

Here To Stay

How To Turn Your Local Community Into A Youth Civic
Space

Toolkit For Youth Workers



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INTRODUCTION

This toolkit is one of the outcomes of “Here To Stay” – a strategic partnership coordinated by International Sports Alliance (Netherlands) in cooperation with Oltalom Sportegyesulet (Hungary), Fundatia Judeteana pentru Tineret Timis – FITT (Romania), Stichting International Child Development Initiatives (Netherlands) and Sdruzeni Dobrovolnych Aktivit Z S (Czech Republic).

Through this partnership, we aim to create an enabling and productive environment for youth work to facilitate the process of involving young people in decision-making and use of civic space. More specifically, our way to enrich youth work and to target young people and get them to participate actively is by focusing on the social aspects of society youth like most: sport, dance, music, arts. This project uses the power of sports and youth culture to capacitate youth work in order to increase youth-led civic space and young people’s civic engagement.

In order to reach our goals, firstly, we gained an insight in the critical success factors for claiming civic space for young people by European youth work. Therefore, **we combined field and desk research** on three different levels: a) the creation of a theoretical framework for the creation of youth-led civic spaces; b) the development of good practice to ensure the practical applicability of the research results; c) the mapping of necessary support for youth workers to facilitate the entire process.

Secondly, we created **an open interactive virtual civic space** for the exchange of good practice and inspiration of new initiatives. The virtual space is a platform for youth, youth workers and youth work organisations, presenting a wide range of good practice that is grounded in the reality and demands of youth work provision.

Thirdly, we developed this toolkit, which has the goal to **help and support youth work in creating civic spaces for youth**. This toolkit is a compendium of methods, tools and instruments for youth workers **to help the creation of youth spaces** in their own communities.

This output is about giving youth **workers new and practical knowledge, support documentation and know-how** on how to facilitate the process of **empowering young people through civic spaces**.

The innovation character of this output comes from the combination of **youth sector’s capacity building**, the **guidance provided** and the **resources for implementers of youth planning** to integrate civic space principles in their daily work.

Our aim is to create an **easy to use instrument** for youth workers.

“How to turn our local community into a youth space” is a toolkit that contains **methods to create civic space**, and inspiration **methods to improve or adapt existing community arts, culture and sport practices into civic spaces to better empower young people**.

It also tackles **needs to work in different levels** of (advanced) communities (cities vs towns). It has inputs/inverts, that **can be used in general trainings and tips and**

tricks to build dialogue between policy makers / civil servants and young people. Our aim is that this toolkit will **make youth workers aware of civic spaces** and **to see the whole community is a civic space**.

It is important to mention the fact that **we developed this toolkit during the pandemic period**, therefore, due to the fact that all of us experienced the challenges that our society at its large faced, we adapted its content in order to prepare the youth workers to work with young people for developing their civic spaces in “different” conditions, as well.

This Toolkit has been created with support from the European Commission. It reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

CHAPTER 1: UNDERSTANDING COMMUNITY YOUTH SPACE

A. Basic considerations about youth

When we refer to youth, sociologically speaking, either we tackle it as social fact, either as component of the social structure. But, we can't ignore that each science (Psychology, Anthropology, Demography, Sociology) analyses youth and has made a certain 'portrait' of the young person. In this toolkit we will not dig deep into the scientific analyses of young people, but we must note that many works have been dedicated to answering some questions, such as: What are the most important changes during youth? What kind of changes are taking place during youth and how long is the process? When does youth starts and when does it end? How is the transition to adulthood? At the same time, we can divide some works between those which analysed young persons as individuals (focusing on the personal development) and those which analysed them as groups (as generations).

For example, in Psychology, some theories and statements have been issued over the time – some

were focused on the importance of childhood as a footprint on the personal development of a person, others stated that a person is developing during its lifetime and others (e.g. A. Maslow) focused on the unicity of human condition and the fact that it is necessary to maximise the human potential (we all need to cover our self-accomplishment's needs). Nevertheless, it is clear that all evolutions are relevant for youth stage, one by one: psycho-sexual, cognitive, moral, the development of the identity etc.

When it comes to Anthropology, this is the field which studied the most young persons as social fact. During history, youth stage was shorter that during nowadays and people were appointed to take adult responsibilities earlier in their lifetime (e.g.: marriage, work, titles etc.).

Demography studies young persons as age group (as a demographic fact). Therefore, for this field, very important are the volume, distribution, migration, number of marriages, deaths etc. Therefore, age is one of the most important variables for the results of the analyses developed in this area of expertise, which studies also generations. These are groups of ages (referring to the year of birth). The specialists divide a century in 20 generations (each generation appear every five years). But why is it important to split people into generations and analyse the population according to this indicator? The age structure of the population influences the cultural, political and economic processes. A younger population determines the reproduction capacity, continuity, the competition on the labour market, the educational system, the rural-urban migration etc.

Last, but not the least, Sociology focuses on the human personality transformations during youth and on the groups of young people, as well. Due to this science, youth is no longer only a biological, psychological or cultural fact, but it becomes a social fact.

Therefore, Sociology analyses young peoples' social integration, deviance, social participation, marginalization, culture, lifestyle, group formation and dynamic, inequalities etc.

But what exactly is 'youth'?

In a nutshell, youth is a stage in human development, a transition period to adulthood. Age is a variable usually used by the specialists in order to stratify the changes that take place in the life of a young person. But, we all must be aware that there is no clear cut of this delimitation (it varies according to schools of thoughts, cultures and research timeframe). Many times, the superior limit of youth is 30 years of age (even though some papers develop the importance of a final transition between 25 and 30 years of age). Other opinions use as reference either the division of the education stages either teenage period (the end of this stage – 18 years of age – becomes the starting point of youth).

But, as a temporary classification, youth has been divided into three stages, as follows: a) 15-18 years of age (y.o.a.); b) 19-25 years of age (y.o.a.); c) 26-30 years of age (y.o.a.)

Nevertheless, in the EU countries, for example, the age of young people is different, e.g.: Austria (14-24-30 y.o.a), Bulgaria (15-29 y.o.a.), Croatia (15-30 y.o.a.), Czech Republic (13-30 y.o.a.), Finland (under 29 y.o.a.)¹, Hungary (15-29 y.o.a.)¹, Italy (15-28/35 y.o.a.), Netherlands (under 25 y.o.a.), Romania (14-35 y.o.a), Spain (15-29 y.o.a.).

During the journey to gain autonomy, the challenges that young people face are both individual and societal. Therefore, the process, in this modern time, is longer than before and characterized by critical points, ups and downs, successes and failures. Usually (but not always), up to 18 years of age, young people go to school. After that, they start searching for a job. Others continue their studies. Some get married (many times young women get married earlier than young men) and there are young people who become parents, as well. Many of the decisions young people take in life depend not only of their personal needs, but are also according to the cultural, economic and social environment, as well. Therefore, the development of a country influences the mechanisms of supporting young people to gain autonomy at an earlier age.

Without falling into the trap of underestimating the value and importance of diversity of individuals, in order to helping the understanding of young people, is preferable to return to generations and to emphasize the stratification of generations and the challenges that rise from it. We acknowledge two types of societies – the traditional, paternalist and authoritarian society and the modern, democratic society, where youth is reserved an equal seat at the table and is given an equal role as participant in the economic, social, politic and cultural life. But is this already in reality or is still, in many places, just in theory?

¹ There is no age definition, but the large-scale quantitative research applied every 5 years targets this age group> <https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/11-target-population-youth-policy-hungary-0>

B. Basic consideration on the social and political participation of young people

When analysing this phenomenon and especially young people's trust in the social and political environment, there are a few key elements that we must focus on, such as:

- young people's trust in the society's institutions.
- university students' attitude with regard to the social and political processes.
- young people's perception on public justice, in terms of fairness and corruption
- attitude of society towards young people.
- youth satisfaction in terms of life fields (family life, the relation with parents, emotions, professional activity, spare time, career).
- young people's permissiveness with regard to rules violations.
- perceptions of the future.
- self-projection of young people in the social environment.
- young people's potential and intention of migrating.

One of the most important 'ingredients' of the culture and civilization of the society is represented by the values. Therefore, we are very interested in the values that young people believe in. But, in order to get to identify these values, of young people, firstly, we must understand how connected is our target group to traditions (if there is any continuity or not) and to older generations. At the same time, is preferable to find out the level of solidarity among young people and, nevertheless, the level of responsibility of young people (influenced by the set of skills that they are equipped with). When analysing this vital component, we could run a research on a set of predefined values, grouped as follows: a) values – relations (e.g.: family, love, children, friends); b) values – resources (e.g.: money, house, fame, goods); c) values – purposes (career, honour, liberty, fun). Last, but not least, when analysing values, there are another few elements to tackle:

- social and economic conditions of young people's values orientation.
- Career and young people's values orientation.
- social and economic environment and young people's values orientation.

The values identified in the previous section represents a building brick in developing the profile of our target group in terms of social relations and their connection to the other components of the society. Therefore, a natural follow-up consists of analysing the relation of young people with media, with school, with public institutions etc.

C. Basic consideration on the youth civic spaces

It is true that youth is a transversal field, due to the fact that it tackles all the challenges and opportunities, issues and solutions, in a nutshell – all the social affairs concerning the population aged between certain age limits. But, this should not be an argument for communities not to have special policies and programmes, special infrastructure and human resource dedicated to youth. Any community which invokes the "inclusive approach of young people in all policies and programmes" by not dedicating special attention, is actually a community which does not pay enough attention to its present

and future generations, to the needs and aspiration of young people and to their vision with regard to the future of their communities.

Therefore, each community should give room to its youth in order to contribute to the development of youth and of the community. And, for this to happen, at least six “ingredients” should be present in any community in order to be a large youth civic space: media, education, associative context, dialogue with the public authorities, infrastructure for young people, online activity.

Media is important in order to present all the aspects of youth, but also to give voice to youth to express itself and, in this way, to link them to the whole community.

Education has the role to shape the personal and professional development of young people but, is important that young people to be active part of this process that concerns them directly and, last but not least, their feedback should be considered in order to develop education.

The associative context should be present and developed in any democratic communities. Youth is one of the most important resource of civic engagement, activism and social support when mapping the non-for-profit structures. Students unions, youth NGO’s and informal groups of young people are relevant cradles of active citizens who, later on, become important figures at community level.

The public authorities are the ones who develop and apply the youth policies and other policies relevant for young people. As one of the principles of the Revised European Charter of the participation of young people in local and regional life stated, “local and regional authorities should ensure that all areas in which they have a role should take into account the needs and views of young people. This should be done in co-operation and consultation with young people”.

It is not important only what are the affairs concerning young people and who they should relate to in the community, but is equally important for young people to have safe physical and virtual facilities in order to gather, to run activities that they design, to experiment and to learn from these experiences. Not only the principles and methods should be inclusive, but the infrastructure, as well. Either we speak about youth centres or their virtual alternatives, either we refer to public square, young people should know they can access these places and not feel guests, but owners of the public spaces, which means not only to benefit from their existence, but to take care of them, as well.

The pandemic context taught us the importance of safe virtual spaces and showed us the importance of the online activity. Working from home, going to online classes or family networking put us in the situation of adapting most of our activities to online group connections. Therefore, social activism transformed itself and young people had to adapt to contribute remotely to the resilience and development of their own communities. In this way, we must consider online civic spaces even more important than before and the outcome of online activism should weight more than it did before Covid-19.

Chapter 2: Understanding youth work's role in the creation of civic space

A. About training in the youth field

Youth work sounds like a very approachable and fun activity and, actually, it should be like that. But, in order to be good youth workers, we should acknowledge the principles for training in the youth field, understand the relationship between trainers and learners, pass through the pedagogic approach and methodology and understand the factors which impact on the quality of youth work.

In order to become a youth worker, one should understand that training in the youth field should be learner-centred, transparent. The learning objectives, content and methodology should be agreed between trainers and learners. It should be based on confidentiality, voluntarism & participation of learners and on democratic values and practices. Nevertheless, in the training in the youth field, the ownership of the learning is with the learners.

The relationship between trainers and learners should be based on equity and parity. In other words, they are partners and each of them has different roles, responsibilities and competences. The proper environment for the training is given by mutual respect, appreciation, value, trust, cooperation and reciprocity (we must see trainers as learners, as well and trainees as experts in their fields).

The training in the youth field is, generally, oriented towards competence development, is holistic and process-oriented, its methods should combine cognitive, affective and practical dimensions of learning and link individual learning and learning in groups. At the same time, the training is focusing on experiential learning and using intercultural encounters as learning tools. In a nutshell, training in the youth field is self-directed, socially-focussed, interactive and has activity-based methods.

Either you want to become a youth worker or you already are one and you wish to continue your professional development or you are a youth worker and run activities youth young people, there are some quality aspects that you should consider, regardless the role you find yourself in – trainer or learner. It is important to pay attention to the context of the educational activity and the relevance of the learning objectives. In other words, focus on your needs (or the needs of your learners) and the needs of society in general. After this first steps and follows the implementation of the activity (including preparation and follow-up) by organisers and teachers/trainers, that should be approached in both educational and organisational terms, including the provision of adequate resources. The format of the activity refers to duration, location, training/learning modalities, number of trainers and learners etc. The pedagogic design describes the methodology, methods and the “learning architecture” of the activities, including their timing, content, learning objectives.

A very important aspect is the learning setting, meaning the learning spaces, infrastructure, equipment, support. Last, but not least, the follow-up and evaluation of the

activity must be considered very carefully, due to its importance for future developments.

B. Basic quality standards for youth work activities

Non-formal education as key factor of youth work, has the advantage of its communication-based methods: interaction, dialogue, mediation. Other important feature is the fact that it is close to real life concerns, experiential and oriented to learning by doing, using intercultural exchanges and encounters as learning tools and it aims to convey and practice the values and skills of democratic life. The fact that its activities are based on experience, practice, experimentation, its methods are socially-focussed (partnership, teamwork, networking) and self-directed (creativity, discovery, responsibility), equips non-formal education to become a very tenacious tool in shaping communities.

But, in order to understand how to guide young people in discovering and consolidate their role in the community, the youth worker must acknowledge the needs of young people and the needs of the community in general, resulting from specific challenges of the social environment or community. At the same time, the youth worker must be aware of the professional and personal development needs of the young people is working with. And for this to happen, she/he should run a needs analysis through questionnaires, one to one talks or other resources published by schools, universities or other institutions. The needs analysis should have a defined scope, be systematically based on available information on knowledge, consider both latent and manifest needs, include a description of the results, their interpretation and a recommendation on the action to be taken and, nevertheless, be accessible and transparent concerning its results.

Therefore, all the activities should be conceptualised and designed to meet all these needs and framed in order to meet clear social and educational objectives. These objectives should be realistic and achievable in view of available resources, formulated in a manner and form that makes it possible to evaluate them, related to identified needs of the participants, imply change and/or action for change in the participants' realities and understanding, in particular through the development and application of specific competences.

When the activity addresses a group of young people, is important to design the profile of the participants according to the identified needs and the objectives already set and the composition of the group should achieve a good balance between commonalities and diversities in the context of the activity (composition of gender, age, education, profession, socio-economic status, cultural/ ethnic background, language, experiences and competences related to the topic, motivation etc.)

The design of the activity must focus on educational terms, which must be planned and justified in view of the objectives to be achieved, on the roles of and relations between the different types of actors (participants, trainers, organisers etc.), which must be clarified and transparent and, on the experiences, qualifications and competences of the

youth worker, which should meet the requirements necessary for achieving the objectives and for implementing the educational terms.

The activity should be well designed, planned and carried out, in terms of management, information and communication, roles and relationships, team of youth workers. This means it should be prepared in due time and with adequate resources, e.g.: appropriate training, accommodation and catering facilities, accessibility to the activity for persons with fewer opportunities, an adequate virtual learning environment, a description of the activity, the selection of the participants is transparent, the social and educational objectives are understood by the participants, participants are timely informed about expected preparation before the activity, logistics and financial issues, different roles and responsibilities are clarified and communicated to everyone concerned, with the objective that all actors feel comfortable and competent in their roles, the channels of communication between all actors are clear etc.

The activity should be monitored, in order to improve its effectiveness and efficiency during the process of preparation and implementation as well as to prevent failures. Monitoring is an ongoing task with respect to the preparation, implementation, evaluation and follow-up of the activity according to established work plans, deadlines etc., the implementation of the pedagogical approach, programme, methodology and methods, the achievement of (interim) objectives, outcomes and results. At the same time, the activity should be evaluated and this includes an ex- ante evaluation with respect to the activity objectives and design, an ongoing evaluation on a regular basis during the activity with respect to its programme elements, a final evaluation with the participants at the end of the activity, including feedback by the participants to the trainers and an ex-post evaluation after the completion of the activity with respect to its impact.

The evaluation process should involve the participants, as well, and should aim to contribute to the learning of all actors involved in the sense of “learning organisations”, contribute to the development of the youth worker’s competences. Evaluation is a mechanism used to improve the development and implementation of future activities.

The last stage of the youth work activity is the visibility of results. If relevant, the outcomes and results should be published and disseminated to a larger public, to the community and the participants should be encouraged to apply what they have learned and to develop and implement follow-up activities.

C. The role of youth workers in empowering young people and turning local communities into youth civic spaces

Any youth worker should be prepared to address the needs and aspirations of young people and, for this to happen, she/he should, first of all understand the social context of young people’s lives.

That is why we mentioned the needs analysis and its importance. From the very first interaction, the youth worker should build positive and non-judgmental relationships

with young people, relate to them as equals and demonstrate openness in discussing young people's personal and emotional issues when raised in the youth work context,

Youth workers have a vital role in providing learning opportunities for young people and she/he should not only to support them in identifying their learning needs, wishes and styles, but involve them in the planning, delivery and evaluation of the activity, as well. One of the missions of youth workers is to create safe, motivating and inclusive learning environments for their participants.

Youth workers should promote interaction between young people who come from diverse backgrounds at home and abroad so that they can learn about other countries, cultural contexts, political beliefs, religions, etc., should support young people to develop their critical thinking and understanding about society and power, how social and political systems work, and how they can have an influence on them, should assist young people to identify and take responsibility for the role they want to have in their community and society. In other words, youth workers have the role to support and empower young people in understanding the society they live in and engage with it and, nevertheless, to shape the policies and programmes that concerns them.

Having all these in mind, a youth worker should identify the resources that could contribute to develop the youth civic spaces in that particular community. Our proposal is to see the whole town or neighbourhood (in big cities) as a single big youth civic space. The strongest argument is the purpose of developing the feeling of belonging to the community that youth workers should support young people to grow. Young people should not have access only to spaces specially dedicated to certain activities that concerns them (schools, universities, youth centres, libraries etc.). At the same time, not all communities have all these facilities. Therefore, the purpose of youth workers is to help young people to transform all the "key"-spaces in their communities in youth civic spaces and, in the communities without all these resources, to support young people to develop them. The final outcome is to multiply a pattern of youth civic spaces in as many communities as possible. In this toolkit, we identified six must-to-have "ingredients" of a community in order to be a youth civic space: media, education, associative context, dialogue with the public authorities, infrastructure for young people, online activity.

In those communities where are only few resources for young people to express and to develop themselves and contribute to the development of the communities they belong to, the role of the youth worker is to support them in developing and in transforming the already-existing spaces in youth civic spaces. This means the youth worker has the role to gather young people, to propose them these objectives and to design together with young people activities meant to develop youth civic spaces. The youth worker may also get involve in supporting the creation and/or the activity of informal groups of young people or youth organizations.

In case the communities already transformed their spaces into youth civic spaces, youth workers have the role to engage and empower young people through these civic spaces. Not only these spaces keep fulfil their purpose, in this way, but youth work activities help preserving youth civic engagement.

There might be situations when, for any reasons, the youth civic space is shrinking and the role of youth worker is to support young people to identify the symptoms of these effects and to develop activities to fight that cause, in order to regain the youth access to civic spaces.

In the following chapter, we will introduce to youth workers activities suited for each situation and for each type of youth civic space. But, is very important to underline these activities can be run not only by youth workers with young people, but also by youth NGO's, by teachers and other relevant stakeholders that wish to support young people and their active citizenship.

Chapter 3: Methods & activities

“How to turn our local community into a youth space” has methods that can be applied in various cultural / social background and with different fields of work, is applicable for youth workers all around the world, gives easy to use examples on how to create civic spaces and on how to empower & engage and takes different civic spaces into consideration.

This toolkit is a compendium of methods, tools and instruments for youth workers the creation of youth spaces in their own communities.

For each “ingredient”, according to the method that goes under, it will describe its characteristics before implementing the activities and the ideal characteristics that we are aiming for (after the activities), when reaching the objectives of that specific method.

- The activity is underpinned by the core principles and practices of non-formal education.
- The activity meets identified needs in the community.
- The activity is consciously conceptualised and framed to meet identified and appropriate objectives as well as to allow for unexpected outcomes.
- The activity is well designed, planned and carried out, in both educational and organisational terms.
- The activity is adequately resourced.
- The activity demonstrably uses its resources effectively and efficiently.
- The activity is monitored and evaluated.
- The activity acknowledges and makes visible its outcomes and results.
- The activity integrates principles and practices of intercultural learning.
- The activity contributes to European-level policy aims and objectives in the youth field.

Therefore, it contains 3 types of methods:

A. Methods of creating civic spaces

Every method will start with an introduction about its reasons, importance, and aims.

Each method will tackle the “ingredients” that our communities should have, in order to be youth civic spaces: media, education, associative context, dialogue with the public authorities, infrastructure for young people, online activity.

1. The youth Newspaper	
Ingredient the local community must have to be a youth civic space	Independent, objective, active and accurate MEDIA that promotes and supports youth participation.
Duration (Time allocated)	2 sessions of 1,5h
Size of the group	15-20 people
Materials (resources needed to put the activity into practice)	Flipchart Markers Projector Laptop
Suggested technology (Prezi, Zoom, etc.)	Presentation tool (PowerPoint, Prezi etc.)
Competences developed (learning outcomes envisioned)	Teamwork, Critical thinking
Goals	Develop a structure of youth newspaper
Detailed description of the activity	<p>The activity targets the process of organizing and helping young people to self-organize as a newspaper structure.</p> <p>Facilitator will present how a basic newspaper could function – how you decide the target group (readers), what kind of value the newspaper will promote (mission), how will be structured the content of the newspaper, how newspaper editorial office must be organized etc.</p> <p><u>First session (1,5h)</u></p> <ul style="list-style-type: none"> Facilitator will have an introduction (10-20 minute – using projector / presentation) in which she/he will present examples of small but also big newspapers who influenced small communities or society in general. Presentation will be focused on examples who inspired social monuments

	<p>(according to the area/country where the activity is happening).</p> <ul style="list-style-type: none"> • Mission statement (30-35 minutes)– group will be divided in 3-4 smaller groups in which they have to come with a mission statement. In plenary meeting young people will debate to find a mission that covers needs of all the participants • Content structure – (30-40 minutes) in small teams, young people will develop proposal of newspaper content structure and to who will be targeted. In plenary young people will debate and come to a decision. <p><u>Second session (1,5h)</u></p> <p>Starting from the results of the preview session they must develop the structure of the editorial office, how the newspaper will be promoted etc.</p> <ul style="list-style-type: none"> • Editorial structure (20-30 min) – split in smaller teams they will decide how they will be divided (their decision must be done according to the human resources at their disposal – group that is taking part into the activity). They must give a role to all the participants. In plenary meeting final structure will be decided (no one will work alone, each “department” must be organized from at least 2 persons • No.1 – (40-50 minutes) using the structure created in the previous section they will come with the first number of the newspaper. All together must come with topics for their first edition. Facilitator will help them to simulate the process of decision. • Guerilla campaign (20-25 minutes) – in small teams they will come with ideas for how the newspaper can be promoted in their community
<p>Online/remote adapted version of the activity</p>	<p>The activity can be adapted for online by using Zoom facility of breakout rooms. Also, it will be used function as whiteboard or padlet where participants could write their ideas.</p>
<p>Questions for debriefing</p>	<p>What is your feedback about the process? Do you think you designed a good structure?</p>

2. Let's Run the School Together	
Ingredient the local community must have to be a youth civic space	Open and accessible to civic engagement of young people EDUCATION that embraces organizing and/ or hosting democratic contexts of youth participation, that encourages co-management between teachers and school students
Duration (Time allocated)	One session of 1,5h
Size of the group	10-20 people
Materials (resources needed to put the activity into practice)	Flipchart Markers Projector Laptop Post-it
Suggested technology (Prezi, Zoom, etc.)	Presentation tool (PowerPoint, Prezi etc.)
Competences developed (learning outcomes envisioned)	Participation Critical thinking Teamwork Active citizenship
Goals	Endorse young people to take active role in their communities
Detailed description of the activity	<p>Participation could be stimulated in any community. Young people must practice participation in different environment. Educational system represents the environment where young people are spending a big part of their lives and more than that is an environment who should be shaped according to their needs. All educational system in Europe is offering different tools for pupils to express their opinion, have an active role or get involved.</p> <p>To better understand how much their school is open for pupil participation, facilitator will present them the principle of ladder of participation.</p> <p><u>Understanding ladder of participation (45 minutes)</u></p> <ul style="list-style-type: none"> • Ask participants what they understand by the term "youth participation".

	<ul style="list-style-type: none"> • Hand out the diagram of the ladder of participation and explain that this is one model for thinking about different ways of participating. Briefly discuss the different levels. • Divide the group into 4 small groups. Allocate one level of participation to each group and ask them to prepare a short 2-3- minute role play to illustrate the level they have been allocated. • When the groups are ready, invite them to present their role plays in turn. Allow questions or time for comments between the different role plays if participants want. <p><u>School review (45 min)</u></p> <ul style="list-style-type: none"> • Ask participants to work individually for 5 minutes, trying to find examples in their schools for as many of the 8 levels as they can. Tell them to think about what they do in all aspects at school • According to how many levels they covered, facilitator – using world cafe method will 3-5 tables (for each table they will have one or two “stairs”). At every table young people will review their school and come up with ideas/solution how each of them could act individually • When they are ready (participants went to all tables) – they will present in plenary their solution
Online/remote adapted version of the activity	The activity can be adapted for online by using Zoom facility of breakout rooms. Also, it will be used function as whiteboard or paddled where participants could write their ideas.
Questions for debriefing	<p>Did the activity help you think more clearly about the ways you participate at school/university? What surprised you most?</p> <p>Do you think that youth participation in general is high or low – in your school? What are the reasons?</p> <p>Does it matter whether young people participate actively or not?</p>
Handouts	Ladder of participation ²

² <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680089ac4>

3. All Youth's Hands on Deck	
Ingredient the local community must have to be a youth civic space	Independent, community-oriented, not for profit ASSOCIATIVE ENVIRONMENT supported to run programmes, actions, events, campaigns.
Duration (Time allocated)	One session of 1,5h
Size of the group	15-20 young people
Materials (resources needed to put the activity into practice)	Flipchart Markers Projector Laptop
Suggested technology (Prezi, Zoom, etc.)	Presentation tool (PowerPoint, Prezi etc.)
Competences developed (learning outcomes envisioned)	Participation Critical thinking Teamwork Active citizenship
Goals	Stimulate young people to take common action
Detailed description of the activity	<p>Facilitator will present to the participants what an informal group is, how could act and what bring them together. Participants will have time to think about topics, issue from their community that they would like to make a change. Each idea/proposal will be written on a different post-it and the facilitator together with participants will create several "big topics".</p> <p>According to the topics identified, facilitator will create teams (for each topic 3-5 young people) – these are informal groups crated according to common interest.</p> <p>Next step in the activity – facilitator will offer 30-40 minutes for them to discuss and come up with a community intervention on a specific issue agreed at the group level. Could be an information campaign, flash mob, online campaign, small research, sending letters to local authorities etc.</p> <p>For the final step – each group will present their idea of intervention and also, they will receive feedback from the other participants.</p>

Online/remote adapted version of the activity	<p>The activity can be adapted for online by using Zoom facility of breakout rooms. Also, it will be used function as whiteboard or paddled where participants could write their ideas.</p>
Questions for debriefing	<p>Did the activity help you out to find other people who are interested in similar topics?</p> <p>Should we expect that someone else will do something or should get involved to make a change?</p> <p>Do you think that acting together you could make a change?</p>

4. Our Community Advisory Council on Youth Affairs	
Ingredient the local community must have to be a youth civic space	Ethic, efficient, recurrent DIALOGUE WITH THE PUBLIC AUTHORITIES, through debates, consultations, referendum etc.
Duration (Time allocated)	One session of 1,5h
Size of the group	15-20 young people
Materials (resources needed to put the activity into practice)	Flipchart Markers
Suggested technology (Prezi, Zoom, etc.)	Presentation tool (PowerPoint, Prezi etc.)
Competences developed (learning outcomes envisioned)	Participation Critical thinking Teamwork Active citizenship Debate
Goals	Prepare young people for a face-to-face meeting with public authorities
Detailed description of the activity	<p>Facilitator will present the porpoise of the activity to the participants. After a session of brainstorming regarding “hot topics” in their local community, together they will decide at least 2 subjects of the meeting with local political representatives. Randomly they will be divided in 3 categories: youth representatives, public authorities, media representatives.</p> <p>They will have time to prepare “the meeting” having specific roles (young people will negotiate to receive a new facility, to be kept or to make the municipality to take action, public authorities will try to convince young people that is ok how is happen now or even more – to convince them that they should do it for themselves).</p> <p>Each selected topic will have allocated 10-15 minutes of negotiation. At the end of the negotiation process, media group will present “the news” how they understood it.</p>
Online/remote adapted version of the activity	The activity can be adapted for online by using Zoom facility of breakout rooms. Also, it will be used function as whiteboard or paddled where participants could write their ideas.

Questions for debriefing	How did they feel in that role? Why do you think that media could have a different story? What they will take from this activity in case of a meeting face-to-face with public authorities' representatives
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5. Creating Youth Civic Spaces	
Ingredient the local community must have to be a youth civic space	Flexible, accessible, visible, youth friendly INFRASTRUCTURE FOR YOUNG PEOPLE (ex. sports club, youth centres, community centre, theatre, schools), for building bridges and facilitating dialogue through music, sports, arts etc.
Duration (Time allocated)	One session of 1,5h
Size of the group	15-20 young people
Materials (resources needed to put the activity into practice)	Flipchart Markers Projector Laptop
Suggested technology (Prezi, Zoom, etc.)	Presentation tool (PowerPoint, Prezi etc.)
Competences developed (learning outcomes envisioned)	Creativity Critical thinking Teamwork Active citizenship
Goals	Identify alternative infrastructure for young people
Detailed description of the activity	Facilitator will present good practice example of how physical space (that are not specially designed to be youth centres/clubs) are used by and for young people. Dividing the participant in 3-4 smaller groups, facilitator will ask them to identify at least 4 alternatives for youth infrastructure in their community (school, cultural venue, public space, industrial space, private own space etc.). After identifying those space, each group will choose one space and they will develop a general program – how should work, what service should be delivered (in connection to the main topic of the infrastructure). Also in the activity will be tackle the challenge of promoting that physical space in the community.
Online/remote adapted version of the activity	The activity can be adapted for online by using Zoom facility of breakout rooms. Also, it will be used function as whiteboard or paddled where participants could write their ideas.

Questions for debriefing	Do you think that young people need physical space for meetings? How often do you think you will go in such a space? Would you like to be more than a participant for activities in a space for young people?
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6. Your Youth Info Point is One Click Away	
Ingredient the local community must have to be a youth civic space	Safe, visible, reliable, accurate DIGITAL INFRASTRUCTURE to facilitate young people's access to useful information, forums, analyses, petitions etc.
Duration (Time allocated)	One session of 1,5h
Size of the group	15-20 young people
Materials (resources needed to put the activity into practice)	Flipchart Markers Projector Laptop
Suggested technology (Prezi, Zoom, etc.)	Presentation tool (PowerPoint, Prezi etc.)
Competences developed (learning outcomes envisioned)	Creativity Critical thinking Teamwork Active citizenship
Goals	Identify proper digital tool/environment for young people access to information
Detailed description of the activity	<p>Activity will start with a brainstorming facilitated where young people will give idea for how information could be presented for young people. On the flipchart will be several categories</p> <ul style="list-style-type: none"> • Which platform should be used? • What make an information interesting for young people? • What kind of "language" should be used? • How often young people are accessing new information? <p>In the second part of the activity facilitator will divide participants in 4-5 groups and offer them time to identify 3 subjects and create materials for public (young people). Using this method there will be created examples of how an information process should be done in a specific community</p>
Online/remote adapted version of the activity	The activity can be adapted for online by using Zoom facility of breakout rooms. Also, it will be used function

	as whiteboard or paddled where participants could write their ideas
Questions for debriefing	How do we engage with young people? How could we increase the access to information for young people?

B. Methods for engaging & empowering young people through civic spaces

Every method will start with an introduction about its reasons, importance and aims.

Each method will tackle the “ingredients” that our communities should have, in order to be youth civic spaces: media, education, associative context, dialogue with the public authorities, infrastructure for young people, online activity.

7. Create News For All Youth	
Ingredient the local community must have to be a youth civic space	Independent, objective, active and accurate MEDIA that promotes and supports youth participation.
Duration (Time allocated)	One session of 1,5h
Size of the group	15-20 young people
Materials (resources needed to put the activity into practice)	2-3 local media representatives Flipchart Markers Projector
Suggested technology (Prezi, Zoom, etc.)	Presentation tool (PowerPoint, Prezi etc.), video
Competences developed (learning outcomes envisioned)	Creativity, Critical thinking Active citizenship Teamwork
Goals	Create a common space for communication between young people and media
Detailed description of the activity	For this activity facilitator will get in contact with several media representatives (reporters, coordinators of local media etc.). In the first part of the activity facilitator will conduct a brainstorming with young people in order to identify what will motivate young people to become active in the society, to get involve in the participation process. In the second part of the activity space will be offered (10-15 minutes) for each guest to present how do they choose a news to be presented, what makes a news to be

	<p>attractive, how do they assure objective and independent perspective, how fake news is avoided.</p> <p>For the last part of the activity facilitator will facilitate a dialogue between local media representatives and young people.</p>
Online/remote adapted version of the activity	<p>The activity can be adapted for online by using Zoom facility of breakout rooms. Also, it will be used function as whiteboard or paddled where participants could write their ideas</p>
Questions for debriefing	<p>Did you find useful this dialogue?</p> <p>What about the outcome of the brainstorm?</p>

8. Baby Steps in the Cradle of Active Citizenship	
Ingredient the local community must have to be a youth civic space	Open and accessible to civic engagement of young people EDUCATION that embraces organizing and/ or hosting democratic contexts of youth participation, that encourages co-management between teachers and school students.
Duration (Time allocated)	One session of 1,5h
Size of the group	15-20 young people
Materials (resources needed to put the activity into practice)	2-3 teachers/responsible from schools/university Flipchart Markers Projector
Suggested technology (Prezi, Zoom, etc.)	Presentation tool (PowerPoint, Prezi etc.), video
Competences developed (learning outcomes envisioned)	Creativity, Critical thinking Active citizenship Teamwork
Goals	Create a common space for communication between young people and schools/university representatives
Detailed description of the activity	In the first part of the activity facilitator will conduct a brainstorming with young people to identify what will motivate young people to become active in their school/university, to get involve in the participation process. Also, a specific section will be given to identify main obstacles that make young people not to take part in the process. In the second part of the activity space will be offered (10-15 minutes) for each guest to present how they engage with young people in their institution, how they motivate them. For the last part of the activity space for interaction will be offered – facilitator will conduct a dialogue between young people and guests.
Online/remote adapted version of the activity	The activity can be adapted for online by using Zoom facility of breakout rooms. Also, it will be used function as whiteboard or paddled where participants could write their ideas.

Questions for debriefing	How did you feel being active part of this dialogue? How do you think this experience will impact your future activities?
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9. Volunteering Opens Your Heart and Your Eyes	
Ingredient the local community must have to be a youth civic space	Independent, community-oriented, not for profit ASSOCIATIVE ENVIRONMENT supported to run programmes, actions, events, campaigns.
Duration (Time allocated)	One session of 1,5h
Size of the group	15-20 young people
Materials (resources needed to put the activity into practice)	2-4 local NGOs / initiatives community-oriented that are working with volunteers Flipchart Markers Projector
Suggested technology (Prezi, Zoom, etc.)	Presentation tool (PowerPoint, Prezi etc.), video
Competences developed (learning outcomes envisioned)	Creativity, Critical thinking Active citizenship Teamwork
Goals	Create a common space for communication between young people 2-4 local NGOs / initiatives community-oriented that are working with volunteers
Detailed description of the activity	First part will be dedicated for the guest to present what means for them a volunteer (general aspects will be presented, not detailed volunteers' task/roles), 5-10 minutes for each guest. Young people will share what could motivate them to become volunteers (activity facilitated). In the last part guests will present opportunities for young people to get involved in their activities/projects.
Online/remote adapted version of the activity	The activity can be adapted for online by using Zoom facility of breakout rooms. Also, it will be used function as whiteboard or paddled where participants could write their ideas.
Questions for debriefing	Did this activity inspire you to get involved in volunteering activities? What is the first step you will make?

10. Shape Your Community	
Ingredient the local community must have to be a youth civic space	Ethic, efficient, recurrent DIALOGUE WITH THE PUBLIC AUTHORITIES, through debates, consultations, referendum etc.
Duration (Time allocated)	One session of 1,5h
Size of the group	15-20 young people
Materials (resources needed to put the activity into practice)	Projector
Suggested technology (Prezi, Zoom, etc.)	Presentation tool (PowerPoint, Prezi etc.), video
Competences developed (learning outcomes envisioned)	Active lessening Critical thinking
Goals	Introduce to the participants 2-4 local elected people (from municipality, regional government etc.) or representatives of the political parties (ideally mayor, vice-mayor), in order to get acquainted to what their activities imply.
Detailed description of the activity	The method used will be living library – each quest will receive a corner where she/he will share their experience with the focus on how they collect opinions from citizens
Online/remote adapted version of the activity	The activity can be adapted for online by using Zoom facility of breakout rooms. Also, it will be used function as whiteboard or paddled where participants could write their ideas.
Questions for debriefing	How do you think you can contribute to the community development and what are the challenges you foresee?

11. Put Youth in the Spotlight	
Ingredient the local community must have to be a youth civic space	Flexible, accessible, visible, youth friendly INFRASTRUCTURE FOR YOUNG PEOPLE (ex. sports club, youth centres, community centre, theatre, schools), for building bridges and facilitating dialogue through music, sports, arts etc.
Duration (Time allocated)	One session of 1,5h
Size of the group	15-20 young people
Materials (resources needed to put the activity into practice)	2-4 representatives from sport clubs, theatre, school Projector Flipchart Markers
Suggested technology (Prezi, Zoom, etc.)	Presentation tool (PowerPoint, Prezi etc.), video
Competences developed (learning outcomes envisioned)	Active lessening Critical thinking Teamwork Active citizenship
Goals	Facilitate dialogue between owners of physical space and young people
Detailed description of the activity	Method used for this activity will be world café. At the beginning each guest will present the physical infrastructure that they have and if is happening their specific programs for young people – facilitator will create a table for each typology of infrastructure and young people will come and offer ideas how that space can be transformed/used for them to take part. A specific focus will be also offered to the typology of activities run in that infrastructure. At the end of the activity there will be presentations from each table – ideas how an infrastructure could be transformed or temporary (one day/week etc.) could be used by young people.
Online/remote adapted version of the activity	The activity can be adapted for online by using Zoom facility of breakout rooms. Also, it will be used function as whiteboard or paddled where participants could write their ideas.

Questions for debriefing	What will convince them to use an alternative infrastructure? How/when they would promote this opportunity to their friends?
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12. Give a Helping Hand to Your Peers	
Ingredient the local community must have to be a youth civic space	Safe, visible, reliable, accurate DIGITAL INFRASTRUCTURE to facilitate young people's access to useful information, forums, analyses, petitions etc.
Duration (Time allocated)	One session of 1/1,5h
Size of the group	20-30 young people
Materials (resources needed to put the activity into practice)	1-2 local vloggers/influencers Video projector Laptop Flipchart
Suggested technology (Prezi, Zoom, etc.)	YouTube, PowerPoint/Prezi
Competences developed (learning outcomes envisioned)	Creativity Critical thinking Teamwork
Goals	Offer a professional perspective to young people regarding social media
Detailed description of the activity	Facilitator will identify and invite 1-2 local influencers (or from national level) who will explain to young people how they could create a viral statement online. What technique, how to promote etc. After the presentation, facilitator will offer 2-5 topics (NGOs, groups that need help) and divide participants in groups. Each group will prepare a structure for an online campaign to raise awareness. Campaign will be presented and receive feedback from guests
Online/remote adapted version of the activity	The activity can be adapted for online by using Zoom facility of breakout rooms. Also, it will be used function as whiteboard or paddled where participants could write their ideas.

C. Methods for how do we know civic space is shrinking and how do we fight that

Every method will start with an introduction about its reasons, importance and aims.

Each method will tackle the **“ingredients” that our communities should have, in order to be youth civic spaces: media, education, associative context, dialogue with the public authorities, infrastructure for young people, online activity.**

13. If They Don't Write About, Doesn't Mean It Doesn't Exist!	
Ingredient the local community must have to be a youth civic space	Independent, objective, active and accurate MEDIA that promotes and supports youth participation.
Duration (Time allocated)	Two session of 1-1,5h with one week between them
Size of the group	5-15 young people
Materials (resources needed to put the activity into practice)	Flipchart Markers Projector Laptop
Suggested technology (Prezi, Zoom, etc.)	Presentation tool (PowerPoint, Prezi etc.), video
Competences developed (learning outcomes envisioned)	Teamwork Critical thinking
Goals	Stimulate young people to be active in their community
Detailed description of the activity	<p><u>First session</u></p> <p>Facilitator will present examples of young people issues that are not presented in media. After presentation participants will be divided in groups (3-4 groups) where young people will brainstorm about the reasons why such information are not presented by media and how this situation could be changed</p> <p>Each group will present their results. At the end of the activity participants will create small teams who will have as “homework” identifying problems that youth NGOs or young people are facing in their community but is not visible in media.</p> <p><u>Second session</u></p>

	Groups will present their findings and together with the facilitator will find out solution/action that they could act (online guerilla campaign, letters to local newspapers etc.)
Online/remote adapted version of the activity	The activity can be adapted for online by using Zoom facility of breakout rooms. Also, it will be used function as whiteboard or paddled where participants could write their ideas.
Questions for debriefing	How do you think you can contribute to the fight shrinking civic space and help the community development? What are the challenges you foresee?

14. Education Belongs to the Youth	
Ingredient the local community must have to be a youth civic space	Open and accessible to civic engagement of young people EDUCATION that embraces organizing and/ or hosting democratic contexts of youth participation, that encourages co-management between teachers and school students.
Duration (Time allocated)	One session of 1,5h
Size of the group	10-20 people
Materials (resources needed to put the activity into practice)	Flipchart Markers Projector Laptop Post-it
Suggested technology (Prezi, Zoom, etc.)	Presentation tool (PowerPoint, Prezi etc.)
Competences developed (learning outcomes envisioned)	Participation Critical thinking Teamwork Active citizenship
Goals	Endorse young people to take active role in their communities
Detailed description of the activity	<p>In some cases, or even in some periods participation of young people is under pressure especially in educational system.</p> <p>All educational systems in Europe are offering different tools for pupils to express their opinion, have an active role or get involved – but also there are some cases when tolls form the educational process are used to reduce participation and not only. (Facilitator will come with examples). To better understand how much their school is open for pupil participation, facilitator will present them the principle of ladder of participation</p> <p><u>Understanding ladder of participation (45 minutes)</u></p> <p>Ask participants what they understand by the term "youth participation".</p> <ul style="list-style-type: none"> • Hand out the diagram of the ladder of participation and explain that this is one model

	<p>for thinking about different ways of participating. Briefly discuss the different levels.</p> <ul style="list-style-type: none"> • Divide the group into 4 small groups. Allocate one level of participation to each group and ask them to prepare a short 2–3- minute role play to illustrate the level they have been allocated. • When the groups are ready, invite them to present their role plays in turn. Allow questions or time for comments between the different role plays if participants want. <p><u>School review (45 min)</u></p> <ul style="list-style-type: none"> • According to how many levels they covered, facilitator – using world cafe method will 3-5 tables (for each table they will have one or two “stairs”). At every table young people will review their school and identify why or who is creating external factors that reduce participation. <p>When they are ready (participants went to all tables) – they will present in plenary.</p>
Online/remote adapted version of the activity	<p>The activity can be adapted for online by using Zoom facility of breakout rooms. Also, it will be used function as whiteboard or paddled where participants could write their ideas.</p>
Questions for debriefing	<p>Did the activity help you think more clearly about the ways you participate at school/university? What surprised you most?</p> <p>Do you think that youth participation in general is high or low – in your school? What are the reasons?</p> <p>Does it matter whether young people participate actively or not?</p>
Handouts	<p>Ladder of participation³</p>

³ <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680089ac4>

15. Don't Discourage Youth to Help Us!	
Ingredient the local community must have to be a youth civic space	Independent, community-oriented, not for profit ASSOCIATIVE ENVIRONMENT supported to run programmes, actions, events, campaigns.
Duration (Time allocated)	1 – 1,5 h
Size of the group	10-20 young people
Materials (resources needed to put the activity into practice)	2-3 representatives from different local NGOs Flipchart Markers Video projector
Suggested technology (Prezi, Zoom, etc.)	YouTube, Prezi
Competences developed (learning outcomes envisioned)	Critical thinking Teamwork
Goals	Problem solving orientation for young people
Detailed description of the activity	In advance, facilitator will document different problems that NGOs are facing (NGOs that are invited to take part in the activity) Facilitator will divide participants in 3-4 groups and will offer a different challenge to be solved by young people. Each group will have 30-45 minutes to prepare solutions. In second part of the activity, young people will present their solutions to the guests, offering solution from young person perspective
Online/remote adapted version of the activity	The activity can be adapted for online by using Zoom facility of breakout rooms. Also, it will be used function as whiteboard or paddled where participants could write their ideas
Questions for debriefing	How do you think you can contribute to the fight shrinking civic space and help the community development? What are the challenges you foresee?

16. Listen to Youth Voices Before Deciding Its Future	
Ingredient the local community must have to be a youth civic space	Ethic, efficient, recurrent DIALOGUE WITH THE PUBLIC AUTHORITIES, through debates, consultations, referendum etc.
Duration (Time allocated)	One activity 1-1,5h
Size of the group	10-20 young people
Materials (resources needed to put the activity into practice)	Flipchart Markers Video projector Laptop
Suggested technology (Prezi, Zoom, etc.)	PowerPoint, youtube
Competences developed (learning outcomes envisioned)	Critical thinking Teamwork
Goals	Stimulating young people to take participative action in their community – preparing young people to react when their rights are in jeopardy
Detailed description of the activity	Method used: role play Facilitator will present the context: Community where municipality want to withdraw compensation of 50% on public transport for young people. Participants will be divided in two groups one group representing public authorities, the other will be youth representatives. Each team will have 20-30 minutes to create their arguments and actions. Facilitator will create the context for debate but also for other form of participation (from article to protest).
Online/remote adapted version of the activity	The activity can be adapted for online by using Zoom facility of breakout rooms. Also, it will be used function as whiteboard or paddled where participants could write their ideas.
Questions for debriefing	How do you think you can contribute to the fight shrinking civic space and help the community development? What are the challenges you foresee?

17. No Fences for the Youth	
Ingredient the local community must have to be a youth civic space	Flexible, accessible, visible, youth friendly INFRASTRUCTURE FOR YOUNG PEOPLE (ex. sports club, youth centres, community centre, theatre, schools), for building bridges and facilitating dialogue through music, sports, arts etc.
Duration (Time allocated)	One activity 1-1,5h
Size of the group	10-20 young people
Materials (resources needed to put the activity into practice)	Flipchart Markers Video projector Laptop
Suggested technology (Prezi, Zoom, etc.)	PowerPoint, youtube
Competences developed (learning outcomes envisioned)	Critical thinking Teamwork
Goals	Stimulating young people to take participative action in their community – preparing young people to react when their rights are in jeopardy
Detailed description of the activity	Facilitator will present the context: Community where municipality want to close a youth center. Participants will be divided in 2-3 groups. Each team will have 20-30 minutes to create their arguments and actions. Facilitator will create the context for debate
Online/remote adapted version of the activity	The activity can be adapted for online by using Zoom facility of breakout rooms. Also, it will be used function as whiteboard or paddled where participants could write their ideas.
Questions for debriefing	How do you think you can contribute to the fight shrinking civic space and help the community development? What are the challenges you foresee?

18. Give to Young People Access to Quality Information	
Ingredient the local community must have to be a youth civic space	Safe, visible, reliable, accurate DIGITAL INFRASTRUCTURE to facilitate young people's access to useful information, forums, analyses, petitions etc.
Duration (Time allocated)	1-1,5h
Size of the group	10-20 young people
Materials (resources needed to put the activity into practice)	Flipchart Markers Video projector
Suggested technology (Prezi, Zoom, etc.)	YouTube, Prezi
Competences developed (learning outcomes envisioned)	Critical thinking Teamwork
Goals	Give to young people tools for access quality information
Detailed description of the activity	<p>Prior to the activity, facilitator will select 3-4 news websites with questionable content.</p> <p>Facilitator will create 3-4 groups and each of them will have challenge to identify as much as possible fake news from specific websites – they will have 30-40 minutes to find out.</p> <p>In the second part each group will present their results and the methods used to verify. By the end of the activity on the flipchart will be created a list of methods used in order to prevent fake news .</p>
Online/remote adapted version of the activity	The activity can be adapted for online by using Zoom facility of breakout rooms. Also, it will be used function as whiteboard or paddled where participants could write their ideas.
Questions for debriefing	<p>How do you think you can contribute to the fight shrinking civic space and help the community development?</p> <p>What are the challenges you foresee?</p>

Chapter 4: Success stories of projects or methods applied in the community

Oltalom sport association (Hungary)

The participants live in a family with low socio-economic status, have difficulty in many areas of life, are disadvantaged, live in a fragmented family or child protection institution, or have lived in unsatisfactory housing conditions. They lack stability, regularity, and often a primary caregiver from whom they can unconditionally be guided. Early school leaving are common phenomena in our compulsory school age players. There is a lack of sex education appropriate to the maturity of adolescents, so early pregnancy and early abortion and the associated trauma are common. As a result of all these phenomena, players who come to us, regardless of age or gender, are more likely to be involved in crime (such as theft, bullying, drug trafficking, etc.)

Demographics: 6-40 years old, but typically young adults are in the majority between 18-28 years old. The biggest problem is dropping out, keeping participants in the program. In 2019, a total of 448 players, 265 male and 183 female players participated in more than 500 hours of regular training. In 2019, we organized 12 Fair Play Football Roadshows at 11 domestic and 1 international venues with a total of 96 teams and 576 players.

One of the cornerstones of our association's activity is football trainings held in different locations on a weekly basis, during which the goal is not necessarily to acquire fitness and perfect ball play, but rather to overcome team building, social inclusion and gender differences. On the other side in order to establish a more open relationship, our social workers participate in trainings, keep in constant contact with the players and, in the case of our smaller players, with their parents and relatives. Once a more confidential relationship is established, we try to involve our players in social assistance, be it solving a housing problem, mental health counselling or emotional help during a medical examination. Like non-governmental organizations, OSA maintains its operations from grants that can be obtained through tenders, most of which come from foreign sources. This strengthens the vulnerability to the tendering system. Coaches and social workers are in close, often day-to-day contact with players, striving to provide our players with the most comprehensive care by working with other institutions in their lives and involving players in tailoring them to their emerging needs and requirements

Results:

- Girls' club with psychoeducational methods 10 times with an average of 7-10 participants
- Employability and employment workshop: 6 different locations 6 times, with an average of 10 participants
- English language session for players over 18: 50 times, with an average of 5 participants

- English language session for players under 18 from November 2019: 6 times with an average of 5 participants.
- Scholarship program and mentoring

Learning English contributes greatly to enabling children to participate in foreign football tournaments and to speak. In order to thrive, it is not enough for them to be able to play football well, it is important that they can also tell the other participants. English education plays a big role in this, because those who play football well and attend English classes regularly, for example, are more likely to join the team traveling to foreign football tournaments and scholarship programs provided by OSA, because by participating in these programs they become active in shaping the child's own life. This is the link between activities and results. Cooperation with international

football organizations and the development of good relations can be considered a clear success. For example, the UEFA Foundation for Children and the FIFA Community Program also made a major contribution to the operation of the Oltalom Sports Association in 2019. The support allowed us to cover the travel costs of our players to participate in foreign and domestic leagues, the track and space reservation fee for the Fair Play Football Roadshow, the catering of the participants in the events and the equipment and tool needs incurred during the work.

Due to the declining communication between social groups from different backgrounds, we faced the following challenges: keeping in mind the goals of the program, we always tried to call teams from different groups in society, thus promoting positive communication between people who are not in a negative relationship, or who are in a mostly negative relationship, guided by real or existing stereotypes. However, we have been confronted several times over the year with teams representing the majority society not responding or responding negatively to our invitation. It is therefore crucial to highlight common ground for the future between different sections of society, in an attempt to open up to acceptance of differences. Sensitization is feasible with the involvement of volunteers. These volunteers come on their own, because of their social sensitivity and willingness to help. This is a great help to our organization. Larger profit-oriented companies support the work of OSA with donations, but the development of more personal cooperation is currently inhibited, and we are constantly looking for opportunities to do so.

INEX-SDA (Czech Republic)

In our case study we will focus on 2 concrete activities: workcamps and the league of fair-play football.

Work-camps

Work-camps are local and international stays that provides manual and non-manual support on a voluntary basis to local communities. The regular season of work-camps is usually from May to September and is coordinated among different organisations around the world.

INEX-SDA coordinates the sending of Czech volunteers to work-camps abroad and also the implementation of work-camps in the Czech Republic for international and local volunteers. Around 2000 work-camps are organised abroad and 35 in the Czech Republic. The work-camps last from 3 days to 3 weeks and offer a variety of themes from community development, restoration of historical landmarks, social projects to environmental projects. Every year around 450 volunteers are sent abroad and on average we host also 350 volunteers in the Czech Republic.

The league of fair-play football

The league of fair-play football is another initiative which focuses on local youth and especially on young people between the ages of 10 to 18 years who are more at risk of social challenges. We organise this league in cooperation with around 30 local youth and social centres in 6 different regions of Czech Republic.

The clients of those clubs are young people, who spend their free time and after-school time on a voluntary basis in those clubs. There they can receive support and consultation with regards school, health or other types of challenges they may face. It is also a place where they can meet and play with other young people alike in a free and safe environment. In addition, some of those clubs take part in our league of fair-play football, which is played from September to June, once per month.

This league is based on the principle of self-determination by players. That means that each game is played according to the rules that both teams need to agree on before the matches. So, each match is preceded by a discussion, where players discuss and agree on the rules they want to apply for that game. Afterwards they play and once the match is finished the teams meet again and debrief about the match. They discuss if the rules were respected, if there was any unfair or controversial situation, they point out the positive aspects of the match and eventually they award each other a number of fair-play points in accordance with the point system defined for each league.

So, each match ends with points for the match and points for the fairness of the game. This process is facilitated by mediators who help the players to come to an agreement and also reflect on the games. This supports the development of important competence among the players, such as how to express an opinion clearly, group speaking, decision making, compromising and the peaceful resolution of conflicts.

FITT – Timis County Youth Foundation (Romania)

The matter of Romania's youth foundations and their legal framework

Romanian law recognizes youth foundations under the special status of "public utility legal person", originating in the Law-Decree no. 150/1990, which also appointed these structures as managers of the remaining patrimony (goods and funds) of the former communist youth organizations. The Union of Communist Youth (UTC) was founded in 1922 and, despite its controversial run, its private (and not public) character of community-organization was conserved through the years, even the communist constitution preserving its private (and not public) patrimony. The initial objective of the youth foundations was the administration of the aforementioned patrimony for the benefit of all young people and nonpartisan youth organisations. 12 years later, priorities were readjusted under the Law no. 146/2002, which stated that these organizations should aim to develop, organize and fund specific programs, as well as train and educate youth "in the spirit of humanist traditions, democracy values and the aspirations of the Romanian society", on top of the original patrimonial duty. Nevertheless, the change wasn't all that beneficial, as another article of the same law ordered that 3 out of the 5 members of the board shall be named by the respective county councils. After more than 3 years, the Law no. 350/2006, also known as "The Youth Law", returned the power to the general assembly, the full board once again consisting of members' representatives.

In March 2020, as the coronavirus pandemic was taking over, the Ministry of Youth and Sport launched a public consultation on a draft of an implementing regulation of Law no.146/2002, an overdue plan derived from the Government Emergency Ordinance no. 166/2002, undermining the integrity of the youth foundations by reinstating the demand that 3 out of 5 board members are named by the respective county councils. Simultaneously, a harmful legislative initiative was making its way through the parliament, intending to repeal the legal framework under which the foundations function and their subsequent dissolution. These two initiatives, received much attention from some students' associations, which prompted a poorly researched and ill-intended crusade against FITT and the youth foundations.

FITT's main objective was preserving the status quo in terms of the youth foundations' legal framework, strongly believing that interfering with the board structure and taking the patrimony away from the youth and into the hands of the county councils would certainly have dire consequences on both the foundations themselves, as well as the young local community that benefits from their activity. The main strategic direction that FITT followed was debunking the claim which constituted the heart of the initiators' reasoning: that the existing youth foundations do not undertake projects that are relevant for the young people in their areas. Therefore, FITT took on an "emulsifier" role, bringing together all county youth foundations under the umbrella of a website that transparently outlines their activity, as well as give information on their local members, their employees, partners, strategies and patrimony.

Another popular argument among the supporters of the two proposals was the supposed misuse of the patrimony. FITT illustrated how assigning the patrimony into the administration of public authorities might in reality not be the much-praised

solution some think it to be. On the contrary, experience has proven that some buildings and land belonging to the former communist youth which were given into the custody of the county councils have over the years turned into private businesses and shopping malls, aspect which had been conveniently left out of the public debate. This double-standard approach was called out by FITT in an open letter to the group of supporters, which emphasized the damage one-sided stories can cause if left unattended.

FITT's extensive network on both national and international level has been vital in creating public pressure on the ministry to prolong the duration of the consultation process, as well as create a working group to amply discuss and debate the context with the civil society, including those targeted directly by these proposed regulations, the foundations. The ministry's inbox was flooded with letters from local, national, and international structures condemning their proposal and militating for the integrity and independence of youth foundations.

The issue of the youth foundations' legal framework is still ongoing, but we are hopeful that our cause is supported by inalienable hard facts and truths that are impossible to dispute. Despite the piles of research and frustrations behind this fight, there is a silver lining in the fact that it has for the first time brought all youth foundations together, a coagulation that might start a ripple effect to ultimately update the current legislation in the youth field, in line with current European principles.

Chapter 5: How to use this toolkit

This toolkit is a collection of tools, guidance and resources for youth workers in order to transfer advanced and innovative non-formal methods to young people. The toolkit helps youth workers to establish a path through the process of creation of civic spaces and of empowering young people through these civic spaces.

It is designed to guide youth workers through the complete process of turning their own community into a civic space. This chapter will consist of a two- years plan of how to turn our local community into a youth civic space.

What is youth work? Do we all have a common understanding of it? If not, is that a bad thing? We tried to explain what youth work is, but mostly the role of the youth work with regard to civic spaces.

“How to turn our local community into a youth space” will give a helping hand especially to the development of the communities where youth work is not understood, not appreciated or underfinanced, where public or private owners of spaces are not open for all types of youth activity: formal, non-formal and informal, with young people who lack interest, motivation or energy to become active citizens or are disconnected from the online world or, on the contrary, spend too much time on the internet.

This toolkit will serve to youth workers also to learn how to put in the spotlight their activity, to promote its results and to raise the awareness of the community on the role and the value of youth work in the creation of civic space.

Is this toolkit only for youth workers? No, we tried to present how it benefits to youth NGO's, to social workers, to educators & teachers etc.

This tool prepares youth workers for special conditions. Therefore, all the activities are designed to permit an online/remote adapting version.

The good-practice examples are stories that refer to the “ingredients” tackled in this toolkit and describe the community where they took place, the motivation behind, the objectives followed, the activities that took place and, of course, the results. The aim of these stories is to give to youth workers inspiring examples and a surplus of motivation.

Conclusions

Dear youth workers, we encourage you not only to apply our methods, but also to develop your own, according to the needs of the young people in your communities.

“How to turn our local community into a youth space” will help you to better understand what is a civic space and to get acquainted with the different perception that people have, in general, and young people, in particular.

Due to the fact that many toolkits for youth workers tackle civic spaces specific elements, our goal is to have a holistic approach and to develop an innovative toolkit for you on How to Turn Your Local Community into a Youth Civic Space, will be based on IO1, which served as the building block for this toolkit (having in mind that the data and conclusions from the research is used in transferring them into a practical toolkit for youth workers), on the main question addressed: How to turn our local community into a youth civic space? and on the “ingredients” that our communities should have, in order to be youth civic spaces: media, education, associative context, dialogue with the public authorities, infrastructure for young people, online activity.

Through this toolkit, you will understand why civic space is important and, through the methods developed, you will discover how to identify, create (if there is none), claim (if it is lost) and keep (once it is developed) the civic space.

This Toolkit has been created with support from the European Commission. It reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

List of useful resources for youth workers

1. Evaluation methodology for identifying youth in risk⁴;
2. INCA-Kit: Arts, Culture and Non Formal Education, Networking in youth field⁵;
3. Local/Regional Networks for (Meaningful) Youth Participation⁶;
4. Challenge You and Your Community – practical guide for using street animation for social change⁷;
5. Documentary filmmaking in youth projects – an inspiration to getting started -⁸;
6. Here2Stay – a handbook on non-formal learning and its social recognition⁹;
7. Play forward. Booklet on social inclusion, sports and human rights¹⁰;
8. A life without filters – manual for youth workers¹¹;
9. ACTion-reACTion¹²;
10. Building healthy communities, changing opportunities¹³;
11. MakeOver – a comprehensive toolkit for strengthening work of youth organizations¹⁴; 12. R.E.S.P.E.C.T.¹⁵;
13. GAME ON – guidelines and best practices on how to use gaming as a tool in non-formal education¹⁶;
14. FA-SILLY-TATORS! Exploring humour in non-formal education and youth projects¹⁷;
15. KEY – language learning as a tool for integration of young migrants¹⁸;
16. Dictionary of youth;¹⁹

⁴ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2229/EN-Evaluation-Methodology.pdf

⁵ <https://issuu.com/incacatalunya/docs/inca-kit>

⁶ [https://www.salto-youth.net/downloads/toolbox_tool_download-file-945/CC_LOCAL_REGIONAL_NETWORKS_FOR_\(MEANINGFUL\)_YOUTH%20PARTICIPATION_A%20practical_guide_for_Youth_organisations_and_Youth_Workers.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-945/CC_LOCAL_REGIONAL_NETWORKS_FOR_(MEANINGFUL)_YOUTH%20PARTICIPATION_A%20practical_guide_for_Youth_organisations_and_Youth_Workers.pdf)

⁷ <https://www.scribd.com/document/44399086/Street-Animation-for-Social-Change-Guide-english>

⁸ https://www.salto-youth.net/downloads/toolbox_tool_download-file-751/docfilm_youthproj.pdf

⁹ https://www.salto-youth.net/downloads/toolbox_tool_download-file-811/h2s_electronic_v3.0.pdf

¹⁰ https://www.salto-youth.net/downloads/toolbox_tool_download-file-1766/Play%20Forward%20Booklet_OV2017.pdf

¹¹ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2087/A%20life%20without%20filters_MANUAL.pdf

¹² https://www.salto-youth.net/downloads/toolbox_tool_download-file-2335/ACTion%20-%20reACTion%20publication.pdf

¹³ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2293/Brochure_BHCCO_30-07_compressed.pdf

¹⁴ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2295/1.%20MakeOver%20teaser.pdf

¹⁵ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2325/Booklet%20RESPECT%20the%20environment%20and%20the%20people.pdf

¹⁶ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2330/Game_ON_Guidelines%20and%20Best%20Practices%20on%20How%20to%20Use%20Gaming%20as%20a%20Tool%20in%20Non-formal%20Education.pdf

¹⁷ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2382/manual_Fa-silly-tators.pdf

¹⁸ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2388/MANUAL_key_ole.pdf

¹⁹ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2298/Dictionary%20of%20Youth_compressed.pdf

17. Being your host. Better inclusion of young refugees in hosting societies;20
18. Play with me and learn from me;21
19. A strategy to regenerate abandoned buildings;22
20. The sustainable guide;23
21. Toolkit on intersectional mainstreaming;24
22. StoryTelling a right;25
23. Very OK practices;26
24. Journey – involving young people in education and action for gender equality and against gender-based violence;27
25. Burst your bubble. Change through participatory theatre;28
26. The role play guide. When and how you should use it;29
27. How to tell a (life) story. Media production skills;30
28. Preventing early school leaving through digital story mapping;31
29. Youth as the leaders of change: How to involve young citizens in anti-discrimination initiatives;32
30. Home is where I am – support migrants to make the most of their adventure;33
31. Identity is Key. Sharing the experience of change with confidence. Guide for youth workers;34
- 61 32. Emotional intelligence and conflict management;35
33. Outside in. Transforming hate in youth settings;36
34. Inclusion tool;37
35. Spread ability;38

²⁰ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2300/Toolbox_Being%20your%20Host.pdf

²¹ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2280/Handbook%20Outdoors%20games.pdf

²² https://www.salto-youth.net/downloads/toolbox_tool_download-file-2362/A%20strategy%20to%20regenerate%20abandoned%20buildings%20-%20FUGON.pdf

²³ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2364/PSGR_Sustainable%20Guide.pdf

²⁴ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2429/Toolkit_on_intersectional_mainstreaming.pdf

²⁵ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2292/StoryTell%20A%20Right_info%20graphic.pdf

²⁶ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2294/EIF_PBA_Brochure_2019.pdf

²⁷ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2417/Manual_Journey_EN.pdf

²⁸ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2378/Burst%20Your%20Bubble.%20Ebook.pdf

²⁹ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2296/Role%20Play%20guide.pdf

³⁰ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2367/IO2-03_MyStoryMap_EN.pdf

³¹ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2368/IO6_MyStoryMap_EN.pdf

³² https://www.salto-youth.net/downloads/toolbox_tool_download-file-2272/IO1-EN-Handbook.pdf

³³ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2254/Erasmus-plus-PRIDE-IO3c-Best-Practice-Examples.pdf

³⁴ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2255/Erasmus-plus-PRIDE-IO2-Guidebook.pdf

³⁵ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2265/Booklet%20-%20emotional%20and%20conflict%20management%20-%20Fayo%20Foundation%20and%20VCS%202.pdf

³⁶ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2274/Outside%20In%20manual%20full%20final.pdf

³⁷ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2411/Inclusion%20Toolkit%20-%20Working%20with%20young%20people%20coming%20from%20vulnerable%20groups.pdf

33. Counter hate. Digital guide;³⁹
34. All about you. Identity and intercultural dialogue⁴⁰
35. Peace on the streets;⁴¹
36. Labyrinth. A collection of outdoor activities for various purposes in youth work and education; ⁴²
37. Escape rooms for education;⁴³
38. EduSkills;⁴⁴
39. Toolbox for outdoor activities for inclusion;⁴⁵
40. Citizen time. Act, play, involve;⁴⁶
41. How to better in volunteering for nature conservation?⁴⁷
42. DisAbuse. Stop disablist bullying;⁴⁸
43. You are the engine of change;⁴⁹
44. Brochure on how to organize rural youth festivals;⁵⁰
45. E-book of ideas for NGO projects and events;⁵¹
46. P.R.I.D.E. – Promoting Rights, Inclusion, Diversity and Equality. Toolkit on working with young LGBTQ+ people;⁵²
47. Leadership for change. Toolkit;⁵³
51. Motivate! A Toolkit for youth workers;⁵⁴
52. User guide for NEET’s projects;⁵⁵
53. NET-working: Non formal Education Techniques for youth workers;⁵⁶
54. Empower You(th)!;⁵⁷
55. Animate the Global Change – Street Manual Campaign.⁵⁸

³⁸ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2275/Spread%20Ability_compressed.pdf

³⁹ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2302/Counter%20Hate%20guide-en.pdf

⁴⁰ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2196/All%20about%20you.pdf

⁴¹ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2248/toolkit_Peace-on-the-Streets.pdf

⁴² https://www.salto-youth.net/downloads/toolbox_tool_download-file-2244/“LABIRINT%20LTTC_publication_compressed.pdf

⁴³ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2231/Feeling%20factory.%20Toolboxes..pdf

⁴⁴ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2216/Eduskills.plus%20Press%20Release%20EN.pdf

⁴⁵ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2223/ToolBox%20Outdoor%20Activities%20for%20Inclusion.pdf

⁴⁶ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2210/citizenime%20%20book.pdf

⁴⁷ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2195/Mountain%20spirit%20Volunteers%20Recommendations.pdf

⁴⁸ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2147/DisAbuse%20Training%20Course%20Manual%20-%20English.pdf

⁴⁹ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2158/Invisible%20Theatre%20Manual_compressed.pdf

⁵⁰ <https://www.salto-youth.net/tools/toolbox/tool/brochure-on-how-to-organize-rural-youth-festivals.2641/>

⁵¹ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2132/E-book%20of%20ideas%20v.3.pdf

⁵² https://www.salto-youth.net/downloads/toolbox_tool_download-file-2137/Toolkit%20PRIDE_GoFree_2019.pdf

⁵³ https://www.salto-youth.net/downloads/toolbox_tool_download-file-1960/Leadership%20for%20change.Toolkit.pdf

⁵⁴ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2041/ToolKit-Motivation.pdf

⁵⁵ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2036/OpportuNEETies%20Guide.pdf

⁵⁶ https://www.salto-youth.net/downloads/toolbox_tool_download-file-2060/Toolkit%20-NET%20WORKING.pdf

⁵⁷ https://www.salto-youth.net/downloads/toolbox_tool_download-file-1898/IO_Online%20Toolkit.pdf

⁵⁸ https://www.salto-youth.net/downloads/toolbox_tool_download-file-1904/Street%20%20Campaigning_Manual-compressed.pdf