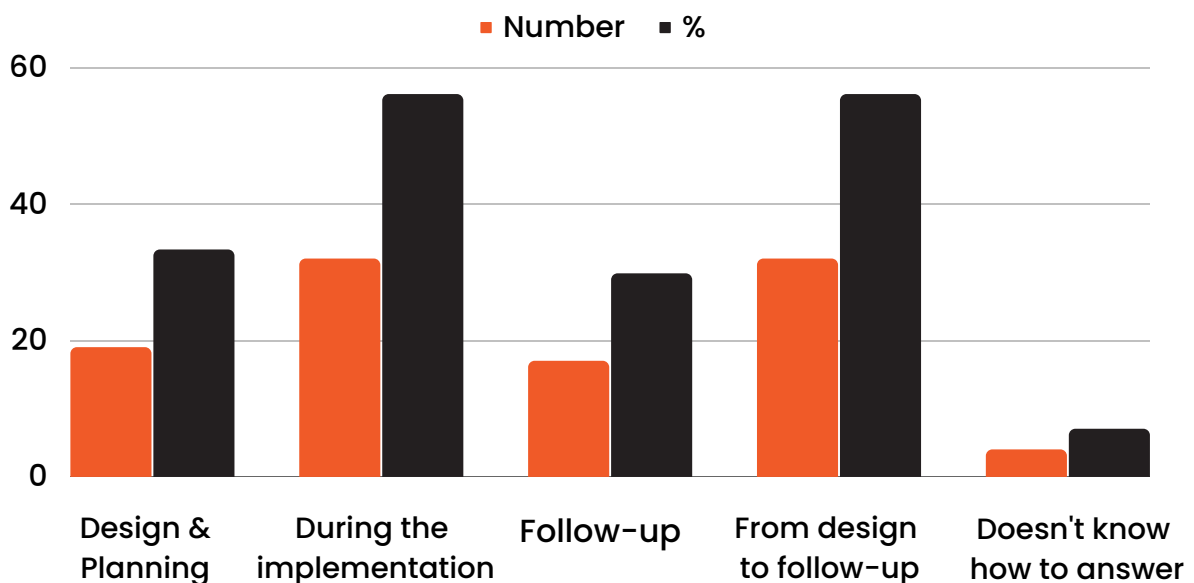
Training and/or workshops (84.2%; N=48) were the **main activities** developed in the identified projects. The table below presents the main activities carried out by the projects identified.

Main activities	Number	%
Training and/or workshops	48	84.2
Coaching/mentoring	37	64.9
Information campaigns	36	63.2
Community events	32	56.1
Peer support	28	49.1
Cultural and sport activities	22	38.6
Professional support	19	33.3
Intergenerational activities	17	29.8

The following activities were also mentioned: development of a mobile digital app; construction of a borehole; facilitation of sessions with young people for diagnosis, planning and implementation of actions and conferences and meetings with professionals and decision-makers. One response reflected that the person who identified the project did not know how to answer the question.

Most of the identified programmes/projects are still in the implementation phase. Nevertheless, the programmes/projects highlighted that the **main/expected results** are associated with the development of didactic materials, actions, workshops, events, policy papers, campaigns and/or projects that have underlying the promotion of youth empowerment, the promotion of their welfare and mental health, the transfer and increase of skills, the strengthening of youth activism and their participation in communities, the sustainability of communities in several areas, the integration and inclusion and employability.

Another relevant dimension of analysis in regard to identifying programmes/projects was concerned with **innovation**. Among the innovative elements mentioned in the programmes/projects, the following stand out:

- Elements, tools, or the methodology itself used are considered innovative dimensions by many of the projects identified (e.g. Infographics, music, artistic expression, nonformal education, sport, and science as a tool to reduce inequalities or to develop cognitive and entrepreneurial skills, model of collaborative and participatory social and cultural enterprise linked to tourism).
- Youth participation as a strategy for designing and implementing programmes/projects in different areas (Mental Health, Wellbeing, HIV).
- Youth-led and/or peer-learning programmes/projects.
- Create spaces for reflection and dialogue between young people, professionals, and decision-makers.
- Outputs from the programme/project (e.g. radio, Human Festival, borehole, digital app, Comics competition contest, activation of partnership networks).
- The topics addressed by the programme/project (e.g. participation of marginalized groups in decision-making positions, Urban farming, Wellness and music in schools, Mental health and well-being in schools, Agribusiness, high-tech education, bullying and the traditional ideas of masculinity, Social farming).
- Intergenerational dimension.
- Use of confiscated assets for the development of social programmes/projects.
- Operate by focusing on the relationship, both as an educational method and as a tool to build an integrated experience of services aimed at the community, with community.
- Local dimension connected in a transnational perspective.

Articulation/Networking

Most of the organisations responsible for the identified programmes/projects are non-governmental organisations.

Organisation responsible	Number	%
Non-governmental organisation	32	56.1
Local association or community organisation	11	19.3
Youth organisation	8	14
Private company	2	3.5
In process of forming local organisations	2	3.5

It should also be noted that most of the programmes/projects identified (86%, N=49) are developed in **partnership with other organisations.** The type of organisations involved as partners are, mostly, non-governmental.

| Partner Organisations	Number	%
Non-governmental organisation	28	49.1
Youth organisation	23	40.3
Local association or community organisation	21	36.8
Local government	20	35
School	17	29.8
National govermental institutions	12	21
International organisation	10	17.5
Labour union	6	10.5
Doesn't know how to answer	2	3.5

Only 8 (14%) programmes/projects identified are implemented without the establishment of partnerships with other entities.
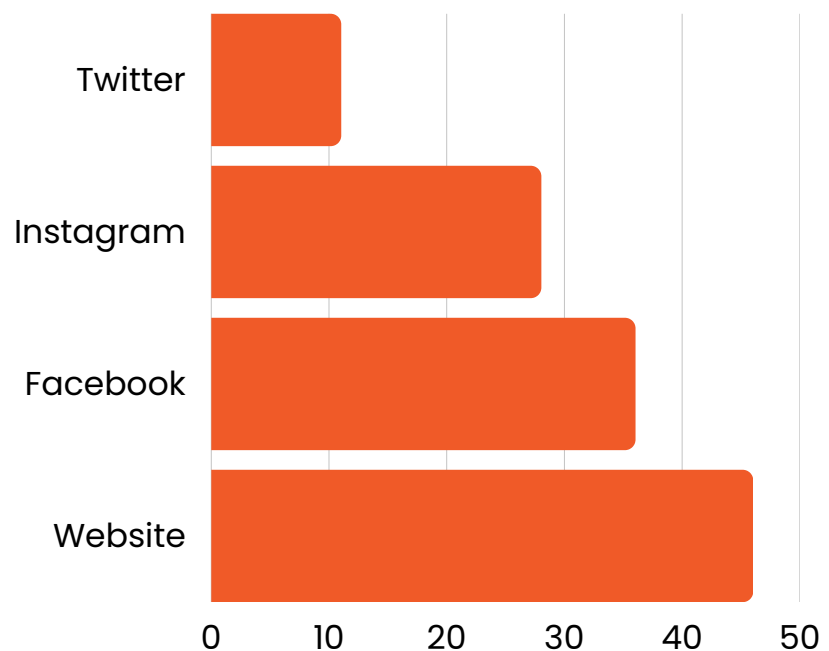
Communication and dissemination

Finally, regarding the use of communication and dissemination online platforms by the programes/projects, most have a website (80.7%, N=46) and most also have developed **educational materials and tools** within the project (75.4%, N=43), as can be seen in the graphs below.

Approach/methodology associated

- Not developed 19.3%
- Not know 5.3%
- Developed 75.4%
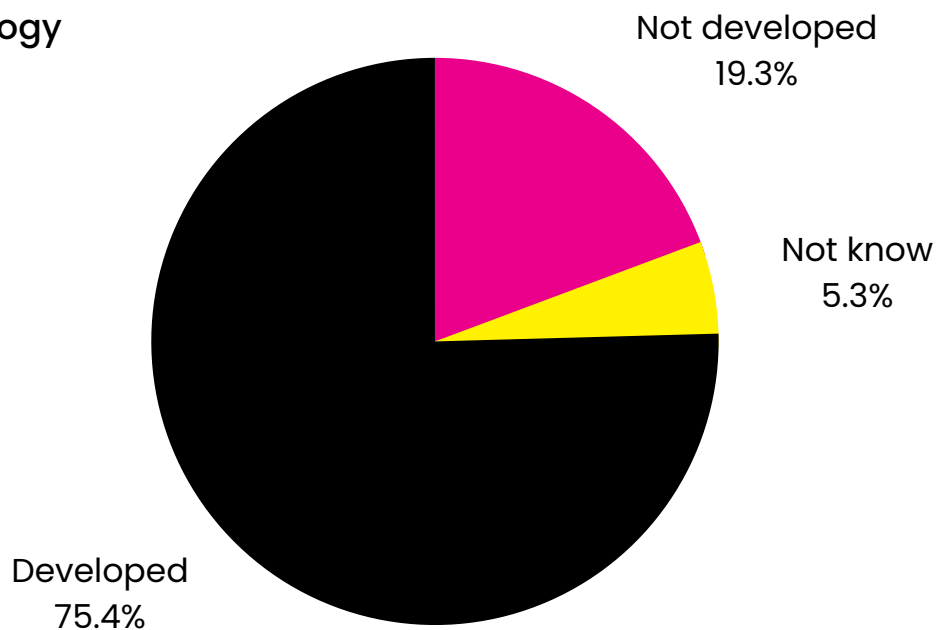
Communication online platforms

Platform	
Twitter	
Instagram	
Facebook	
Website	

0   10   20   30   40   50

PHASE II

INTERVIEWS WITH REPRESENTATIVES OF SELECTED PROJECTS

The in-depth investigation comprised interviews with representatives of the organisations implementing the selected projects. The Interview guide was developed by Between, and then discussed in detail with the partner organisations (Appendix 2). It was composed of 8 open questions. There was also a concern to assess the interest/availability of disseminating the project within the social networks of the Humanness project.
Considering the 21 interviews carried out, 6 were conducted by Between, 5 by HFC, 4 by IDA, 3 by Libera and the other 3 by OBESSU.

Based on the initial mapping, projects which met at least 3 of the following criteria were selected for a more in-depth investigation:

- Those which are more focused on participatory methodologies;
- Those led by young people;
- Those who work on youth empowerment;
- Those involving young people from Design to follow up.

At the time the research was carried out, 10 participants interviewed were involved in the project design and 11 were involved already in the implementation period.

Most of the participants hold coordination/management roles, one is a consultant for the initiative and 5 of the interviewed persons did not provide information about their role in the respective project.

Considering the history of the projects, the main drivers for the projects were connected to:

Screening/assessment made by the organisations involved or by the communities themselves;

Evolution/expansion of already existing projects;

Purpose of promoting the participation and involvement of young people;

Result of specific adverse contexts (COVID, armed conflicts);

Creation of initiatives within the scope of specific themes, namely:
- Equal opportunities /empowerment of women
- Awareness in combating bullying
- Engagement of migrant communities and diaspora in Europe in the promotion and protection of the Rights of the Child
- Develop skills on the topics of intercultural dialogue and youth activism
- Climate change
- Boost the culture of Legality / antimafia culture / confiscated assets
- Inclusion and social justice
- Sustainable agriculture.

Approaches
&
Methodologies

Regarding the approaches/methodologies that have inspired the development of the projects, the following were mentioned by more than one initiative, and presented below in descending order of frequency*:

Non-formal education

Participatory methodologies

Experiential learning

Youth-led approach

Peer education

Bottom-up approach / Community-based approach

Partnership framework

Creative and artistic processes (writing, theatre)

Integration through sport

Capacity building

Reuse of confiscated property

**The following approaches will be further explored in the HUMANNESS Youth Engagement Model (WP3).

The following tools/approaches were also mentioned*:

Design thinking

Sociocracy

Digital learning

Massive Open Online Courses

Intercultural and non-discriminatory approach

Combining practical work with advocacy

Working with media

Children's Parliament approach

Citizenship Circles program

Forandrings Fabrikken approach

Danilo Dolci's methodological and educational approach

Several interviewees also stressed the importance of commitment in establishing relationships based on quality and trust as an intervention strategy, which can be seen from the following excerpts:

The basis is to create empathy with young people, strengthen ties and form a group (…) the created space and group is made available as a family, so these young people feel supported. (Oeiras Tem Kick, Portugal)

The fact that we base everything on the quality of relationships really makes all the difference.
(Comparte, Portugal)

*The following approaches will be further explored in the HUMANNESS Youth Engagement Model (WP3).

Youth involvement

In general young people are reported as participants/beneficiaries. However in several projects they are also involved as members of project teams, consultants or mediators//ambassadors.

As strategies for youth involvement, the interviewees mentioned:

- Promoting Youth leadership as mediators/ambassadors*
- Involvement of young people from design to follow-up
- Establishment of partnerships with schools and student associations and other entities
- Holding events: Open calls, competitions, social events, festivals, etc.
- Infographics
- MOOC's.

The main communication channels used are:

Social media; Television channels

Digital platforms

Creation of a base with young participants of past projects;

Word of mouth

Peer to peer sensitization

Networks with youth and partner organisations

E-mail

We find it interesting to underline that the strategies of dissemination and involvement of young people in projects in Africa seem to consider a more personalised and direct approach (beyond the mass media communication favoured by the European projects interviewed), such as:

- **Phone calls;**
- **Invitation letters;**
- **In-personal visits to the selected schools, churches and youth centers;**
- **Advertising spots on the radio;**
- **Community gathering;**
- **Co-creation of advocacy campaigns and movements*;**
- **Neighborhood assembly meetings.**

Main results

Regarding the results achieved, the following were mentioned:

This applies not only to projects that have already closed but also to projects that are still under implementation.

Skills development;

Youth empowerment;
e.g. providing the youth tools to advocate;
increase youth coalitions and consortiums/youth
environmental movement

Thematic awareness and change of mindsets;
bullying, migrant communities, child development
and well being, gender based violence

Direct interaction of young people with policy-makers raising concerns and potential solutions;

Promoting changes in public policies;

Events;
exhibition, movie nights, competition

Communication outputs;
magazine/newsletter; podcasts; workshops; advocacy
campaigns; conference

Documented learning outcomes;
manual about the methodology

International agreements;

Creation of community spaces/use of confiscated spaces for social purposes.

Main obstacles

It is also important to highlight that the obstacles mentioned in the implementation of the projects are mainly of a structural nature. In a transversal manner, the following addresses:

Financial sustainability (insufficient budget; fund shortage, not consistent over time; phased payment; late disbursements of funds; fluctuation in commodity prices);

- COVID;
- Shrinking civic space for participation
- Community involvement / Low participation of local leaders/ Involvement of specific communities (e.g. Romain);
- Mobility - public transport;
- Full involvement of schools;
- Full involvement of professionals/educators;
- Maintaining high and constant engagement ("Respond to markedly different needs within the same group"; "young people are more interested in the action but not so much in planning"; "potential feasibility of the ideas of the young people"; "to make continuous and not occasional commitments");
- Communication / Maintain and nurture relationships with young people participating in initiatives;
- Ensure logistical matters (food, accommodation, transport).

Some obstacles were mentioned only by interviewees representing European projects such as:

- Cultural barriers - issues of communication, different cultural perspectives;
- Power imbalance and relational dynamics between beneficiaries and other stakeholders;
- Adverse climatic conditions.

Also some obstacles were only mentioned by interviewees representing African projects such as:

- Higher participation than expected;
- Lack of adequate digital tools and infrastructure.

Evaluation

In regard to the evaluation of the projects, we found that the interviewees, in general, refer to carrying out the evaluation of the initiatives, however the decision to carry out external evaluation often depends on the availability of funding. Four interviewees did not provide information on this subject.

The following processes for conducting evaluation were mentioned:
- Regular reports;
- Definition of qualitative and quantitative indicators;
- Questionnaires and interviews;
- Qualitative methods (surveys and questionnaires) and quantitative methods (KPI);
- Focus group discussions and video interviews;
- Testimonials.

Most of the respondents referred to evaluation as the responsibility of the promoter organisation. However, there are also references to partner organisation, funder and/or external consultant/external organisation contracted by the financier to be responsible for the evaluation process.

Innovative dimensions

From the analysis of the interviews conducted regarding
the perception of Innovative dimensions,
the following points stand out:

- Sport as an inclusion tool (i.e. kickboxing);
- Commitment to establishing relationships of quality and trust;
- Participation as a strategy to raise awareness and promote action on specific themes (*wellbeing and mental health, bullying, climate change, engagement in the local community, intercultural understanding, etc.*);
- The methodology itself *(youth-led; combining different methods/tools and learning ways; art as a tool; podcast associated with theatre; participatory and experiential approach; etc.*);
- Bottom-up approaches (*facilitate spaces for participation and influence among the Youth, Professionals and Decision-makers/Neighborhood Assemblies*);
- Inclusion and promotion of the participation of different and/or specific actors (*migrant communities; police, musicians, church and local leaders, young people, students from high schools, etc.*);
- Intergenerational work;
- Confiscated property used for social purposes.

**It appears that the innovative aspect of the aforementioned
tools/approaches is deemed so because of the impact
of their use within a specific project or context.**

Potential & Strengths

The Potential and Strengths of the projects were also pointed out, namely:

Empowerment through awareness of resilience and capabilities that young people have;
"Young people from disadvantaged backgrounds are resilient and fearless. To a certain extent they live in self-management, on the other hand, they are capable of facing difficulties"

Transformative impact of projects with a participatory design;

Peer-to-peer approach;
to empower young people in delivering awareness-raising actions and sensitizing their peers on challenges that affect their daily life; Peer Learning activities, etc.

Strong involvement of the beneficiaries;

Communication and constructive relationships between the project team and young people;

Participation as a way of increasing possibilities for inclusion, reducing inequalities of expression, and fostering intergenerational dialogue;
Participatory planning and participatory action, involving local governments and young people. It gives opportunities to those who do not have the same socio-economic backgrounds"; "young people freely express themselves as a strategy to reduce the gap between generations and to better understand what is going on with them.

Investment in establishing relationships of quality and trust;
Informal and safe contexts that lead people to participate" "being able to look at the different parties (Youth, Professionals, Decision-makers) in a different way"; "trust of communities and local leaders"

Provision of tools to work on specific themes;
to provide in-depth training on a specific topic that is not usually studied at school

Local presence of the organisation.

Internal dimensions to project management were also pointed out as strengths, such as:

Strong board of director's commitment and reputation, reliable stakeholders, funding decisions;

Network;

Ability to readjust and overcome difficulties;

**Strength and determination of the collaborators and workers.**

Sustainability

In order to ensure the sustainability of the projects, the following main strategies were mentioned:

- Youth mediators/Peer work/Youth-led;
- Capacity building training and acquisition of soft skills;
- Integration of outcomes and outputs in other activities/projects;
- Facilitating regular engagement forums;
- 6 projects pointed out the co-design, implementation and involvement at community level as a strategy ("this gives them ownership");
- Development of materials and marketable products (educational-tourism packages, agricultural products, live and distance learning workshop packages, etc.);
- Involvement of local governments and politicians in the projects;
- Fundraising, volunteering, and other activities with social shares and social planning;
- Crowdfunding, European planning.
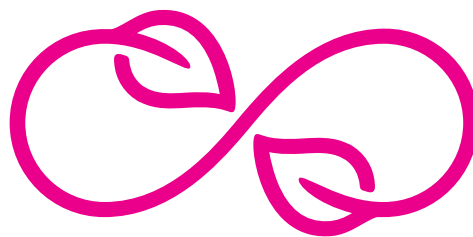
Resources

- Human resources (from different backgrounds);
- Wearable materials;
- Logistical conditions (space, food, accommodation, venues, transport);
- Financial resources;
- Community building resources/contacts with local communities.

**The following resources were also mentioned:**

- Sports materials;
- Digital resources;
- Computers, UPS, Internet, Printers, stationery, furniture and networking devices;
- Microphone, headphones, editor software and audio interface;
- Pedagogical resources;
- Agricultural vehicles, seeds.

Finally, the projects have all been funded and these funds come from:

- Local Governments;
- National Programmes;
- European Programmes;
- Private Investors;
- Private entities.

Concluding remarks
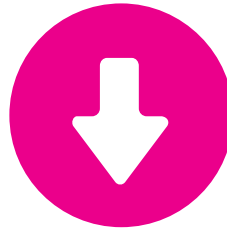
This report will serve as a starting point for the development of the Youth Community Engagement Model and elaborating the Humanness Toolkit foreseen in the application.

Considering the information collected, and since the obstacles are mainly of a structural nature, it was decided to focus the analysis on the following dimensions: approaches, potential, innovation and sustainability.

Approaches that privilege "Non formal education", "Participatory methodologies", "Experiential learning", "Youth-led approach", "Peer education" and "Bottom up approach" or "Community based approach", seem to be particularly successful in intervening with young people. It can be very interesting to combine them in the planning and definition of intervention strategies.

Also, the possibility of diversifying approaches, contemplating creative and artistic processes, and the use of sport or body work processes, seem to be lines of action that favor a wider inclusion.

Concluding remarks
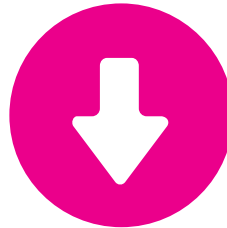
The information gathered on the innovative dimensions and potential suggests that we are still in a period of transition between more conventional approaches and more empowering approaches. In fact, in any of the aforementioned dimensions, Participation is considered not only to be listening to young people and local communities but is also associated with the creation of spaces for dialogue with professionals, decision-makers, and politicians and the facilitation of conditions that enable all of them to act on reality.

Also, the sustainability of the projects seems to be facilitated by interventions that contemplate not only partnerships, collaborative processes, and capacity building but also peer work, and involvement at the community level in the different phases of the project (from design and planning to follow-up), and involvement of decision-makers.

It is therefore important to invest in programmes, initiatives, models and interventions that consider the wider concept of Participation, diversifying approaches and tools.

References

- The Manual for the classification of intervention Best-Practices with rural NEETs (2020) from COST CA18213;
- Report elaborated by Working Group 1: Rural NEETs social networks and social inclusion. "Mapping community-based projects promoting participation and social inclusion of youth NEETs in rural areas across Europe". November 2022.

Glossary

Ambassador - Young people who are or were direct beneficiaries of a project or initiative and represent it with other young people through different dissemination or peer learning activities.

Movements - collective and organised action to bring about social and political change among citizens.

Appendices

1. Survey
2. Interview guidelines

Appendix I: Survey

Mapping good and promising practices

This survey has been developed by the HUMANNESS: EU social challenges and civic engagement for solidarity, which is a European project funded by ERASMUS+ Programme - KA220-YOU - Cooperation partnerships in youth.
This survey aims to identify projects, programmes, or initiatives targeting youth in vulnerable situations, in rural areas or marginalised urban areas across Europe (Belgium, Cyprus, Italy, Portugal) and African partner country (Uganda).
We are interested in both: projects being currently implemented, and projects that ended in the last five years.
We will be asking questions related to the nature of the project, target groups, goals, activities, etc. If you are aware of a project, programme or initiative you consider relevant, you can fill out the survey. We will be asking for details on how to find more information about the project (e.g., website url, project email, etc.).
Please read the following information carefully. Data collection and analysis will follow measures for data protection and data privacy. If you feel that something is incorrect or unclear, please do not hesitate to ask for more information by email [mariacrosa@gmail.com; ruipgato@gmail.com].

- Your participation is entirely voluntary.
- You have the right to withdraw at any time prior to the completion of the online survey by simply abandoning the survey.
- Participant privacy and confidentiality will be protected. Data collected in the survey will be securely archived by the working group leaders and separately from this informed consent.
- At the end of the survey you will be asked if you are available to participate in an additional interview [by phone, in person, or email].

This survey should take approximately 7 minutes to complete.

Screening questions

Before you proceed, we would like to check a few details about the project, programme or initiative that you would like to identify.
How would you describe it?

a) Young people, aged 15 to 34, are the main or one of the main target groups.
Yes/No

Condition

- If "yes" to previous question, then the questionnaire starts.
- If "no" – end of the survey with the message "Thank you for your interest in this survey. We appreciate your interest, however, our goal is to identify projects targeting young people.

Section 1: Characteristics of the project/programme/initiative

In the following questions, we use the term "project", to refer to projects, programmes, or initiatives.

Project name*
1.1. What is the name of the project?
Country/locality*
1.2. Please tell us where the project is being implemented:
- Country
- City
- Village/neighborhood

1.3. How would you describe the context in which the project is being implemented?*
- Urban
- Rural
- Both

Role

1.4. What is your role in the project?*

1.5. Please tell us the name of the organisation(s) responsible for implementing this project.*

Target Group

1.6. Who are the main targets of the project?*

  1. In terms of age. Please select all that apply*:

- 15-19 years
- 20-24 years
- 25-29 years
- 30-34 years

  2. In terms of social group. Please select all that apply*:

- Youth with disabilities
- Migrants and refugees
- Ethnic minorities
- Women
- LGBTQi+
- Wider local community
- Other. Please specify _ _ _ _ _ _

Implementation period

1.7. What is the status of the project?*

- Ongoing
- Completed

Section 2: Conception and implementation of the project

Goals

2.1. What are the key goals of the project? Please select all that apply:

- Reducing inequalities
- Youth empowerment
- Increasing youth participation
- Fostering social inclusion of vulnerable groups (e.g., migrants, refugees, disabled people, etc.)
- Fostering intercultural understanding
- Social cohesion
- Other. Please specify

Framework

2.2. The project was inspired by any approach/methodology?

- Yes
- No
- I don't know

If yes, please briefly describe it:

Involvement/engagement of young people

2.3. In what phase of the project are/were youth actively involved? Select all that apply:

- Design and planning
- During the implementation
- Follow-up
- From Design to follow-up
- Never
- I don't know

Activities

2.4. What type of activities are/were conducted within the project? *

- Training and/or Workshops
- Community events
- Coaching and/or Mentoring
- Peer support
- Awareness raising and Information campaigns
- Cultural and sports activities
- Professional support (e.g., psychological guidance or counseling)
- Intergenerational activities
- Others. Please specify

Results

2.5. What are the main/expected results of the project*

2.6. In your opinion, what are the most innovative dimensions of this project?*

Section 3: Articulation/networking

Type of organisation

3.1. How would you describe the organisation responsible for the project?

- Local association or community organisati
- Youth organizationon
- Non-governmental organisation
- An informal association of people- grassroots
- Private company
- Local government
- National governmental institution
- Labour unions
- International organizations
- School
- Other. If other, please specify.

Section 4: Communication and dissemination

Online networks

4.1. What online platforms are used in this project? Please share the URL with us:

- Website. Address
- Facebook account. Address
- Twitter account. Address
- Instagram account. Address
- Other. Address

4.2. Within the frame of the project, were educational materials and tools developed?*

- Yes
- No
- I don't know

If yes, please mention the tools/materials and add the link to them if disseminated online:

4.4. Is there anything else that you would like to add?

4.5. Would you or some other person connected with the project be available to participate in an additional interview?*

- Yes
- No

If yes, leave us the contact:

E-mail:

Telephone:

Thank you for your collaboration!

Appendix II:
Interview guidelines

1. Know the role of the person who is being interviewed in the project, if he/she was present in the design of the project.

- What can you tell about your engagement with this project?
- For example, were you involved in the design of the project?

2. History of the Project – understand how it was born and developed/evolved over time.

- Can you tell how the project was created?
- Did the project changed over time? In what ways?
- When did the project start (month/year)?
- What is/was the duration of the project? (the number of months)
- How would you describe the involvement of people in this project?
- Approximately, how many people have benefited from the project until now?

3. Methodology

- What approaches/methodologies have inspired the development of this project?
- How the project is implemented? please explain the intervention model

4. Youth involvement

How young people have been involved in the project?
Can you tell a few examples of the strategies the project's uses to involve young people?
What communication channels did the project use to communicate and engage with young people?

5. Results

What are the main/expected results of the project?

If the project has already been completed, the objectives were achieved or not/Impact that the project has beyond metrics.

What were the main obstacles/barriers faced?

6. Evaluation

- Is/Was the project evaluated?
- How was it evaluated?
- Who is responsible for the evaluation of the project?
- How did you disseminate the results of the evaluation?

7. Innovation/ Sustainability

- What are the most innovative dimensions of this project?
- What do you do to ensure the sustainability of the project?
- How would you describe the involvement of the local community in the project?
- What were the main constraints and obstacles of the project? Please identify at least one
- What were the main potentialities and strengths of the project? Please identify at least one

8. Necessary resources and Impact of intervention

- How many professionals are/were involved in the project?
- What type of professionals were involved?
- What type of material resources were necessary for this project?
- Has this project received funding?
- If yes, Who funded the project?
- Approximately, how much did the project cost?

9. Would you be interested/available to send or make a 30 second video presenting the project?

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