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**Communication and gamification
strategy for youth engagement.**



PROJECT BY:



IN PARTNERSHIP WITH:



centro culturale fonti san lorenzo



CO-FUNDED BY:





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IN PARTNERSHIP WITH:



centro culturale fonti san lorenzo



CO-FUNDED BY:



POWER YOUTH UP 2023

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INTRODUCTION

Power Youth Up is an innovative project designed to stimulate creativity and Active European Citizenship (AEC) among young people, starting at the grassroots level. It emphasises youth work's role in shaping Europe's future, leveraging creative and gamification methodologies to unlock young people's potential.

This project intends to inspire local creativity, facilitate experimentation, and encourage active participation in community spaces. Power Youth Up's multi-faceted approach begins with assessing the specific needs and interests of the target youth population, reviewing the best practices within various communities on youth work and engagement. It crafts innovative methods tailored to enhance young people's creative and critical thinking skills. These methods aren't just theoretical, but practical, interactive, and adaptable, making them suitable for diverse youth groups. Digital facilitation plays a crucial role here, breaking down accessibility barriers and allowing a broader range of participants to engage, regardless of location.

The project goes beyond skill development and aims to produce pedagogical content to support organisations, youth workers, and decision-makers to improve community spaces to better engage young people and empower them to become active contributors to their community and promote European values. By amplifying the voices of young people and ensuring they have a platform to freely express their opinions on issues that directly impact their lives, Power Youth Up seeks to promote a sense of ownership and responsibility in the youth. This empowerment is important for nurturing informed, confident individuals ready to take an active role in shaping the future of Europe. This initiative is not just about promoting creativity and critical thinking, but it is also about creating a movement where the youth feel valued, heard, and capable of driving change. It's about building a foundation where young people can flourish, innovate, and contribute significantly to the ongoing development of Europe.

A key aspect of the project is adapting and implementing the European Youth Strategy in community centres. This strategic partnership aims to contribute to transforming these spaces to become more attractive for young people, offering them safe environments

for experimentation, self-expression, and creative growth. The focus is on fostering young participants' critical thinking and encouraging a sense of ownership and empowerment.



INTRODUCTION TO THE TOOL

This tool is developed in the Power Youth Up project with the contributions of the consortium partners.

The pocket book is a resource to promote youth engagement in community spaces, considering approaches to communication and gamification. It is a culmination of the knowledge and insights gathered from the project's earlier results from the Guide for Local Youth Work Practices.

Target Groups:

Professionals who work with and for youth: Primarily those professionals in youth centres and community spaces working for public, private and social economy organisations. It includes Youth Workers, Educators, Pedagogues, Social / Cultural / Community Animators, Social Workers, Social Educators, and Teachers.

Decision makers: Political decision makers, directors, and leading staff responsible for youth policies and strategies primarily on the local level or those responsible for organising the strategies at Youth Centres and Community Spaces.

Objectives:

Foster Youth Engagement: The tool aims to increase young people's involvement in community centres, youth centres and local communities by using online and offline communication and gamification strategies.

Empower professionals: The tool aims to empower youth workers and professionals connected to youth or community spaces by providing them with various creative approaches, tools, methods, and resources for advocacy, education, and inclusive learning, enhanced through strategic communication and gamification.

Support professionals: The tool aims to support youth workers in exploring and integrating diverse,

innovative approaches. These methods attract young individuals to community centres and engage them in the long term. They offer real-time progress feedback and foster collaboration or responsible competition with peers to achieve optimal performance.

Communication Strategy and Gamification

The tool focuses on two key components — a Communication Strategy for Youth and Gamification for Youth Engagement — providing a comprehensive framework and guidelines. These are designed to transform how community spaces communicate with and involve young people, enriching these environments for all.

Gamification is the application of game elements in non-game contexts and is employed to motivate and engage participants in activities they might otherwise find unappealing or even repetitive. It must not be confused with game-based education, defined as using games to determine and achieve learning outcomes. The development of this tool involved creating and testing methods with gamification elements in community spaces.

A fundamental element of defining a gamification strategy is developing an effective communication strategy that resonates with young people. This involves identifying practical communication methods that reach youngsters in community spaces and online, particularly through social media.

By merging a communication strategy with a creative gamification approach, we aspire to establish a framework to improve community spaces and make them more engaging for young people.

This framework attracts youth and provides avenues for self-expression, skill development, and community belonging. Ultimately, this tool aligns with the broader goals of the Erasmus+ project, reinforcing the role of youth work in shaping Europe and advocating for the rights of young people to express their views freely on issues that matter to them.

Usage of the pocket book:

The pocket book allows its readers to choose how they want to use it. You can browse the book page by page, chapter by chapter, or skip to the sections that interest the most. Interactive bookmarks and section titles make it easy to jump directly to the content of interest from any part of the book. This feature allows for a seamless and personalised reading experience tailored to the reader's preferences.

The Pocket Book also includes some symbols, marking external additional resources, such as:



A video to watch connected to the topic.



Another website, where you can find further information about the topic.



A document, related to the topic.

Why do we find this useful?

The tool provides strategies to increase youth involvement in community activities, fostering a sense of belonging and engagement.

This resource aims to empower youth workers with innovative approaches and effective methods to enhance youth centres and community spaces. It provides valuable insights and tools to improve youth advocacy, education, and inclusive learning.

This guide helps to promote positive change and progress in these vital spaces, encouraging a reflection on existing procedures and communication strategies with young people and their communities.

By using this pocket book, professionals and decision-makers can:

- Apply the communication and gamification strategies outlined in the tool to make community spaces more appealing and engaging for young people.
- Design activities based on the tool's guidelines to spark curiosity and foster active experimentation among youth, encouraging their participation.
- Develop communication methods that resonate with youth, primarily through social media and other online platforms.

This approach enhances the community space and aligns with broader goals of youth empowerment and active participation in societal issues.



PARTICIPATING ASSOCIATIONS

The development of this tool is the product of the collaboration between six European organisations that share a common vision of community development and youth participation and empowerment. These organisations have been working to promote the active involvement of young people in decision-making processes and to create an inclusive society that values diversity and promotes social cohesion.



MONOPATIA ALLILEGGIIS - SOLIDARITY TRACKS

Solidarity Tracks is a non-profit and non-governmental organisation promoting youth exchanges, mobility, and intercultural learning on a European and worldwide scale. Solidarity Tracks disseminates the value of human rights and pursues the initiative of responsible and sustainable development. The actions of Solidarity Tracks support individuals' personal development concerning local sustainable development. The ultimate goal of our organisation is to understand the links that unite people, inspire us, and support the spirit of equal and mutual growth.



CENTRO FONTI SAN LORENZO APS

The Centro Fonti San Lorenzo is in Recanati, in the centre of Italy. It was born in 1990, and today it's an extensive education, culture, and society laboratory that manages a Youth Aggregation centre and Playroom for children, hosts grandparents and grandkids, organises the Memorabilia music festival and many free workshops based on mutualism and widespread training. It's active in European Programmes and in engaging youngsters and volunteers from other countries.

Activities are always connected with the will to develop an inclusive and participative citizenships, also through collaborations with local partners like schools, associations and the public system.



ASSOCIAÇÃO NOVO MUNDO AZUL

Novo Mundo was created in 2013 and has its base in Almada. Our mission is to promote European values and active citizenship through work in the social field, nationally and internationally, focusing on working with youth and youth workers. Among our activities, we can highlight youth exchanges in the most diverse areas, local activities, and personal and professional development activities for and with young people. Those types of activities contribute to the acquisition of new skills and competences based on non-formal education and experiential learning, where we encourage the participation of young people with fewer opportunities and seek the promotion of local networks.

YOUTHCOOP - Cooperativa para o Desenvolvimento e Cidadania CRL



Youth Coop stands out as a non-profit cooperative of dedicated professionals united by a common purpose: to empower the younger generation and develop the community. Our core mission revolves around fostering personal and social development in youth, focusing on Youth Work, Environmental Sustainability, Citizenship, and Human Rights Education. We adopt non-formal education and community development approaches to make a real difference. As a workers' cooperative, we bring together professionals dedicated to youth development, working on empowerment and awareness projects that impact young lives directly. We channel our efforts towards engaging with young individuals between 13 and 25, particularly those marginalised or with fewer opportunities. Our ultimate goal is to dismantle the barriers hindering youth participation, ensuring equal opportunities for all and boosting young people's active community involvement through accessible activities and services at free or low costs.



FITT - Fundația Județeană Pentru Tineret Timiș

Timis County Youth Foundation (FITT) is a youth-led NGO established in Timisoara, in western Romania. Founded in 1990, FITT is an umbrella organisation for youth NGOs in the region. FITT owns and administers the Youth House in Timisoara, which owns the Quality Label for Youth centres from the Council of Europe, and it is implementing programmes and activities dedicated to young people, focusing on promoting human rights and active citizenship, developing their competencies, foster and encourage youth participation, and also on developing youth policies.



P.O.D. ASSOCIATION - Asociación para la Participación, Oportunidad y Desarrollo

The association located on the island of Tenerife, Spain aims to organise activities to promote, support, and disseminate the values offered by the different European mobility programmes and to include European dynamics in various fields. The work on local level is done mainly in the community centre "El Molino", based in Santa Cruz de Tenerife, but also on international level with activities related to the following: education and continuing professional training; the promotion of health, sports, science, arts, traditions, culture and the preservation of national heritage monuments; the protection of the environment and nature, agriculture and tourism; economic, cultural and social development; the education of Youth through a non-formal learning methodology.

CREATIVITY AND YOUTH ENGAGEMENT IN COMMUNITY SPACES

Creativity

There are multiple notions of creativity. According to Franken (1994), "Creativity is defined as the tendency to generate or recognise ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others."

According to Zimmermann & Leondieva (2018), Creativity is "an ability that helps us process the wealth of information that our minds collect and forge connections between different pieces of information in order to find a solution to a problem in a new way, or to come to a new understanding of the problem itself". It is about "providing answers to particular needs as it is about redefining the questions that guide the search for answers". The essence of creativity is "building upon previous knowledge and experiences". In other visions it is about "exploring the knowledge that we already possess, exploring our environments and the rules within it, and exploring the problems that we face to understand and tackle them in new ways."

Creativity is a multifaceted and dynamic concept, often perceived as the ability to generate new, original, and valuable ideas. It is not just confined to art or literature; creativity is in every aspect of human activity, from science and technology to everyday problem-solving.

Creativity can be applied to global issues like global warming, international relations, global economy, and global understanding when it is elevated to "creative thinking." Seeing the "big picture" and thinking internationally/locally are two different aspects of creative thinking. Using the creative process more realistically means grasping the "big picture" and impacting how difficulties, problems, or themes of concern turn out.

We see creativity as generating new and valuable ideas and solutions beyond conventional thinking. It involves combining existing elements in alternative ways, thinking differently, and approaching challenges with an open and innovative mindset.

Through the active exercise of facing adversities as challenges that can have several solutions, motivating collaborations and deconstructing perspectives that we took for granted, young people can find tools to work on personal and interpersonal dimensions of their lives.

Creative thinkers are more equipped to handle complexity, apply problem-solving techniques, and have the vision to create a society where youth and adults collaborate for positive change.

From this perspective, creativity is a fundamental element for this pocketbook and the proposals we will present for developing new competencies in young people and youth workers.

[Ellis Paut Torrance \(1969\) defines the Principles of Creativity:](#)

Originality: producing unique and different ideas or solutions.

Flexibility: adapting thinking to various perspectives and exploring multiple ways.

Fluency: developing many ideas, allowing for a wide range of possibilities.

Elaboration: refining ideas with detail is crucial for turning creative thoughts into tangible outcomes.



In community spaces, being creative is all about creating a place and environment where young people feel free to express themselves and show who they are, come up with inventive solutions to solve problems, and find out their talents and what they're good at. It involves breaking away from traditional approaches to youth engagement and promoting innovative methods that inspire active participation and self-expression. This means doing things that get youngsters interested and excited to take part and share their ideas and feelings to improve the activities and the spaces.

Youth engagement

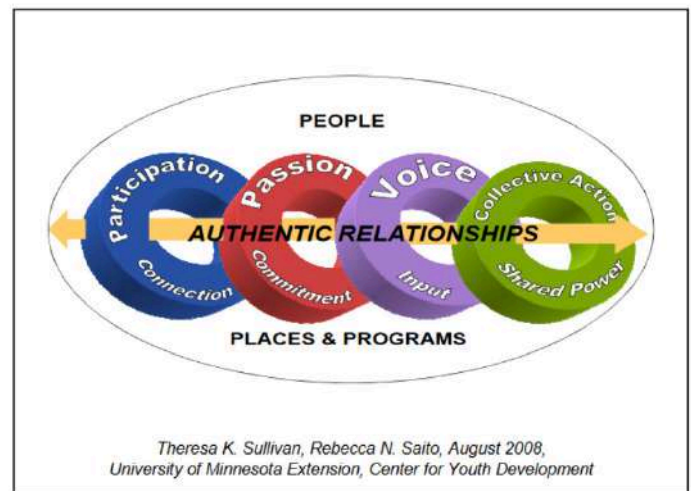
Youth engagement is the meaningful involvement and participation of young people in activities, decisions, and processes that affect them individually and collectively. It emphasises active involvement, collaboration, and the recognition of young people as valued community contributors ([Youth Development Program Toolkit - ACT for Youth](#)).

Principles of Youth Engagement as per the "Rings of Engagement" framework (2011):

- Participation in programmes.
- Fostering individual passion through experiences and activities.
- Creating space and place for youth voices in programmes.
- Collective action to make change with youth and adults as partners.

The "Rings of Engagement" framework was developed by Theresa Sullivan and Rebecca Saito in 2011. It's a research-based approach to youth engagement, encompassing key dimensions like Participation, Passion, Youth Voice, and Collective Leadership. This framework is designed to guide the development of youth programs and foster positive environments for youth development. It emphasises the importance of engaging youth in meaningful ways and highlights the benefits of such engagement for both individuals and communities. This concept has been influential in shaping the way youth engagement is understood and implemented in various settings. More detailed information can be found in the research by the University of Minnesota Extension Center for Youth Development (2011).

Figure 1
Rings of Engagement



To reconcile diverse definitions and interpretations of youth engagement, Sullivan (2011) conducted a study aimed at conceptualising, conveying, and inspiring alternative perspectives on youth engagement. The study incorporated insights from scientific research, literature based on practical experience, and the first-hand experiences of practitioners and youth.

Sullivan and Saito's (2008) conceptual theory of engagement, played a crucial role in shaping and being shaped by this research process. The resulting framework, known as the "Rings of Engagement" (refer to Figure 1), visually outlines four essential dimensions of youth engagement: participation, passion, voice, and collective action. All these dimensions rely on a core foundation of authentic relationships within the broader context of engaging individuals, places, and programmes, symbolised by the fifth ring encompassing the other four.

Participation's benefits are heightened through opportunities for connections with positive individuals and environments. Passion involves a commitment to continuous growth and development in a specific area of interest. Voice needs to provide opportunities for youth to contribute to decisions that impact them directly. Collective action encompasses the shared power and decision-making authority distributed among both youth and adults.

In Sullivan's research and within the youth development literature (Blyth, 2006; Eccles et al., 1993), practitioners emphasised the significance of all four forms of engagement in promoting the well-being of both youth and society. According to these practitioners, the rings are not perceived as hierarchical, nor do

they signify consecutive stages that youth must undergo in a specific order. Instead, experiences within any of the engagement rings can foster opportunities, interest, and/or readiness for involvement in various ways.

Three key concepts consistently surfaced in both the literature and practitioners' perspectives regarding various forms of youth engagement:

Youth as Contributors and Leaders:

A central theme across all of youth engagement is acknowledging and believing that young people possess skills, perspectives, and expertise that can be harnessed to enhance the relevance, engagement, and effectiveness of activities and programmes. This recognition underscores the importance of involving youth as active contributors and leaders in shaping these initiatives.

Developmental Perspectives:

With the transition from childhood to adolescence, the programmes and opportunities that resonate with young individuals undergo a transformation. Adolescents, in particular, require platforms that facilitate the development of their identity and autonomy within expanding social contexts. They benefit from opportunities to make impactful decisions, cultivate attitudes, and adopt habits that will influence their engagement throughout youth and into adulthood. Aligning with these developmental needs, programmes offering voice, decision-making power, connection to a broader community, and meaningful action resonate with older adolescents.

Reciprocal Relationships at the Core:

The essence of engagement lies in sustained, authentic relationships between youth and adults. While youth engagement is commonly perceived as a process initiated by adults to involve youth, genuine and high-quality youth engagement entails mutual interaction. Youth and adults engage with each other in mutually beneficial ways, creating a reciprocal relationship that enhances the overall quality of the engagement process.

Barriers to engagement

Women Deliver (2016) consulted with 600 young people to share their ideas and perspectives on what

needs to be done to improve the engagement of young people in advocacy for sexual and reproductive health and rights. As highlighted by the young people in the Women Deliver consultation survey results, the main barriers to youth engagement are:

Lack of Information and Education:

Many young people still lack access to comprehensive information about their rights. This gap is attributed to factors such as low literacy rates, inadequate education, difficulty in understanding and not culturally sensitive information. There is also a shortage of accurate and current materials available in local languages using youth-friendly terms.

Level of Trust in Youth Perspectives:

Older individuals may doubt the ability of young people to make good decisions. Young women, face social and cultural consequences for speaking out about issues compared to their male counterparts.

Few Safe Spaces and Opportunities:

Young people often need to create their own opportunities for learning and meaningful dialogue. There are limited safe spaces for open discussions, especially between different generations, and regarding interests of youth, for example, sexual and reproductive health issues. When young people are consulted in policies or programmes, but their input doesn't lead to changes, they may lose interest and feel disconnected. Tokenistic engagement is insufficient for young people committed to making real change.

In the context of community spaces, youth engagement involves creating environments where young people actively participate in decision-making, share their ideas, and contribute to the community's development and success. It aims to empower them to become agents of positive change, instilling a sense of ownership and responsibility.

Sources:

[Meaningful Youth Engagement Discussion Paper](#)

[Scaling impact through meaningful youth engagement research foresight and convening](#)

[Our common agenda policy brief youth engagement](#)

What is a Community Space or Community Centre?

The consortium agrees that a community space or centre can be either a physical or a virtual place that should serve as a hub for social, cultural, and recreational activities. This type of space can be used as a gathering place where community members gather for various purposes, including meetings, events, workshops, learning and social interactions.

[Principles of the desired community spaces \(according to the research survey results, attached in the Annex, that we carried out with youth workers from the consortium to enrich this tool\):](#)

Inclusivity: being accessible and welcoming to all members of the community.

Multipurpose: hosting a variety of activities, from educational programmes to cultural events.

Community-led: driven by the needs and interests of the community members themselves.

Safe and supportive: providing a safe and supportive environment for individuals to express themselves and engage with others.

In the context of the tool's aim, we are focusing on enhancing the role of community spaces in fostering creativity and youth engagement. The tool seeks to transform these spaces into dynamic and attractive hubs where young people can actively participate, express their creativity, and contribute to the development of their communities. The tool focuses on making community spaces vibrant, inclusive, and responsive to the needs and aspirations of the youth they serve, focusing on communication and gamification strategies.

Sources:

[Tandfonline.com](https://www.tandfonline.com)

[Science Direct.com: social sciences youth center](https://www.sciencedirect.com)

[Youth centre effectiveness web changed](#)

[Redalyc](#)



METHODOLOGY

The methods contained in this pocket book were developed over a six-month period, structured into three phases:

Understanding - Empathise and Define:

This initial phase was integral to the first intellectual output of the Power Youth Up project. It involved extensive research across all partner communities to identify young people's specific needs and motivations. This phase ensured that the project was built on a deep understanding of the target group, paving the way for more directed and effective interventions.

Explore - Ideate and Prototype:

In this phase, each partner organisation deepened into creative brainstorming and conceptualisation. Using their creativity and insights, youth workers designed a total of 18 new activities (3 per partner). These activities were specifically crafted to foster youth participation through innovative communication and gamification strategies. This exploratory phase was crucial in translating the insights gained from the Understanding phase into tangible, actionable ideas.

Materialise - Test and Implement:

The proposed activities were then put to the test in a practical setting. They were piloted locally in the six communities involved in the project, engaging approximately 42 young people. This phase was crucial in measuring the effectiveness of the activities and making necessary adjustments based on real-world application and feedback.

Each partner contributed to the development of three activity proposals. One focused on research and information gathering, while the others focused on non-formal learning approaches. These activities were designed to be adaptable to various contexts and accessible in all the languages of the partner organisations.



COMMUNICATION FOR YOUTH ENGAGEMENT

Communication Strategies

What can it be?

A communication strategy for a youth centre, community centre, or youth organisation is a plan that outlines how to convey messages and engage with young people effectively.

It involves identifying the target audience, setting clear objectives, choosing appropriate communication channels (like social media, events, and partnerships), and creating content that resonates with the interests and values of the youth.

The strategy also includes methods for feedback and participation to promote a sense of community and belonging, and it requires regular evaluation and adaptation to remain relevant and effective.

The communication strategy replies to the 5 Ws Model of Communication, developed by Harold Lasswell, an American political scientist and communication theorist, in 1948 while he worked at Yale Law School:

- Who are we communicating to? (Who is your target audience?)
- What is your message?

- Where - what channels should you use to share them?

- Why do you want to communicate - What is your purpose?

- When is the right moment to tell your message?

The use of a communication strategy for youth centres, community centres, and youth organisations is multi-faceted and vital for their success and impact:

Enhancing Visibility and Awareness: It helps raise awareness about the centre or organisation, its mission, activities, and the services it offers to young people.

Engaging the Youth Audience: The strategy ensures that the organisation remains relevant and engaging to its target audience by using channels and content that resonate with young people.

Promoting Programmes and Events: It is key to effectively promoting various programmes, events, and opportunities, ensuring higher youth participation and engagement.

Building Community and Fostering Inclusion: It facilitates the creation of a community around the organisation/ Youth centre, encouraging young people to

participate, share their experiences, and feel included actively.

Gathering Feedback and Insights: Often include mechanisms for feedback, allowing the organisation to gather valuable insights about the needs and preferences of the youth, leading to better service and programme development.

Facilitating Partnerships and Collaboration: Effective communication helps establish and promote partnerships with other organisations, institutions, sponsors, and stakeholders, enhancing the reach and impact of the youth organisation/institution.

Educating and Informing: It serves as a tool for educating young people about important issues, providing valuable information, resources, and life skills.

Supporting Fundraising and Advocacy Efforts: Can support fundraising and advocacy efforts, crucial for the organisation's sustainability.

Effective communication strategies are tailored to the specific needs and preferences of the target audience and consider its broader social, cultural, and political context. They also rely on various communication channels, such as face-to-face contact, social media, email, traditional media, events, and advertising, to reach the intended audience.



SOURCE: in-house development using AI-based generation tools.

Sources:

[The strategy story](#)

[Forbes Communications Council](#)

[Model of communication and promotion in your work](#)

In the Power Youth Up project frame, the communication strategy is adapted for the community space and targets youth.

This Pocket Book aims to create a framework and guidelines to adapt the communication and activities of community spaces to better serve the youngsters and the community in general. It will document the process and define a communication strategy that effectively reaches youth. We need to find practical means of communication to reach the youngsters in the community space and online through social media. It will allow youth workers to explore and integrate different innovative and creative approaches, tools, methods, and resources to attract youngsters to community centres and engage them in long-term pathways where they can receive real-time feedback about their progress and compare or cooperate with other members to achieve their maximum performance.

The success of a communication strategy is mainly due to good organisation and a good sense of anticipation in coordinating the planned communication actions. This approach is essential because it provides a global vision of all the communication actions deployed. The combination of these communication techniques is called the communication mix. It consists of all the means used to convey a message to the target audience. Adopting a communication mix strategy has three objectives:

Cognitive: you make your organisation and services known.

Affective: you make people like your organisations and services.

Conative: you make your target audience act.

[open.edu - business-strategy studies](https://open.edu/business-strategy-studies)

By implementing this strategy, you can measure the effectiveness of each of your actions and thus optimise your communication budget. The development of a good communication strategy is essential to reach your objectives with success.

Principles and steps for an effective communication strategy

Step 1 - Identify and understand your target audience.

Who is your target audience?

Knowing and understanding your target audience is one of the keys to successful communication in youth-oriented spaces.

A needs assessment of your target is a systematic process to identify and analyse young people's challenges, aspirations, and requirements within a specific community or context.

This process involves understanding the characteristics, preferences, and needs of the target demographic on a local level, which is teenagers and young adults. It starts by gathering demographic data such as age, gender, cultural background, and socio-economic status. This data helps identify the broad segments within the audience.

Beyond demographics, you should also collect psychographic information such as attitudes, interests, lifestyles, and behaviour patterns, including trends, hobbies, and social issues they care about, which are vital areas to explore. This understanding aids in adapting the messages that resonate and engage.

Another critical aspect is to identify the communication preferences of young people. This includes favoured digital platforms, content formats, and communication styles. Teenagers and young adults today are often tech-savvy, so it is crucial to understand their online behaviour.

You can also engage directly with young people through surveys, focus groups, or informal conversations that can provide valuable insights. Using these approaches, you will gather first-hand information from your target group build trust and show that their opinions are valued.

For example, a focus group can gather young individuals' insights, opinions, and perspectives regarding specific topics or issues. The aim is to generate in-depth information and foster discussion among participants, allowing researchers to explore a range of experiences and viewpoints related to the identified needs or challenges.

Step 2 - Define the objectives of your communication strategy.

Why do you want to do this? What are your reasons for communicating? What are your objectives?

Firstly, objectives need to align with the overall mission and vision of the youth or community centre. If the centre's aim is to empower young people, objectives might include increasing awareness of the centre's resources or boosting programmes' participation.

These objectives come from research on your local context carried out beforehand to adapt to the overall communication strategy to be adopted. This local research can be supported by a SWOT analysis, a focus group, a survey or an informal conversation with young people.

Objectives should be specific, realistic, and achievable, considering the resources and constraints of the centre. Unrealistic goals can be demotivating when they aren't met.

For this matter, it is essential to define quantified objectives and include a dashboard for monitoring using the SMART method:

Specific: it must relate to a precise and clearly defined element;

Measurable: it should be possible to quantify the objective to know whether it has been achieved;

Achievable: it must be within the reach of your financial and human resources;

Realistic: it must be achievable and relevant to your situation;

Temporally defined: it is crucial to set a deadline to make it tangible.



Source: <https://powerfuleyouth.com/beginners-guide-goal-setting-for-teens-smart-goals/>

Incorporating a variety of objectives is beneficial. These can range from short-term goals, like promoting a specific event, to long-term goals, like building a sustained community presence. A mix of qualitative and quantitative objectives is recommended: quantitative goals are numerically measurable, like increasing membership numbers. In contrast, qualitative goals might focus on improving the perceived value of the centre among teenagers.

The involvement of team members in the objective-setting process can ensure that the goals are understood and embraced by everyone involved in the communication efforts. This collective approach can also bring diverse perspectives, making the objectives more comprehensive and attainable.

Your objectives should be concrete. For example, rather than "improve my visibility on social networks", opt for "gain 5,000 followers on all my social networks by the end of the year".

Considering the broader impact desired beyond immediate, measurable outcomes is essential.

Step 3 - Positioning the centre in its environment.

Defining the positioning of the organisation is a fundamental phase in the development of a communication strategy, as it will guide decisions. Particularly in the context of a youth centre, involves understanding and establishing the centre's role and identity within the community.

This positioning is based on two aspects:

- 1- The place the centre occupies in the minds of the target audience.
- 2- The place the organisation wants to occupy in their minds.

If the perception of the organisation matches the perception of the target audience, it has succeeded in conveying the desired positioning and it was able to create an identity of the space. To define it, it will need to know its target audience, know its environment, identify similar organisations in the area it operates, and determine its added value.

This starts with a clear understanding of the community's demographics, needs, and existing resources, which is obtained by applying step 1. The centre should also know the existing resources in the community, including analysing what other organisations, clubs, or services are available to help in identifying gaps that the centre can fill.

Then you focus on building an identity for the youth or community centre.

This means defining what sets the centre apart from other community offerings. It could be specialised programs, a unique approach to youth engagement, unique arts initiatives, technology workshops, sports programmes that fill a niche, or a strong focus on certain issues like mental health, empowerment, sustainability education or career development.

A unique approach to youth engagement also contributes to a distinct identity. This could include innovative methods involving young people, such as youth-led planning, peer mentoring, or interactive, non-formal and experiential learning activities that differ from traditional classroom settings. Focusing on issues like mental health or career development can set the centre apart and build its identity in certain contexts. It can provide specialised support services, such as counselling, workshops on mental health

awareness, or career guidance sessions to address critical areas of need and interest for teenagers, young adults and their families.

Creating a distinct atmosphere or culture within the centre also helps build an identity. This might be a particularly welcoming and inclusive space known for its creative environment or supportive and nurturing staff. This involves fostering an environment that is welcoming and inclusive, ensuring that every young person who enters feels valued and accepted. Ideally, the centre should be accessible to all, regardless of physical ability, background, or socio-economic status.

Staff and volunteers are instrumental in shaping the atmosphere of a youth centre, and their attitudes and competencies directly influence how welcoming and inclusive the environment feels to the youth.

Staff members, including professionals and volunteers, should be able to express empathy and avoid judging the participants. Ideally, staff members should be able to put themselves in the shoes of the young people they serve, understanding the diverse backgrounds and challenges they may face. This enables them to interact with youngsters and community members in a respectful, supportive, and non-judgmental way. Staff members should be aware of and sensitive to the cultural differences among the youth to avoid misunderstandings and promote respectful interactions with the youngsters and the community.

The centre should invest in the improvement of the communication skills of staff members. This includes the ability to engage in open, honest, and age-appropriate conversations which helps build trust and rapport with the youth, convey information clearly, listen actively, and be approachable and open. This might include defining messages and communication procedures for interacting with young people at the entrance, defining distinct procedures for newcomers, or having an external expert analyse the status quo and provide recommendations.

Showing enthusiasm and a positive, cheerful attitude go a long way in creating an engaging and welcoming environment. The staff should show a genuine interest in the young people's activities and lives to make them feel valued and understood. Engaging in open, honest, and age-appropriate conversations helps build trust and rapport with the youth. Being a positive role model is an integral part of the role of a Youth Worker or any staff member in contact with

youngsters in a youth or community centre. Youth often look up to staff members for guidance, and exhibiting positive behaviours, such as respect, integrity, and responsibility, sets a standard for the youth to emulate, especially the youngest teenagers.

Staff should also understand the physical, emotional, and cognitive development stages of young people to design interactions and programs that are age-appropriate and relevant. For example, teenagers do not like to be treated like children or in a similar way to how their parents treat them. The centre's staff should have conflict resolution and problem-solving skills to handle disagreements or issues that arise in a constructive and supportive way.

Resilience and patience are essential because working with youth can be unpredictable and sometimes challenging. Resilience will be an essential competence to handle difficult situations calmly, as well as the patience to work through issues as they arise. The staff of the centre must also be able to maintain confidentiality and be trustworthy to create a safe and secure environment for the youth, avoiding sharing with other youngsters and people outside of the centre any personal data and information, such as health information, preferences, fears and orientation.

Lastly, promoting leadership and autonomy among the youth is also a way to position the centre in the community. Encouraging young people to take on leadership roles within the centre and supporting them in this process helps build their confidence and skills.

In terms of physical space, you might position the space by setting a space that resonates with the youth, such as a vibrant, youth-friendly decor, comfortable seating areas, and spaces conducive to group activities and individual reflection. The layout and design should be such that they break down barriers, encouraging interaction and engagement among the youth. Ensuring that the centre is a safe space where young people can express themselves without fear of judgement or harm is also essential to defining an identity among the youth, and it might involve having clear policies against bullying and harassment and ensuring that the centre's staff have the proper training to deal with any such issues. Effective communication skills are essential, including conveying information clearly, listening actively, and being approachable and open.

Developing a solid branding strategy is another dimension the centre can use to position it in its local community, including a recognisable visual identity, a consistent tone of voice in communications, and a clear message about what the centre stands for. The strategy starts with a clear brand message that encapsulates the centre's mission, values, and what it stands for. This message should be compelling, memorable, and aligned with the interests and needs of the youth.

A youth or community centre must adopt a memorable and appealing visual identity to the youth demographic. This identity includes a logo, colour scheme, and design style consistently used across all materials and communications. The visual identity should be modern and reflect the centre's energetic, creative, supportive, or innovative personality. It would help if

the centre were consistent across all touchpoints. The branding should be uniform, whether by consistently using signage at the centre, the website, social media platforms, or printed materials.

Engaging the youth in the branding process can be highly beneficial because their input can ensure that the branding connects with the target audience and feels balanced and authentic. The centre could achieve this through workshops, surveys, or a design competition. An active brand promotion and the activities or services the centre promotes are necessary. The centre can enable this through organising or joining existing community events, dissemination activities with schools, partnerships with local businesses, or online marketing. The goal is to increase visibility and awareness of the centre's brand and services in the community.

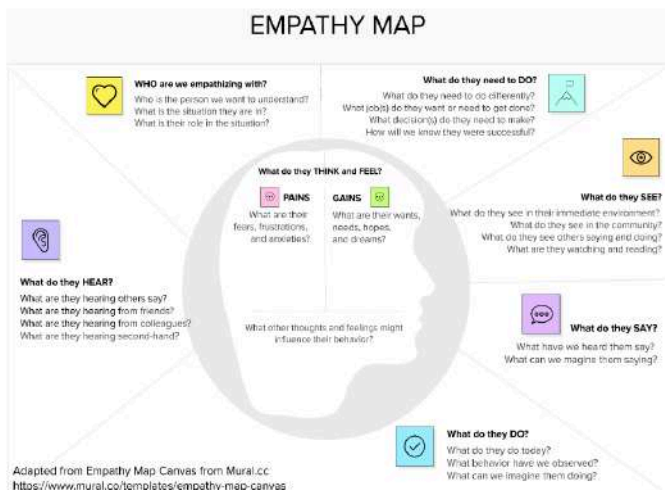
To help you determine a positioning strategy, the centre's staff or strategy board can use the SWOT method. This analysis tool identifies strengths, weaknesses, opportunities, and threats. This will allow the centre to analyse its environment more accurately.



Source: <https://onstrategyhq.com/resources/swot-analysis/>



The empathy map or empathy diamond is a tool the centre can also use to rate the audience characteristics and define the communication objectives and the positioning of the centre within the community.



Step 4 - Formulate the centre's message and communication focus

Formulating the centre's message and communication focus involves creating a clear, consistent narrative that conveys its identity and resonates primarily with teenagers and young adults and secondarily with other stakeholders and the general community.

The message should reflect the core values and objectives of the centre, ensuring it aligns with the interests and concerns of the target audience we identified before. It's essential to convey what the centre stands for and offers in an engaging and relevant way to teenagers.

The message should emphasise the benefits and value the centre brings to youngsters' lives, including personal development, fun, socialising opportunities, learning new skills, or getting support with challenges they face.

When planning the message, the centre should not underestimate the element of fun and leisure. Activities and programs should be enjoyable and engaging, providing a break from school and academic pressures to attract teenagers to the centre and keep them interested.

The centre should be presented for its socialising opportunities, if that's part of its aim and identity, as an

inclusive community space where teenagers can meet new people, form friendships, and feel a sense of belonging. The centre should also be a supportive environment where young people can receive guidance and assistance with stress management, life counselling, academic challenges, or mental health concerns.

Defining and adopting a communication style specific to the centre is important, and the language used should be relatable and appealing to the youth demographic. In the same way that the tone of voice is different when speaking to friends and your boss, an organisation will need to define the style of communication it wishes to adopt with its target audience. This style is determined primarily by the target audience. It can, therefore, take many forms (playful, funny, serious, kind). It's important to avoid jargon or overly formal tones, opting instead for a conversational and authentic style. This communication style should be used in all channels, whatever the tool used. This tone will allow the centre to be identified more efficiently and create an emotional link with its audience.

The message of the communication must be clear and convey a single strong idea. Like all the centre's actions, this message must be formulated with the communication tone chosen beforehand. It should contain the added value of the centre.

Finally, and most importantly, pay attention to the graphic aspect of the message: typography, choice of colours, choice of shapes. Visual identity, also worked on beforehand, must be present in each of the centre's messages and on each medium to be recognisable to the public.

Step 5 - Analyse your resources and establish your budget

It is important to determine the organisation's possibilities in terms of human resources and financial means to be mobilised in the framework of your communication strategy.

Analysing the resources available to the centre and establishing a budget is an important step in developing a communication strategy. It helps prioritise actions and have a long-term vision.

It begins with assessing the available resources, which include financial, human, and material assets. The centre should understand its financial capacity and this involves identifying the total budget available for

communication efforts, which may come from funding sources like grants, donations, or organisational funds. Another dimension would be the availability of human resources to develop and implement the communication strategy, meaning assessing the skills and capacities of staff and volunteers who will implement the communication strategy is necessary and identifying individuals with skills in graphic design, social media management, or event coordination.

Once resources are assessed, budgeting involves allocating these resources to different aspects of the communication strategy: costs for the design and production of materials, fees for any external services (like professional designers or marketers), advertising costs, and expenses for events or activities. The allocation of human resources for events and dissemination activities should be included in the budget.

Step 6 - Define the appropriate means of communication and establish a communication plan

The next step in the communication strategy is to choose the communication channel according to the objectives, targets, and messages to obtain a high affinity.

There are many ways for a Youth and Community Centre to communicate online and offline with the youth population.

The choice of the communication medium depends on the centre's target audience, the objectives, and the financial means for communication. It starts with identifying the most effective channels for reaching the youth demographic. Given their diverse interests and habits, a mix of online and offline direct methods is usually best.

The centre should select these channels based on the insights gained from audience analysis. Understanding where youngsters spend their time and how they prefer to receive information is crucial: if they are highly active on specific social media platforms, then focusing efforts there would be beneficial. Similarly, if they are engaged in community sports, local sports clubs and events could be a valuable means of communication.

A selection of communication could include social media platforms popular among teenagers, local community bulletin boards, collaborations with schools, and community events.

A youth or community centre needs to reflect on procedures to reach youngsters in the local community beyond online social media in its communication. This approach requires a grassroots approach by accessing the physical spaces and activities where teenagers naturally congregate and interact, using approaches typically connected to outreach youth work and detached youth work¹.

¹ | Detached youth work takes place in areas young people feel most comfortable such as on the street, in parks and around their neighbourhood. Detached work can provide informal education by bringing information to young people, listening and hearing their needs and creating projects which support them. By going out to places where young people spend time, detached youth work can build an understanding of the issues that young people experience and help to create safer places in the areas that young people hang out.

Outreach youth work aims to engage with young people in the local community. Youth workers will inform young people of services that exist in their area and encourage them to use the services and engage in centre-based activities. Youth workers talk with young people to identify gaps in services or what they want offered in youth centres so that activities and projects can be designed to meet their interests or needs.

Source: <https://www.rbkc.gov.uk/kb5/rbkc/fis/advice.page?id=q-nW2PZ99ks> (accessed on 21/12/2023)

Schools are the primary channels for engagement and promoting the centre's services and the youth-oriented spaces. Collaborating with schools for events, workshops, or information sessions allows direct access to many teenagers, or simply using school newsletters or notice boards can also be effective. Local clubs and sports teams present another avenue. Youth participate in these spaces, and they can be ideal for disseminating information and inviting to the youth-oriented space.

Engaging with parents and guardians can be a gateway to reaching teenagers. Informing them about the activities and benefits of the youth centre can encourage them to motivate their children to participate.

- The communication plan shows a clear view of the different channels, including the different stages a centre should set up, the communication schedule to be respected for implementing a communication strategy, the time to devote to it, and the human and financial resources associated with it. It must contain in particular:
 - The objective to be achieved;
 - The chosen channels;
 - The periodicity;
 - The resource person(s);
 - The result of the action;
 - The budget.

The communication plan should outline the specific tactics and activities for each channel. For social media, this could include a schedule for posts, types of content such as stories, infographics, or polls, and engagement strategies like contests or Q&A sessions. For community-based channels, might involve planning workshops, promoting local events, dissemination activities in local schools or distributing flyers at strategic locations or to each home nearby.

Timing and frequency are essential elements of the plan. The schedule should consider the best times to reach teenagers and young adults, such as after school hours or during weekends. It would help if the centre planned to maintain regularity to keep the audience engaged. However, it is also important to avoid overwhelming them with too much information on multiple channels.

These are all the elements to materialise a communication plan. This document takes the form of a schedule. It lists all the communication actions to be carried out during a specific period as a communication strategy. It helps to establish, step by step, the plans to be put in place to deliver effective communication to the target audience.

This communication plan also allows all the staff involved in the project to access to the same level of information, thus facilitating the coordination and management of the teams. The communication plan is a guiding tool in implementing and coordinating various actions. The content of the communication must align with the overall message of the centre and be adapted to each channel's characteristics and general usage. It should be engaging, relevant, and valuable to the youth while adapting to the everyday use of each channel. For example, content for social media might be more informal and interactive, and information shared through email might be more informative and educational. At the same time, physical bulletin boards should inform directly about activities.

Measurement and adjustment mechanisms should be built into the plan, involving setting up methods to track the effectiveness of different channels and types of communication. Metrics might include social media engagement rates, event attendance, or survey feedback. Regular reviews of these metrics will inform any necessary adjustments to the strategy, ensuring the communication remains compelling and resonant with the audience.

Evaluating the effectiveness of the communication and being attentive to feedback from the beneficiaries, including on social media, will allow the strategy and messages to be adjusted during the subsequent communication campaigns.

The centre should incorporate feedback mechanisms in the strategy from staff members, participants and stakeholders, using direct means like surveys, feedback forms and informal conversations. The collected feedback will provide valuable insights into how the participants receive the communication and where improvements can be made.

Communication for a community centre and youth engagement.

1. To use visual communication

By integrating visual content, such as short videos and static images in communications rather than just text can improve communication actions' performance in a significant way, especially targeting youngsters.

2. To use social media

Most youth use social and digital media channels to interact with each other and to get informed. To better reach youth, the communication strategy should use more actively these channels. The message and approach need to be appropriate according to the target: it should be both informal and fun.

3. Promote engagement in youth physical spaces

It is important to access and make better use of communication in the physical spaces youth spend time, like coffee shops, youth centres, and universities. Any promotion needs to have a tone that is accessible, understandable, and eye-catching for youth. This type of promotion doesn't need to be limited to posters or flyers; it could also be achieved by using physical objects or interventions in public spaces that catch people's attention, such as temporary public art installations or street chalk infographics.

4. Cooperate with the media

Many local media include listings of events, like concerts and exhibitions. Cooperating with these media, including both digital and physical publications, will ensure more interactivity to attract youth, as we'll be in local events targeting them.

5. Report participant's feedback

Collecting and sharing testimonies from engaged youth can be inspirational to engage more youth in peer-learning.



SOURCE: in-house development using AI-based generation tools.

Vision of the Power Youth Up network

Based on the opinions and experiences of youth workers who participated in the survey about communication strategy for youth spaces, we can highlight the following aspects:

- Digital communication: encourage digital communication tools, including maintaining a website, social media presence, and messaging applications for real-time communication with the youth.
- Physical communication: the importance of visible physical communication methods, such as updated calendars, suggestion boxes, and books for compliments and complaints.
- Feedback mechanisms: including post-activity feedback, are needed to foster a two-way communication process.
- Community engagement: emphasise community engagement strategies, including newsletters for partners, maintaining connections with schools and local organisations, and participating in local assemblies.

- In-person communication: engage with the community through daily interactions, school visits, and maintaining a physical presence.
- Transparent and respectful communication: transparent, respectful, and culturally sensitive communication is essential to build trust and maintain a coherent discourse.
- Youth-centred messaging: encourage language and messaging that resonate with young people, empowering them to be co-creators of content and highlighting success stories from peers.
- Multi-channel approach: the effectiveness of a multi-channel approach, using various platforms such as social media, websites, newsletters, and traditional media.
- Partnerships and collaboration: collaborate with local organisations, schools, and community groups, creating bridges and synergies to enhance communication.
- Clear internal communication: clear and consistent internal communication, including regular meetings, digital signage, and bulletin boards to share information.
- Youth ambassadors: appoint or involve youth ambassadors who can liaise between the centre's management and their peers.
- Communication through actions: communication through actions promotes sustainable development and contributes to the local community.
- Active communication with NGOs: encourage active communication with NGOs and informal groups in the area, fostering collaboration and communication with various entities.
- Location considerations: Remind users to consider the centre's location, ensuring accessibility and aligning communication strategies with the interests of young people in different areas.
- Targeted communication for different age groups: emphasise the need for clear, appealing, and targeted communication for different age groups, tailoring messages to resonate with diverse audiences.

Communication Strategy Resources

<https://rm.coe.int/communication-guide-lines-for-coe-projects/168072d168>

<https://www.interregeurope.eu/sites/default/files/2022-01/2017-03-23-designing-project-com-strategy.pdf>

<https://creately.com/guides/communications-plan-template/>

<https://www.techsmith.com/blog/why-visual-communication-matters/>

https://youth.europa.eu/sites/default/files/european-solidaritycorps_communication_strategy.pdf

<https://jcsocialmarketing.com/2018/03/5-strategies-reach-engage-young-people-nonprofit-work/>

Good Examples of Communication Strategy

Žinauviską (I know all) Youth Journalists Lithuania

Žinauviską (I know all) Youth Journalists Lithuania - The "I know all" youth journalists programme, run by the Lithuanian Youth Council, LijOT- Eurodesk Lithuania, connects young people who are interested in journalism, writing, photography, and other types of media creation. This programme allows young people to acquire new knowledge and skills necessary for journalism and provides a step towards career development. The young journalists are responsible for writing stories on the project website "Žinauviską". They post about opportunities and news for young people. They also produce an annual magazine in which they interview well-known specialists who can provide advice for young people.

[ŽinauViskąPagrindinis - ŽinauViską \(zinauviska.lt\)](https://zinauviska.lt)

Web radio Italy

Web radio Italy - The Associazione Link runs the youth web radio Agoradio. Topics for the podcast are open to proposals from young people, who can also help implement specific projects run by the organisation. Young people participate in the production of podcasts, and disseminate them through social media platforms. The project has been running for three years, and the organisation identifies it as a powerful tool to promote active citizenship and participation, especially during the COVID-19 pandemic. Once a

month, the web radio project participants meet to discuss the previous month's activities and make plans for the coming month. The organisation also provides specific training sessions for young people on presentation skills and the technical aspects of web radio.

[Agoradio - Agorateca Altamura](#)

#MakeTimeTo mental health information campaign Scotland, UK

Young Scot - the national youth information and citizenship charity in Scotland (UK), created this project as part of the #AyeFeel initiative. The organisation launched a campaign called #MakeTimeTo, fully co-designed with young people to encourage them to make time for themselves and their mental health. The campaign was designed with 25 young volunteers (aged 14-25). The goal for the young volunteers was to create a campaign that encouraged young people to #MakeTimeTo prioritise their mental health. Involving young people at the core of the information campaign ensured the final idea was based on the needs of current and future citizens. This campaign was a great success, reaching over 3,341,588 people, with 82% agreeing or strongly agreeing that the advertising clearly shows that young people should make time to look after their mental health.

<https://young.scot/campaigns/national/maketimetoyouthvoice-youngscot>

Peer-to-Peer Map and Guide Spain, Portugal, and Andorra

The ERYICA Ibero-Insular Working Group has created an online tool for Youth Ambassadors (peer educators). The tool is based on two elements: a map of peer education activities and a guide on being a young correspondent or ambassador. The map function allows peer educators to provide information on their activities. These activities can be displayed and searched by area using the map function. Across the region, there is a wide diversity of correspondent programmes and types of Youth Ambassadors. Although most programmes are linked to youth information centres, some are linked to educational centres. The age range and recruitment processes also vary. For this reason, the guide aims to create a common framework for being a young correspondent or ambassador. It includes information on guidelines on the tasks to be undertaken by youth correspon-

dents and the importance of youth participation and information.

The Happy Show – Stefan Sagmeister

Filling the Institute of Contemporary Art's (ICA) entire second-floor galleries and ramp and activating the in-between spaces of the museum, The Happy Show offers visitors the experience of walking into Stefan Sagmeister's mind as he attempts to increase his happiness via mediation, cognitive therapy, and mood-altering pharmaceuticals.

[The Happy Show – Stefan Sagmeister](#)

CIJ On Tour

"CIJ on Tour" is an initiative by the Youth Information Centre /Centro de Información Juvenil (CIJ) of the Tenerife Council, designed to bring its services and resources directly to the youth across the island. This outreach programme involves a mobile caravan that travels to various locations, such as schools and public spaces, to promote and explain the activities offered by the CIJ. Both public and private entities can request these itinerant presentations or guided activities at the CIJ. The programme aims to make CIJ's resources more accessible and tailored to the needs and interests of the young population in Tenerife.

<https://tenerifejovenyeduca.com/cij/cij-on-tour-visita-cij/>

Model of Communication and Promotion in Youth Work

The "Model of Communication and Promotion in Youth Work" manual is a comprehensive guide focusing on effective communication strategies. Developed by collaborating with European partners, it emphasises modern communication challenges and international communication principles in non-profit youth organisations. The manual includes internal and external communication techniques, leveraging new technologies and social media, and incorporating best practices and experiences from various countries. It's designed to aid youth workers, leaders, and organisers in enhancing their communication skills and strategies to better engage with young people and promote youth initiatives effectively.

[Model of communication and promotion in youth work](#)

Movimento Transformers

Movimento Transformers (Transformers Movement) is a global movement that brings together diverse individuals, including b-boys, skaters, poets, managers, chefs, creatives, and CEOs, united by a desire to make a difference in their communities through their passions. Originating from a breakdance group's informal workshops for socially excluded youth, it has grown into a movement emphasising informal learning and civic participation. Representing future generations at the 2010 World Economic Forum, it officially became the Transformers Youth Association. Their mission is community involvement through personal passions, guided by values like gratitude, informality, happiness, freshness, and integrity.

[Sobrenós | Movimento Transformers](#)

LGBT+ Youth Manifesto

The LGBT+ Youth Manifesto, created by young people from LGBT+ youth groups in Northern and Midlands England, envisions a world where LGBT+ youth live safer, happier lives. Part of a research project by Dr. Lucy Jones from the University of Nottingham, it examines gender and sexuality norms through interviews and workshops with over 70 young people. The manifesto, funded by a British Academy/ Leverhulme Society Small Grant, includes key points like open discussions on LGBT+ identities in schools, inclusive training for those working with youth, and the importance of accessible gender-neutral facilities. This initiative is significant in advocating inclusive and supportive environments for LGBT+ youth.

[LGBT+ Youth Manifesto \(@lgbtmanifesto\)](#)

ChimîPom

ChimîPom, a subversive art collective from Japan, has been reshaping the Japanese art scene with their provocative and satirical works for a decade. Their art, from videos to installations and performances, offers a humorous yet critical commentary on societal issues. The group's unique approach reflects the influence of artist Makoto Aida, whose notable works include transforming dead rats into Pikachu figures, sneaking into Fukushima's exclusion zone, and engaging in performance art that interacts with reality, all showcasing their commitment to addressing con-

temporary social and political issues with a blend of humour and earnestness.

[chimipom: the subversive collective shaking up japan's art scene \(vice.com\)](#)

The Conversation Wall

The Conversation Wall, unveiled at Umpqua Bank's South Lake Union Store in Seattle (U.S.A.), is an innovative installation designed to engage the local community in dialogue. This interactive piece features an illuminated sign inviting participants to complete the phrase "We want to have a conversation about ____" via text message. The responses, filtered and displayed publicly, focus on the intersection of banking and daily life, encouraging community input and conversation. This approach exemplifies how businesses can use interactive installations for community engagement and to gain insights into local needs and preferences.

[Dialogue-Provoking Installations : the conversation wall \(trendhunter.com\)](#)

Communication strategy activities

Let's explore a selection of activities and their significance in supporting the development of a communication strategy targeted at youth in youth or community centres.

The partners of the Power Youth Up consortium developed the activities showcased in this section. The consortium partners, each with specialised knowledge in youth work, community work and youth or community engagement, contributed to designing these activities, ensuring they were relevant and appealing to the young demographic.

Each partner piloted the activities locally to test their effectiveness and relevance to the intended audience. It involved implementing them in a controlled, community-based setting to verify their efficacy and receive feedback from the participants, stakeholders and the staff implementing them.

Engagement Activity "Meme challenge" - SOLIDARITY TRACKS

Title: Meme Challenge - Creativity Unleashed!

Summary:

The Meme challenge is an innovative and humorous activity that engages youth in community spaces, specifically youth centres. This gamified strategy taps into the popularity of memes and social media culture, encouraging young participants to unleash their creativity by creating funny and relatable memes on various themes. The "Meme challenge" fosters community and humour within the youth centre through friendly competition and viral sharing.

Overview / Background:

The Meme challenge was selected for its relevance to youth interests and its potential to create a fun and engaging atmosphere. Memes have become an integral part of online culture, and this activity capitalises on the youth's familiarity with meme-making to encourage active participation in the youth centre's events.

The activity is innovative because it combines traditional elements of humour and creativity with the power of digital communication. By involving memes, which are easily shareable on social media platforms, the "Meme challenge" harnesses the potential of virality to expand its reach beyond the youth centre's physical space.

It contributes to engaging youth in community spaces/ youth centres through various means:

Creative expression: The activity allows youth to express themselves creatively through meme creation, providing an outlet for their humour and ideas.

Social sharing: As participants create and share their memes on social media, they draw attention to the youth centre's events and activities, generating curiosity and interest among their peers.

Peer Interaction: The "Meme challenge" encourages youth to interact and collaborate with friends or other participants, fostering community within the youth centre.

Aim(s) and objective(s)

Objectives of the activity:

- To encourage creative expression among youth through meme-making.
- To foster a fun and relaxed atmosphere within the youth centre.

- To promote active engagement with the centre's events and initiatives.

Communication aims:

Feeling of achievements: participants earn recognition for their meme creations.

Social competition: The challenge format encourages friendly competition.

Collaboration: Participants may team up to create group memes.

Expected outcomes:

- Increased youth attendance and participation in the youth centre's activities.
- Wider reach on social media platforms through meme sharing.
- Positive word-of-mouth and buzz about the centre's events.

The “Meme challenge” directly contributes to the larger strategy of engaging youth in community spaces by offering a creative and interactive activity that aligns with their interests. By promoting creative expression, humour, and social sharing, the activity fosters a positive perception of the youth centre as a dynamic hub for young people.

Communication elements of the activity:

This activity encourages participants to actively engage, create the best memes and share them with their social networks. The competitive aspect adds excitement and motivation, while social sharing creates a sense of pride and achievement for participants whose memes go viral. Moreover, sharing memes on social media amplifies engagement and extends the activity's reach.

Methodology & step-by-step description:

Theme selection: determine the themes or topics for the meme challenge, aligning them with current events, pop culture, or youth-related issues.

Promotion: Advertise the “Meme challenge” through social media and other means within the youth centre and the community. Inform about the theme, participation dates, conditions, and rules to participate, attractive prizes to win, and judging criteria.

Meme creation: Participants are given a designated amount of time to create memes using their preferred devices or computer stations. The facilitator can sup-

port with recommendations on creating memes and what tools to use.

Social sharing: Participants share their memes on social media platforms with a designated hashtag and tag the youth centre's official accounts.

Judging process: A panel of judges, including staff members, volunteers, or guest influencers, evaluates the memes based on creativity, humour, and relevance to the theme.

Voting and recognition: Encourage online voting or reactions to determine the audience's favourite memes. Announce and recognise the winners during an award ceremony or through social media announcements.

Participants:

The activity is designed for youth aged 13 to 25. The number of participants can vary depending on the size of the youth centre and the available resources. Ideally, an average of 20 participants is recommended to create a lively and engaging competition.

While there is no strict minimum number of participants, having a diverse group enhances creativity and humour. The facilitation team's ability to evaluate and judge the memes effectively determines the maximum number of participants.

Resources needed:

Materials: Computers or mobile devices with internet access for meme creation.

Projector or screen for displaying memes during the judging process and award ceremony.

Space: Sufficient space within the youth centre to accommodate participants if they wish to create their meme inside this space or support for the creation process. As well as a dedicated space for the award ceremony.

Human Resources: Facilitators to introduce the activity and provide guidelines to participants; Judges to evaluate and select the winning memes; Social media coordinators to monitor and track the activity's impact on various platforms.

Adaptation and difficulties: The “Meme challenge” can be adapted to different themes, cultures, and interests, making it flexible and inclusive. Additionally, it can be adapted to virtual formats, enabling online participation and social sharing.

The challenge can be adapted to a longer duration with a different theme per month, for example:

Youth centre life: Capture the everyday experiences, inside jokes, and unique moments at the youth centre.

Pop culture mashup: Combine current popular movies, TV shows, or music with youth centre themes for a creative twist.

Tech and trends: Explore memes related to the latest tech gadgets, social media trends, and online culture.

Self-expression: Encourage participants to create memes that express their individuality and unique perspectives.

Youth activism: Address social issues that matter to the youth, promoting awareness and action through humour.

Life hacks and tips: Share helpful or humorous life hacks relevant to the challenges and joys of being a young person.

Future dreams: Create memes that represent the aspirations and dreams of the youth, both individually and collectively.

Youth and mental health: Address mental health in a sensitive yet humorous way, emphasising the importance of well-being.

DIY Culture: Celebrate the do-it-yourself spirit by creating memes related to crafts and upcycling.

Local community impact: Showcase how the youth centre positively impacts the local community, encouraging pride and involvement.

Remember to keep the themes inclusive and respectful, fostering a positive and enjoyable atmosphere for all participants.

Difficulties and Aspects to be Careful with During Facilitation:

Moderation: Careful moderation is necessary to ensure that memes created during the activity are respectful and appropriate for all audiences.

Fair judging: The judging process should be transparent and impartial, and judges must objectively consider the creativity and humour of each meme.

Online safety: Facilitators should monitor social media sharing to address any potential online issues,

promote responsible use of platforms, and mention copyright regarding the creation and use of memes.

Further reading and appendices:

Free meme maker apps:

<https://www.canva.com/create/memes/>

<https://play.google.com/store/apps/details?id=com.cyberlink.youperfect&hl=en&gl=US>

<https://play.google.com/store/apps/details?id=com.zombodroid.MemeGenerator&hl=en&gl=US>

<https://www.mematic.com/>

<https://play.google.com/store/apps/details?id=com.memes.plus&hl=en&gl=US>

Copyright info:

<https://digital-strategy.ec.europa.eu/en/faqs/copyright-reform-questions-and-answers>

**Engagement Activity “Create Your Own Legacy!”
– Solidarity Tracks**

Title: Create Your Own Legacy!

Summary: The activity invites youth to explore their potential, contribute to community projects, and embrace leadership roles at the youth centre. Participants shape a collective legacy of positive change through workshops and collaborative initiatives.

Overview / Background: This activity was chosen to tap into the youth's desire for purposeful engagement. It's innovative as it combines personal development, community impact, and leadership, fostering a sense of ownership.

It engages youth by providing a platform for self-expression, skill-building, and collaborative action, making the youth centre a dynamic space.

As part of a larger strategy, it aligns with our vision for sustained involvement. The strategy involves creating diverse, participant-driven programmes, and ensuring continuous adaptation based on feedback. By empowering youth through initiatives like "Create Your Own Legacy," we aim for lasting connections and a vibrant, youth-led community.

Aim(s) and objective(s):

Objectives of the activity: Encourage youth to envision their impact on the youth centre, fostering a sense of ownership and long-term commitment.

Communication aims: Enhance youth engagement in co-creating and implementing the activity.

Strengthen communication within the youth centre community, fostering connections and shared experiences.

Visibility: Showcase the dynamic of the youth centre, attracting attention and participation.

Encourage dialogue, collaboration, and idea-sharing among participants, enhancing the overall communication culture in the centre.

Expected outcomes:

Community involvement: Fosters a sense of community by involving youth in a collaborative art project.

Ownership: Encourages a feeling of ownership as participants visually contribute to the centre's legacy.

Long-term engagement: Creates a lasting and evolving representation of the collective vision, inspiring long-term commitment.

This creative activity is a unique form of communication and a tangible and evolving symbol of the youth centre's identity, encouraging sustained engagement and participation.

Communication elements of the activity:

The activity refers to a dynamic communication strategy connected to a participatory approach. It involves youth in planning and executing projects, fostering a sense of ownership, and reflecting the organisational values of the youth centre. The interactive part allows diverse project ideas, visually showcasing the centre's offerings. By attracting new participants and building a positive image, the activity amplifies the centre's impact and engages the youngsters in its long-term success.

Methodology & step-by-step description:

Legacy wall setup: Designate a specific area within the youth centre as the "Legacy Wall" or "Impact Zone." If not the wall, use a large canvas to set on the wall in this area.

Invitation and explanation: Create colourful and visually appealing posters inviting youth to participate in creating the centre's legacy. Explain that the goal is visually representing their ideas, dreams, and contributions to the centre's vibrant future.

Artistic expression: Provide a variety of artistic supplies such as paints, markers, and other materials. Encourage participants to express their thoughts on the canvas. This could include drawings, quotes, or symbols representing their aspirations for the youth centre.

Interactive element: Include sticky notes nearby and encourage youth to write specific actions or activities they'd like to see in the centre. Invite them to attach these notes to the canvas, creating an interactive and evolving vision.

Themed sessions: Organise themed painting or creative sessions to add specific elements to the Legacy Wall. For example, a session focused on "Future Events" or "Community Impact." Have facilitators available to guide discussions and capture additional ideas.

Photography and documentation: Take photographs of the ongoing creation of the Legacy Wall. Document individual contributions and highlight stories or quotes from participants.

Showcasing the Legacy: Once the Legacy Wall is complete or reaches a significant milestone, organise an event to showcase the finished masterpiece. Use the event to discuss how the ideas and contributions will shape the future of the youth centre.

Participants: The activity is flexible and can adapt to varying participant numbers. While there is no strict minimum, a diverse group of at least 10 participants could generate rich results of shared ideas and collaborations. However, the activity can scale up to involve larger groups without losing its effectiveness, making it inclusive and accommodating to different community sizes and dynamics.

Resources needed:

Materials: Large canvas or mural wall; Paints, markers, and other artistic supplies; Sticky notes; An open space within the youth centre.

Space: Multi-Purpose Room or Workshop Space.



Human Resources: A facilitator to provide support during the creative phase.

Volunteers/Staff to assist with logistics.

Adaptation and difficulties:

Adapting the activity to different contexts involves considering cultural sensitivity, language, and local relevance. The facilitator must be flexible in design and anticipate logistical challenges.

Common difficulties include resistance to change, logistical issues, cultural misunderstandings, and language barriers. Address these with clear communication, flexibility, and openness to feedback.

**Survey Initiative "I Eat, We Eat"
- Centro Fonti San Lorenzo**

Title: I Eat, We Eat

Summary:

The proposal is to administer an opinion survey via Google Forms for all the boys and girls in the city. A significant "meanings investigation" to be carried out around the theme of nutrition. The idea is to make the new space (related to food) also receptive to young people. The resulting cloud of words will allow us to communicate on the collection, a thematic study on the topic of food, but also to open the possibility of creating a concrete implementation activity with the boys and girls involved in the process and the investigation.

Overview / Background:

This activity was chosen because it allows you to easily address young people, interest them in the topic of food, invite them to think, and to inform them that something new related to eating is being activated in the association's spaces. It is innovative because it starts from the point of view of young people and their basic vision, making it a common heritage and, at the same time, a starting point to overcome. It combines inquiry with activation.

Young people will be involved in the activity of the social centre, both from a symbolic-imaginary point of view (helping to elaborate a fundamental content of the space starting from their meanings) and from a practical point of view: they will be able to create the

same final work, which will become the opportunity for a first elaboration of those meanings, a collective and emancipatory re-appropriation.

Specifically, the activity is part of a broader communicative and social process whose strategy is to activate the community around a new and transforming place: young people will get closer and "give meaning" to a new place, which is slowly taking shape and which in the coming months will require further steps of participation and involvement, both in its implementation and in its financing and shared planning.

Aim(s) and objective(s):

- Collect information on young people's vision of food.
- Activate the participation of young people around a thematic space.
- Collect new contacts.
- Better understand what the starting imagination of young people is.

Expected outcomes:

The survey will be voluntary, so we expect good participation from young people.

We expect that this activity will allow youngsters to reflect on the topic of food for the first time, but at the same time it will help us photograph a series of meanings and values that young people associate with food.

Communication elements of the activity:

The dissemination of the survey in middle and high schools will convey content and give visibility to the new space of the community centre;

The possibility of contributing to the conception of the works and its realisation allows for activation: the message is, therefore, one of activation, not just generic participation.

The entire process is part of a broader communication campaign around the structure: it will be conveyed and will become an element of further activation also for other targets (adults, children);

The entire communication strategy will give visibility to the current and future services of the social centre, giving strength to a food consumption model focused on being together and the circular economy.

Methodology & step-by-step description:

- In the first part, it is necessary to define the survey on which the entire activity is based. It is a fundamental preliminary work: it is important to be able to ask a few questions (even just one) that allow us to collect simple answers (even just one word) and capture the meaning the theme has for the youngsters.
- In the case in question, the theme is food.
- The survey is structured around this question: "What does food mean to you?" - Any word that represents what food is for you, can be used.
- The survey is, at this point, administered to all young people who attend schools and social spaces.
- The survey can also be used via a QR code.
- The survey summarises in a word, which everyone identifies as the "word-meaning" of their concept of food.
- The sum of the words proposed by the young people will become part of a file, generating a large cloud of meanings.
- That cloud will then be represented by youngsters and educators on one of the walls of the building.

Participants: For the survey, it's considered necessary to have at least 20 youngsters and up to a maximum of 1000.

For the activity, the intention is that during the implementation phase, only between 10 and 20 youngsters can participate in the painting and projection phase on the wall, while all the others will be able to integrate in the following days by writing their name in integration with words.

Resources needed: Wall paint, brushes, stencils made at a printing house.

Adaptation and difficulties:

The activity is built around the theme of food but can be used in any other context. The important thing is to base it around the theme of the keyword, therefore, the concentration of the meaning in a single word.

The practical implementation part can be carried out in an even more artisanal and integral way.

The reference target can be a specific and non-generalist group (hundreds of people) if you want to do specific work on the meaning (e.g. create a mural

in your classroom starting from a theme addressed during the school year). An assessment must be made regarding the protection of sensitive data. In the specific case, during the piloting, the activity was aimed at young people under 18 who responded anonymously to the survey.

Examples of good practices:

In communication, we have had varied activities, some with great success and others less successful. Two practices that can be shared are the following:

Special communication about sports tournaments: we organise football and volleyball tournaments for young people every spring. Two years ago, we also began to create a live radio commentary, managed by educators, volunteers, and youngsters who participated in the tournament. This radio commentary was created with amplification tools that increased both the involvement of young people and residents (who heard the news live) and the motivation and involvement of the young people in building the tournament together with the operators. This communication strategy, based on live news, favoured the achievement of educational objectives (self-management, activation of young people, motivation in group activities) and communication objectives (reaching more people, collecting materials to be re-proposed on social networks directly with the style "you-reporter").

Starting in 2015, the association began to change its way of describing itself and describing what was done in the youth centre by and with teenagers. We have moved from an "institutional" communication with the association as its subject, to a communication with an "us" as its subject, which also included youngsters. This communication style, which has continued to evolve, has allowed us to develop two paths: a) on the one hand, young people have increasingly felt themselves an integral part of a larger "us", thus breaking down the detachment from the association and developing a not a "user" point of view. b) on the other hand, indirect communication was made towards adults (and therefore parents), through social networks such as Facebook, promoting a greater understanding of the activities carried out by the children and, in general, of the socio-educational approach of the CFSL.

Collaborative Campaign "The Future is Not Written" – Centro Fonti San Lorenzo

Title: The Future Is Not Written

Summary:

It's a campaign built with youngsters. A non-formal education activity, promoted in schools precisely because it is a campaign about the future. The activity is divided into a dynamic assembly process, which, from brainstorming, leads to the aggregation of meanings up to the creation of simple and direct sentences. These phrases will accompany the QR code that will be attached everywhere in the city and refers to the CFSL page on Instagram, the main communication tool for reaching young people.

Overview / Background:

The activity was born from the focus groups with young people created for the European project "Power Youth Up". They highlighted that young people under the age of 20 use Instagram stories as their primary communication and information-gathering tool. This pushed us to reflect on strategies to broaden our IG audience, overcoming the dynamics of the bubbles that govern social media networks. We decided to combine a provocative and smart approach for promoting the IG page with a previous "signification" action. The theme is that of the future, an ambiguous and paradoxical concept for those new generations considered alien to the future.

Aim(s) and objective(s):

- Increase followers on Instagram.
- Encourage and stimulate reflection on the theme of the future for the children already present in the social centre, who become authors of the communication campaign.
- Speak to the young people of Recanati starting with inputs that are already provocative, stimulating, and performative.

Expected outcomes:

- An increase in IG traffic.
- Greater awareness among young people of the contents of the CFSL.
- A change in the association's communication aimed at speaking more directly to young people.

- The start of an interaction via social network pages that integrate real interaction.

Communication elements of the activity:

In today's society, direct dialogue, reminders and communications via social channels are crucial to talking to and engaging young people, and conveying an identity and a general meaning to the space and activities. For this reason, the activity plays an important role in opening and approaching new people, sowing seeds, and quantitatively broadening the spectrum of potential users. At the same time, it also combines a qualitative dimension: it conveys content (the theme of the future that is not written) starting from the words of the young people themselves, creating a parallel call to action, which is in turn the creation of meaning and identity.

Methodology & step-by-step description:

The activity is divided into a dynamic assembly process, which from brainstorming, leads to the aggregation of meanings up to the creation of simple and direct sentences. These phrases will accompany the QR code that will be attached everywhere in the city and refer to the CFSL page on Instagram, the main communication tool for reaching young people.

- **Assembly:** 1 hour.
- After a brief introduction of the activity, a large poster with the sentence "The future is not written" in the centre is placed in the centre of the participant's circle.
- Participants will have 15 minutes to write on post-its all the words and phrases that come to mind on this topic.
- After 15 minutes, everyone will simultaneously stick all the post-it notes on the billboard, thus creating a huge brainstorming session. For five minutes, a semantic redistribution of the post-it notes will follow, during which all participants will be able, in silence, to aggregate the post-it notes into clouds based on their common meanings. Once the five minutes are over, we will return to the circle and begin a discussion, with stimulating questions and generating themes starting from the sentences and written words.
- Subsequently (after about 20 minutes), the youngsters will divide into subgroups to produce sentences using post-it notes (or integrating them), having a total number of characters limit of 40.



- At the end, return the sentences together and share the meaning.
- The sentences can also be "weighted": the sentences with the most votes will have the most prints.

Participants: 8 - 20 participants.

Resources needed: Billboard, post it, markers and pens, sheets of paper.

Adaptation and difficulties:

The central theme is naturally modifiable. In the facilitation phase it is important to understand the level of awareness and participation of young people. They can be stimulated with new questions or divided into subgroups to work better (it also depends on the number of participants). There is a risk that they do not take the activity seriously, saying anything or expressing their meanings using banal phrases, already said ones, etc. The facilitator's skill is precisely motivating and underlining the proactive value of the activity, which will then determine a real communication campaign.

Promotion Activity "Communication Procedure" – Fundatia Județeană pentru Tineret Timiș

Title: Communication Procedure

Summary:

The promotion activity aims to support the events by making the target public aware of the activities of the youth organisation and engaging and participating in the activities. All the media team members will be part of the process and need to collaborate to make the work efficient.

Overview / Background:

This communication procedure was tested for a FITT youth festival during a month. The volunteers were the ones to do activities for local youth and were also in charge of the communication plan and promotion of the events. This procedure was developed after testing different communication plans over the years and was created as a procedure for newcomers to have a base of what they must do. They also received support from the organisation's experienced staff.

This communication procedure was created to engage local youth and to attract them to our youth centre and events. This procedure was part of a larger strategy when we had a calendar with activities for each month.

Aim(s) and objective(s):

Creation of a communication procedure to support the events by making the target public aware of the activities of the youth organisation and engaging and participating in the activities.

Objectives:

- Create a procedure for offline promotion using community engagement and online using photo-video, social media, writing and graphic design.
- Create a step-by-step description for organising an event (before, during and after the event).

Expected outcomes:

This procedure helps make the target public more aware of an event or series of activities and creates more engagement on the organisation's social media pages. Also, is an excellent example for new members in the organisation's media team (employees or volunteers).

Communication elements of the activity:

The following communication procedure has the role of promoting the organisation, the youth centre and its activities.

The promotion will be split into 5 parts:

- Offline promotion/community engagement (distributing flyers, talking to people, having stands in the city).
- Photo-video (including editing).
- TikToks/ Reels/ Instagram stories creation.
- Writing (for the blog, social media posts, and emails).
- Graphic design (for any necessary material).

Methodology & step-by-step description:

Offline promotion/Community engagement

BEFORE THE EVENTS

- The offline promotion implies engaging with people from the city by giving a general flyer (with the calendar of the activities) while telling them that we're waiting for them at the place where the activities are happening. If they have more time, we can also talk a bit about the organisation: General info, future events, possible new recruitment campaigns, etc.
- People will go an hour before an event in the neighbourhood of the event's location and spread flyers to young people in that area, inviting them to join that specific event.
- For general offline promos, we will have stands in key locations of the city (like the city centre or squares) Once a week. At the stand, we will have stickers, the Instagram photobooth frame and other things we might prepare together. There, we can also have some free activities to attract people and give them a glimpse of what they can experience at our events.
- When approaching people, pay attention to the young ones: they are our target audience.
- In case you are doing an offline promo with flyers in the neighbourhoods, you can also leave the flyers in the mailboxes.

DURING THE EVENTS

- In case the facilitators don't mention them, make sure people know about the organisation's future events as well (you might distribute flyers with the calendar before leaving, or you can share the organisation's social media).

Photo-video

BEFORE THE EVENTS

- Make sure that at least one person in the organisational team is responsible for taking pictures during the event.
- If you have cameras, check if they are charged and have enough space on the card.
- Ensure the list of participants contains the photo-video consent.

DURING THE EVENTS

- Capture around 20 QUALITY photos of the event.
- When taking photos, pay attention to capture the facilitator, the public (portraits and group), the action, and the outcome/result of the activity.
- DO NOT capture children's faces, other people who may not have consent to appearing in the photos and videos etc.
- Make at least one GOOD QUALITY video(s) per event, regarding the activity itself. Consider taking portrait videos to turn them into reels/TikToks.

AFTER THE EVENTS

- Select the best pictures taken and edit them, in case it's needed (for better light/colour).
- Upload the pictures and videos in the online drive space used by the organisation.

TikTok/reels/Instagram stories

BEFORE THE EVENTS

Make a document with actual trends/songs that we may jump in and check which trends might go well with the event you are going to attend.

DURING THE EVENTS

Take some portrait videos regarding the activity, result of it, and a testimonial of the facilitator/one participant/one organiser. When filming testimonials make sure your telephone has good clarity (clean the camera) and sound.

Instagram stories: you can either create on your personal accounts or from the organisation's account. If you're doing stories from your account, tag the account of the organisation. If you want to use some story stickers on Instagram, make sure they are appropriate and relevant to what is happening in the activity.

AFTER THE EVENTS

Choose the best videos for the concept you have in mind.

Keep it simple: don't overuse filters/text.

Upload the videos to the online drive space used by the organisation.

Make sure that all the content receives the team leader's approval before posting.

Writing

We can also engage with youth through blogs. The goal is to share more in detail experiences people have at our events but also what we do internally, to showcase the journey of the organisation.

DURING THE EVENTS

- Write some ideas about what you enjoyed the most.
- Collect testimonies from at least one participant in the event.

AFTER THE EVENTS

- Write a summary of the events (2-3 sentences, key points & fun memories).
- Select the most relevant pictures for each week/big event (for the retrospective).
- Extract the key points of the week.
- Add funny/inspirational moments from the events (picture + text) in the blog post.
- Add testimonials from volunteers/participants.

- Check the events' participation list in order to have an approximate number of people present – this may be interesting to approach in the articles.
- Use emojis and some representative hashtags that are generally used by the organisation.

Graphic design

- Online or offline, a good image can catch your eye and make the target group interested to know more. Thus, use colourful, youth-friendly, topic-related elements when creating the designs for your promotional materials.
- When preparing the visual identity for a project or a programme, you can also propose more options and allow your target group to choose their favourite on social media.
- If possible, create weekly/monthly calendars of activities of the youth centre, so the young people can be aware in advance and have enough time to promote them all together.

Participants: Minimum 3 participants.

Resources needed: Offline for community engagement: flyers with the description of activities

Offline for the info stand: table, chairs, roll-up, photo-booth, stickers, flyers, music speaker

Online: photo-video camera, smartphone, laptop, etc.

Adaptation and difficulties:

One of the main difficulties with offline promotion is finding the spots where your target group is, in this case where the young people gather. It matters to be the right time of the day and it depends on the weather conditions (e.g., heat wave, rain) and if the young people will be in the parks or main squares.

Communication Campaign "My house is your house" – Asociación para la Participación, Oportunidad y Desarrollo

Title: Mi casa es tu casa (Make yourself at home)

Summary:

A communication campaign will be launched to promote the centre as a safe space for young people to enjoy an afternoon watching movies with the same

security as at home. In addition to promoting safety and healthy leisure, youngsters will be told about the challenge of organising their own get-together in the centre with the sponsorship of the Association.

Overview / Background:

In all the research conducted at the centre on the activities of interest to young people, spending time with friends, sharing experiences, and watching movies are among the most popular. That is why we should communicate to young people and their families that our centre is a safe space where they can engage in these activities.

Through this activity, we want to build loyalty among young people who spend their Friday afternoons at our centre. Consistency will be rewarded with the opportunity to organise their own "party" at the centre, where they will be the protagonist because they can choose the leisure activity and receive a movie kit (beanbag chair + popcorn or chips + candy + soda).

This activity will be part of the gamification strategy the centre will launch in the last few months of the year.

Aim(s) and objective(s):

- To inform the young population in the area and their families that the centre is a safe and healthy space to spend leisure time.
- To increase the number of young people who spend time in the centre in leisure and free time activities.
- To increase the young people's sense of belonging to the centre and engage them in its activities.

Expected outcomes:

- Increased visibility in the area surrounding the community centre as a safe space for young people to spend their free time.
- A group of 10-15 young people who participate regularly in the centre's movie activity.

Methodology & step-by-step description:

- Every Friday at 8 pm, will be movie night at the centre.
- A couple of days beforehand, Instagram will be used to choose the movie and the snacks (popcorn, chips,



candy) and drinks (soft drinks, tea, water) for the session.

- The system for scoring participation in leisure and free time activities will also be promoted, with the creation of videos and posters.
- Each movie viewing session will be worth 1 point.
- Once a person accumulates 15 points, they can organise their meetup at the centre, with logistical support from the staff, and they will also receive a movie kit (a beanbag chair, a huge bag of popcorn or potatoes, a XXL bag of candy, and a soft drink).
- To accumulate points for learning, leisure and free time activities, young people between 12 and 25 must register as centre users through a form. They will receive a QR code and need to check-in every time they enter the centre and participate in an activity to add points.

At the end of each week, they will receive a message reminding how many points they have accumulated, how many they need to redeem, what the prizes are, and how they can earn points.

Note: The centre will organise other leisure activities such as board game sessions, which will also accumulate points.

Participants:

The communication campaign aims to reach over 1000 young people between 12 and 25. Knowing the level of receptivity of young people to this type of activity, we consider it a success to begin with a group of 10-15 young people that can expand in the future.

Resources needed:

Material resources: Movies; Projector/speaker/TV; Awards and snacks

Human resources: Person in charge of communication on social networks; Person in charge of preparing the activity, welcoming participants, validating their QR code, and managing points.

Adaptation and difficulties:

Movies can be linked to specific topics of interest to young people, and even have subsequent debates.

Difficulties:

Young people may only come to see the movies to organise their party, and their behaviour during other sessions may not be appropriate, which is why it is crucial to establish rules of conduct that everyone knows and accepts.

Technical problems - ensure that there are no issues with attendance when participating in an activity, and that the points are tallied without any problems.

Engagement Activity "Feedback Loop" – Youth Coop

Title: Feedback Loop

Summary:

This activity involves youth in a creative totem project to gather feedback and enhance engagement at a community centre. The totem is a visible, interactive feedback point, promoting inclusivity and responsiveness.

Overview / Background:

This activity was developed to respond to one of the biggest challenges that young people face when par-

ticipating in community spaces and activities: being heard.

Young people complain that they regularly do not feel that their contributions and opinions are considered and that this can be one of the biggest factors that keep young people away from active participation dynamics.

The lack of response, attention, or mismatch in communication given by institutions or organisations is seen as one of the barriers that young people feel when they want to participate in community participation processes. The bureaucracy itself, often designed for professionals, or adults to provide technical feedback, demotivates and excludes their contributions and continuation in co-creation processes.

Why is it innovative?

- It addresses a critical challenge by creating an accessible, youth-centric, and continuous feedback mechanism.
- It empowers young individuals and contributes to a more inclusive and responsive community centre that values and acts upon the voices of its youth participants.

How can it contribute to the youth engagement in the community spaces?

- A feedback planner can be designed with a user-friendly interface and features that resonate with young people. This design makes it more attractive and accessible to them.
- It establishes a communication loop where young people provide feedback and receive updates on how their input is being used to shape community centre initiatives. This feedback loop helps maintain engagement and motivation.
- Unlike traditional feedback mechanisms that may be burdensome and bureaucratic, a feedback planner can streamline the process, making it less intimidating and more attractive to young contributors.
- The feedback collected through the planner can provide valuable data for evidence-based decision-making within the community centre, ensuring that resources are directed where they are most needed.

Aim(s) and objective(s):

One of the primary aims of the activity is to collect feedback from the young community. It creates a structured system for listening to their opinions, suggestions, and concerns, demonstrating a commitment to understanding their needs.

The activity promotes transparency and trust-building by providing visible responses to the collected feedback. Young people can see that their input is taken seriously, and the centre's team is responsive to their feedback.

The activity's structured feedback planning, including stipulated periods for analysis and response, ensures that communication is timely and relevant. This helps address issues promptly and plan events or actions based on young people's input.

Objectives:

- Promote a practice of collecting proposals, ideas and information from young people and respond actively. To increase the level of engagement and participation of young people in the centre's programmes and initiatives.
- Adapt listening approaches that are more simplified, appealing and fun. To improve the visibility of the youth centre or organisation within the community, especially among young people.
- To establish a method for measuring the impact of feedback-driven improvements on young people's satisfaction and engagement.
- To use the totem and its changing accessories to reinforce the centre's identity and make it more relatable to young people.

Expected outcomes:

- A collection of feedback comments, suggestions, and concerns that can be used to identify areas for improvement and enhancement.
- Young people feeling a sense of ownership and agency within the centre, which can foster a stronger sense of community.
- Implementing changes and enhancements that align with the preferences and needs of young people, resulting in improved services.

- Greater trust among young people in the centre's intentions and responsiveness to their feedback.
- Improved communication that resonates with the target audience and increases awareness of centre activities

Communication elements of the activity:

- The interactive and appealing nature of the totem, such as changing accessories, is designed to capture the attention of the target audience.
- The totem serves as a dedicated feedback collection point, making it easy for young people to provide their opinions, suggestions, and concerns.
- The activity outlines a structured process for feedback collection, analysis, and response, ensuring that feedback is taken seriously and acted upon.
- Specific timeframes are set for each phase of the feedback process, making it efficient and accountable.
- The totem's changing accessories based on seasons or themes demonstrates adaptability and creativity in communication.
- The centre's team shows a commitment to responding to feedback by planning events or actions based on the input received.

Promotion of Continuous Dialogue:

- By having regular feedback collection periods, the activity encourages an ongoing dialogue between the young community and the centre.
- This continuous interaction helps maintain visibility and keeps the community engaged with the centre's offerings.

Methodology & step-by-step description:

Look for an object that is appealing to young people, to be used as a totem. Some of the examples used were animal toys, tree sculptures or other appealing and interactive structures.

Include young people in choosing this totem, such as creating a voting event for the selection of the totem that will mediate communication between the centre's team and the young community.

Once the totem is chosen, give it an appealing name.

This totem will be the feedback collection point. Look for an interactive sharing system: have a box to leave feedback or have an interactive whiteboard (analogue or digital) where young people can write.

The feedback planning phase:

- Stipulate feedback collection periods. Promote interaction with the totem so that young people are familiar with the collection point.
- Stipulate periods for analysing feedback. This phase should be brief, maximum 2 to 3 days in order to allow the team to recognise the requests and information given by the young people. Check which of the information can be used to boost the information point.
- Stipulate response periods. Responses to young people's notifications must be visible, if possible, accompanied by graphic elements in accordance with the needs identified and solutions presented.

To illustrate this dynamic, the following situation is presented:

The XX centre chose a crocodile to be located at the reception of the space. The Crocodile changes its accessories according to the seasons to attract attention.

During the first week of each month, the crocodile is receptive to receiving feedback about its "habitat" (the centre).

At the end of that week the crocodile "disappears" to analyse the information. After a few days, the crocodile appears in your space with some answers, recorded in speech bubbles, such as: - Croco thinks about this subject and will hold a party on day X to debate this topic.

Participants:

Feedback Team: 2 to 3 Youth Workers

Participants: as many as possible!

Resources needed:

Materials: Totem (recycling toys, drawings, be creative!); Cardboard; Paper and pens/pencils

Accessories to change from time to time: the tote; Chair or table, it depends on your totem; Feedback box or something to receive the feedback

Space: A space where you can use a hall to fix board and posters.

Human Resources: 2 to 3 youth workers, especially interested in theatre, performance, or puppetry, could facilitate the approach to the totem.

Adaptation and difficulties:

· Ensuring all young people have an equal opportunity to participate and provide feedback can be challenging, as some may be more vocal or active than others. Facilitators should be attentive to the needs and preferences of all participants and create an inclusive environment where everyone feels comfortable sharing their thoughts.

· While creativity is essential for engaging young people, it's crucial to balance creative elements and the practical functionality of the totem. The totem should effectively serve its purpose as a feedback collection point while remaining visually appealing and interactive.

· Resistance to change may arise among staff or stakeholders reluctant to adopt new communication strategies. Provide clear rationale and evidence of the benefits of the activity to address resistance and gain buy-in from all involved.

· Young people may have high expectations for immediate changes or responses to their feedback, which may not always be feasible. It's essential to communicate realistic timelines for analysis and responses and manage expectations by explaining the decision-making process.

Inspirations:

Image 1: <https://i.pinimg.com/originals/e9/e8/72/e9e8727feab770a98d7bbe90f71637b2.png>

Image 2: <https://imgur.com/gallery/WqUn7Kc>

Image 3: <https://www.pinterest.pt/pin/179581103885982593/>

Image 4: <https://i.pinimg.com/originals/24/ee/ba/24eeba2d5bc6a02ee50825e9a7d8c7a4.jpg>

Engagement Activity "Create A Manifesto" - Youth Coop

Title: Create A Manifesto: What Do You Stand For?

Summary:

The "Youth Manifesto" empowers youth by co-creating values, fostering belonging, and addressing community challenges. It's innovative, participant-driven, and promotes accountability. The activity strengthens internal communication, raises awareness, and inspires a cultural shift while facilitating creative expression and long-term engagement.

Overview / Background:

The "Youth Manifesto" activity addresses a pressing need within our youth centre and the broader community. It is designed to empower young people and provide them with a meaningful platform to voice their ideas, concerns, and aspirations. By creating a manifesto, participants can actively shape the future of the youth centre and their community.

The activity's primary goal is to co-create a sense of belonging among the young participants. By encouraging them to articulate their values, desires, and concerns in a manifesto, we aim to strengthen their emotional and social connection to the spaces and activities provided by the youth centre. This engagement will lead to a more meaningful and fulfilling experience for the youth who utilise the centre's resources.

Through the creation of a manifesto, this activity seeks to clarify and define the values of the local centre in a way that resonates with the youth. It is a tool to personalise abstract concepts and ideas, making them relatable and relevant to the young participants. The resulting manifesto will be visually and symbolically appealing, ensuring it captures the attention and imagination of both the youth and the surrounding community.

The manifesto will serve as a written commitment, holding the youth centre and the young community accountable for the goals and intentions outlined within. It will provide a clear roadmap for the centre's future actions and initiatives, ensuring that they align with the needs and aspirations of the youth.

This activity is innovative because it fosters a participant-driven approach, emphasising co-creation and inclusivity. It breaks away from traditional top-down decision-making processes and instead places the youth at the centre of shaping their environment. The use of manifestos as a medium for expression and change is an innovative approach, as it allows for the articulation of personal and collective beliefs and goals visually and symbolically appealingly.

This activity represents a collaborative effort between youth workers and young people to construct emotional and social links to the spaces and activities provided in the centre. By actively involving the youth in shaping the centre's direction, it creates a sense of ownership and connection beyond physical spaces.

The activity was designed based on the need assessment from the focus group results, understanding that young people recognise their desire for positive change within their communities. This dialogue empowers them to acknowledge their aspirations for a better community that aligns more closely with their values and concerns.

One significant challenge highlighted during the focus groups with young people is the perception among young people that they cannot lead the change they desire because they assume nobody will listen to them. This perception serves as a critical point of departure for the subsequent stages of the activity.

By addressing these barriers to leadership and amplifying the importance of their voices, the activity sets the stage for creating a tangible and powerful instrument for change—a youth manifesto.

Aim(s) and objective(s):

Clarify and define the values of the youth centre or community centre in a way that resonates with the youth through co-creation, writing a manifesto between members of the Centre's team (Youth workers) and young people belonging to the centre's beneficiary community.

Be a tool for participants to assess how well their practical efforts align with the goals and intentions outlined in the manifesto. Be a reference for the patterns of beliefs and aspirations the centre develops together with the young community, through the explanation of values and commitments.

Promote inclusivity by ensuring the voices within the youth community are heard and valued, integrating the contributions of young community representatives while creating the manifesto.

Foster social connections between youth workers, young participants, and the centre's spaces and activities through a joint activity to co-create an image and message of the centre for the young community.



Establish clear commitments and goals in the manifesto, holding the youth centre/community centre and the young community accountable for their intentions and actions. This manifesto can serve as the basis of a letter of commitment regarding the efforts made by Youth Workers, young volunteers and activity participants who frequent the space.

By providing a platform for young people to express their thoughts, beliefs, and concerns, the activity enhances internal communication within the youth community. It fosters open and constructive dialogue among participants, youth workers, and other stakeholders within the youth centre.

The manifesto helps clarify and articulate the values of the youth centre or community centre. This clear communication of values is essential for aligning the centre's actions and initiatives with the expectations and aspirations of the youth. Overall, the activity addresses various communication aims, promoting dialogue, awareness, accountability, and the effective communication of values and goals within the youth centre and in the broader community.

Expected outcomes:

The youth centre gains a clear articulation of its values through the manifesto, helping it align its programmes and initiatives with the expressed desires and beliefs of the youth.

The manifesto raises awareness about important community issues, such as environmental consciousness and gender equality, leading to greater understanding and support for these causes.

Over time, the activity can contribute to a positive cultural shift within the youth centre and the broader community, emphasising values like empathy, support, and solidarity.

The written manifesto becomes a comprehensive document that outlines the values and goals of the youth community and the action steps and strategies to achieve them. It is a living document that can be referred to, updated, and expanded upon over time.

Alongside the manifesto, a list of guiding principles is developed to provide a detailed framework for implementing the manifesto's goals. These principles help clarify the practical steps and behaviours that align with the manifesto's ideals. For example, if the mani-

festos emphasises environmental awareness, a guiding principle might be to reduce waste and promote sustainable practices in the youth centre.

The manifesto can be transformed into a visually striking mural or a prominent welcome board within the youth centre. This visual representation serves as a constant reminder of the youth community's values and aspirations, making it an integral part of the physical space.

The mural or welcome board functions as a public declaration of the youth community's intentions, signalling to anyone entering the youth centre that it is a place dedicated to positive change and inclusivity.

The activity contributes to community building by strengthening relationships among young people and between youth workers and participants.

Contributions:

- Encourage participants to promote the activity through their own peer networks, leveraging the power of word-of-mouth and social influence.
- The activity itself is designed to be youth-centred, ensuring that it resonates with the interests and concerns of young people. It creates a sense of ownership and involvement, making it attractive to youngsters.
- Encourage young people to explore creative expression as they craft the manifesto. This can involve using art, design, multimedia, and storytelling techniques to make the manifesto visually appealing and engaging.
- The activity inherently involves goal setting through the creation of the manifesto. These goals become the foundation for long-term pathways, as they provide a clear vision for the future.
- Once the manifesto is created, develop action plans to implement the goals outlined. Engage young people in these plans, allowing them to take on active roles in driving long-term change.

Youth-centred Communication:

It emphasises young people's voices and perspectives, allowing them to communicate their ideas, values, and concerns. This inclusive approach enables them to actively contribute to the communication strategy.

Manifesto Creation:

The focus of this activity is the development of a youth manifesto, which serves as a concise communication tool. The manifesto contains the organisation's and the youth values, ambitions, and aspirations for the centre.

Personalisation and Visual Appeal:

The manifesto is intended to be visually and symbolically appealing, making it a memorable communication part. Its customisation ensures that conceptual ideas are adapted to real actions, behaviours, and activities, and are meaningful to youngsters and the larger community.

Accountability and Transparency:

The manifesto is a written commitment that holds both the youth centre and the young community accountable. This transparency in communication ensures that goals and intentions are openly disclosed and accessible to everybody.

Community participation:

This activity promotes community participation by incorporating young people in the creation of the manifesto. The manifesto evolves into a common vision that explains the youth centre's beliefs, goals, and services, promoting transparency and inclusivity.

Awareness and Public Declaration:

Transforming the manifesto into a mural or welcome board provides a visible and public declaration of the youth/community centre's intentions and commitment to positive change. It communicates the centre's values, services, and activities to everybody accessing the space.

Community Building:

The combined effort of youth workers and young people in setting the direction of the centre fosters emotional and social connections. It promotes a sense of community within the youth/community centre, thus improving its visibility and appeal.

Methodology & step-by-step description:

Step 1: Group Warm-Up - Strange Corps Creative Exercise (15 minutes):

- Begin the activity with a creative warm-up. Explain the concept of "Strange Corps," a method developed by the surrealist movement to create a collaborative masterpiece.

- Provide participants with sheets of paper and art supplies.

- Instruct participants to start with a single mark or drawing on their sheet, then pass it to the next person, who adds another mark or drawing. Continue this process, emphasising collaboration and creativity.

- After the exercise, discuss the experience and how it demonstrates the power of collaboration and creativity.

Step 2: Introduction and Setting the Context (10 minutes):

- Explain the purpose of the activity: to create a youth manifesto that reflects the values, concerns, and aspirations of the youth community.

- Emphasise that this manifesto will serve as a communication tool for the youth centre and the broader community.

Step 3: Brainstorming Values (20 minutes):

- Provide participants with post-it notes and markers.

- Ask them to individually brainstorm and write down the values they appreciate in their community, youth centre, and in themselves.

- Encourage them to think about positive aspects, such as empathy, friendship, support, communication, and solidarity.

- Have each participant share their values by placing their post-it notes on a board or wall.

Step 4: Brainstorming Challenges and Solutions (20 minutes):

- Repeat the process with post-it notes, but this time, ask participants to brainstorm the challenges and issues they observe in their community and at the youth centre.

- Additionally, encourage them to think about potential solutions or ways to address these challenges.

- Share these post-it notes on the same board or wall, creating two sections: challenges and solutions.

Step 5: Group Discussion (15 minutes):

- Facilitate a group discussion about the values, challenges, and solutions identified.
- Ask participants to reflect on common themes and patterns they observe among the values and challenges.
- Discuss the importance of addressing these challenges and aligning with the identified values.

Step 6: Manifesto Creation (30 minutes):

- Begin the manifesto creation process by dividing participants into smaller groups.
- Each group should focus on one value identified earlier.
- Instruct each group to develop a statement or vision related to their assigned value. This could involve discussing what that value means to them and how it can be promoted.
- Encourage creativity in crafting these statements, using art, words, or both.

Step 7: Share and Collaborate (20 minutes):

- Have each group present their value statement to the larger group.
- Encourage discussion and refinement of the statements, allowing input from all participants.
- As a collective, work together to create a cohesive and comprehensive youth manifesto that incorporates all the value statements and addresses the identified challenges and solutions.

Step 8: Visual Representation (15 minutes):

- Discuss the importance of visual appeal in the manifesto.
- Encourage participants to design and illustrate the manifesto using art supplies or digital tools.
- Ensure that the visual representation aligns with the values and messages of the manifesto.

Step 9: Review and Finalisation (20 minutes):

- Review the completed manifesto as a group, ensuring that it accurately reflects the values, concerns, aspirations, and solutions identified.

- Make any necessary revisions and finalise the manifesto.

Step 10: Presentation and Reflection (15 minutes):

- Have participants present the finalised manifesto to the group.
- Discuss the significance of the manifesto as a communication tool for the youth centre and the community.
- Reflect on the journey of articulating values, addressing challenges, and collaboratively creating a manifesto.

Participants: 8 to 30 people - staff, youngsters, community stakeholders or strategic partners.

Resources needed:

Materials: Paper/flipcharts; Markers and pens; Post-it notes; Large board or wall space; Art supplies (optional, for the creative exercise examples colour pencils, pens, gouache paint, brushes...)

Meeting or activity room: A comfortable space where participants can gather, brainstorm, and collaborate.

Wall space: A dedicated area for displaying post-it notes during brainstorming sessions.



Creative space (optional): If you choose to engage in artistic or visual activities, ensure you have an area with tables and art supplies.

Facilitator: An experienced facilitator or youth worker to guide the activity, moderate discussions, and keep the process on track.

Youth workers or mentors: Additional staff or mentors to support participants during the activity, especially if there is a large group.

Graphic designer (optional): If you plan to create a visually appealing mural or welcome board from the manifesto, you may need a graphic designer's expertise.

Time and Scheduling: Allocate sufficient time for each step of the activity, including breaks if needed. Plan the activity to fit within your chosen timeframe, whether it's a single day or multiple sessions.

Adaptation and difficulties:

Adapt the method to the group's configurations. If there are people who don't know each other, add peer introduction activities such as name games, ice-breakers and energisers that help create a friendly environment.

Cultural Sensitivity:

Understand the cultural context and values of the participants in the new context. Adapt the values and content of the manifesto to align with local cultural norms and beliefs.

Community Issues:

Recognise that the values, challenges, and solutions identified may vary widely depending on the community's specific issues and needs. Be prepared to adapt the discussion accordingly.

Local Partnerships:

Establish partnerships with local organisations, schools, or community groups to involve a broader range of participants and gather diverse perspectives.

Language and Communication Barriers:

If participants have varying levels of language proficiency, consider using visual aids, drawings, or symbols to facilitate communication.

Managing Emotions:

Discussions about community challenges and personal values can sometimes evoke strong emotions. Facilitators should be prepared to handle emotions sensitively and create a supportive atmosphere.

Balancing Individual and Collective Input:

Striking the right balance between individual expression and collective decision-making can be challenging. Encourage both personal reflection and group collaboration.

Resistance to Participation:

Some participants may be hesitant to engage in discussions or creative exercises. Create a safe and inclusive environment that encourages open dialogue and respects diverse viewpoints.

Some aspects to be careful:

Empowerment, Not Tokenism: Avoid tokenism by genuinely empowering young people to contribute to the process and make decisions. Their involvement should lead to real, meaningful change.

Ethical Considerations:

If addressing sensitive issues, ensure ethical guidelines are followed, such as obtaining informed consent for any documentation or sharing of personal stories.

Feedback and Reflection:

Encourage participants to reflect on the activity and provide feedback afterwards. Use this input to continuously improve the process and adapt it to different contexts.

Further reading and appendices:

[What Is a Manifesto? How to Write a Manifesto - 2023 - MasterClass](#)

Feedback mechanisms for communication strategies

Understanding the impact of communication strategies in engaging youth is crucial. Effective feedback mechanisms are essential for evaluating and refining these strategies to better align with youth needs and preferences.

Establishing Feedback Channels:

Diverse channels, such as digital platforms, surveys, and focus groups, provide valuable insights. It's vital to choose channels that are accessible and comfortable for the youth.

Designing Effective Surveys:

Surveys should be concise, clear, and relevant. Questions must be structured to elicit specific, actionable insights. Analysing responses helps in understanding the effectiveness of the communication approach.

Utilising Focus Groups:

Focus groups offer in-depth qualitative feedback. Selecting a diverse group of participants ensures a range of perspectives. Facilitated discussions can uncover nuanced views on the communication strategies.

Digital Feedback Platforms:

Leveraging social media and other online tools can provide real-time feedback and engagement metrics, like views, likes, and comments. These platforms offer a direct line to youth opinions and preferences.

Integrating Observational Feedback:

Observation in community spaces can provide unspoken feedback on engagement levels and reactions to communication strategies. It's a subtle yet powerful tool for gauging effectiveness.

Analysing and Acting on Feedback:

Analysing the data from the collected feedback to identify trends, patterns, and areas for improvement is crucial. Acting on these insights can help to refine communication strategies.

Continuous Improvement:

Continuously seeking and incorporating feedback ensures that communication strategies remain effective and relevant.

Use of communication strategies for collaboration of youth workers and other community stakeholders

Youth workers can effectively collaborate with community stakeholders by leveraging the communication strategies in the following way:

Establishing a common ground:

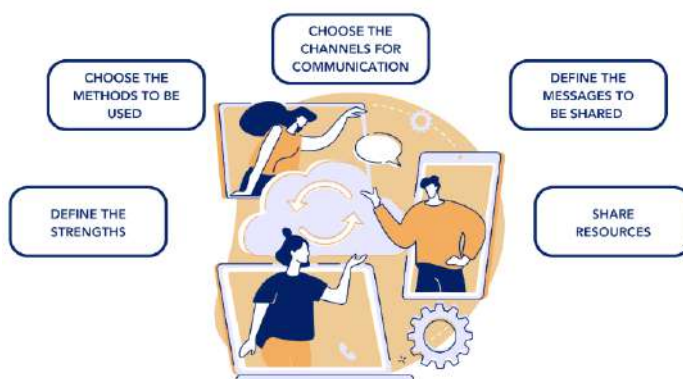
It is important to identify common goals and objectives that align with the interests of both youth and community stakeholders, establishing a common ground for meaningful collaboration. Here are some tips on how to establish a common ground with stakeholders:



SOURCE: in-house development using AI-based generation tools.

Developing a unified communication plan:

Working together in order to integrate the strengths and resources of all parties can be helpful in creating a strong communication plan. The plan should detail the methods, channels, and messages to be used in engaging with the youth. See below tips for creating an unified communication plan:



SOURCE: in-house development using AI-based generation tools.

Leveraging digital platforms:

Utilising digital and social media to maximise reach and engagement. Collaborating on content creation and sharing can ensure consistent messaging and amplify impact.

Digital and social media can be used as powerful tools to maximise the reach and engagement of the Youth while collaborating on content creation and sharing/ reposting can ensure consistency and thus amplify the impact. See below:



SOURCE: in-house development using AI-based generation tools.

Engaging in regular stakeholder meetings:

Having regular meetings with stakeholders can help to follow progress, share feedback, and responsibilities, and adapt strategies and timelines as and if needed.



SOURCE: in-house development using AI-based generation tools.

Implementing feedback mechanisms:

Implementing mechanisms to collect and analyse feedback from youth and stakeholders helps to continuously improve the engagement strategies. Some of the ways of collecting feedback can be through online surveys or physical discussions.



SOURCE: in-house development using AI-based generation tools.

Sharing success stories and challenges:

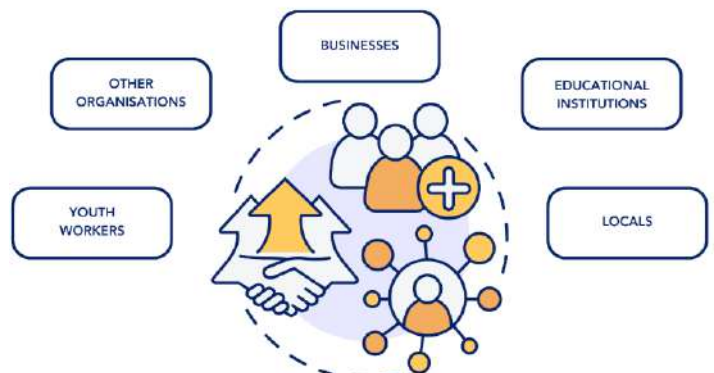
Documenting and sharing successes and challenges with stakeholders promotes learning and adaptation and strengthens the relationship between youth workers and stakeholders.



SOURCE: in-house development using AI-based generation tools.

Building a community network:

Building a broader community network can provide a platform for collaborative initiatives and serve as a resource pool when needed. Community networks can be broadened by inviting other youth workers, organisations, local businesses, educational institutions, or community locals.



Case Studies:

Real-life examples can provide practical insights and inspiration. A good case study should include an introduction, problem, solution, result and insights.



SOURCE: in-house development using AI-based generation tools.

By following these strategies, youth workers can build strong and productive collaborations with community stakeholders, leading to more effective and sustainable youth engagement.

GAMIFICATION FOR YOUTH ENGAGEMENT

Definition of Gamification

"**Gamification**" is traditionally defined as the use of game mechanics in real-life environments or contexts, generally not associated with games, to engage users and solve specific problems, usually with positive reinforcement. To work, it needs to make sense to all the people involved, entertaining the actors with realistic experiences, historical and other types of sensory components. It implies establishing objectives and goals to be achieved together with the design of involvement strategies and respective motivators that will be presented to young people.

To keep a participant involved, it is essential to recognise the different user profiles and convey a message, that is, to attribute a meaning to the young person's participation that brings them joy. It is necessary to reward participants and engage participants with interactivity at both transactional (direct rewards) and emotional (valuation) levels.

Although fun plays a vital role in participant involvement, gamification is not synonymous with fun! It's not just playing. **Gamification** aims at a well-defined organisational or educational goal. It is also not a reward, even if there are prizes for achievements! However, participants must feel that they must strive to earn their worth and be emotionally recognised for their goals.

Gamification should not be confused with "Game-based learning" and "Game design" - these concepts are not the same! In many ways, gamification may be more versatile and less intrusive than game-based learning. Some participants may lose interest in playing a game. In contrast, game mechanics can provide a gentle or subtle push toward executing tasks that lead to specific learning outcomes.

"**Game-Based Learning**" is an approach that uses full games (not just their mechanics) to hammer home designated learning objectives. This covers several applications, including custom-designed games to reinforce a particular concept.



“Serious Games” are games designed for specific purposes rather than pure entertainment, aiming to enact change in the participants' understanding, attitude, or behaviour. Entertainment may still be a byproduct of the overall experience in the context of a serious game. They are the (non-exclusive) medium through which game-based learning experiences occur.

“Game design” can be considered the planning arm of making a video game. No video game gets made without a plan, and video game design is the process of making that plan. The field combines creativity and technical skills into a cohesive, fleshed-out idea that people can work with using concrete and actionable tasks. It is the art of applying design and aesthetics to create a game for entertainment, educational, exercise, or experimental purposes. Increasingly, elements and principles of game design are also used for other interactions in the form of **gamification**. Gamification differs from game design because it adds game-like features to non-gaming environments.

Gamification can be defined as using game design elements in non-game contexts to engage users and solve problems. Gamification is using game mechanics in non-game environments or contexts. It wants people to be interested in the tasks and increase their size and motivation using positive reinforcement. It's not just the attribution of points, medals, and rankings but the adaptation of game mechanics adjusted to reality and context. There are other mechanics for creating engagement and motivation.

What does not define “gamification”?

- It's not playing games or fraternising.
- It's not a game.
- It's not playing at school or work.
- It's not turning serious things into entertainment.
- It is not a form of differentiated entertainment.
- It is not about using an entire game to drive learning processes - that's game-based learning.
- It does not use mechanisms that highlight “wrong” or “negative” behaviours of participants (negative reinforcement).

What can it be?

Types of engagement and rewards:

Transactional Engagement - the participant is motivated by a specific reward, extrinsic reward, or material norm (e.g., salary). In this type of involvement, people will do the bare minimum to achieve the reward over time. - <https://www.abb-conversations.com/wp-content/uploads/2013/02/Engagement1.pdf>

Emotional Engagement - a gamified experience that should encourage people to invest time to develop a status or feelings based on emotions - should feel that it is evolving and rewarded according to progress and effort. - <https://www.abb-conversations.com/wp-content/uploads/2013/02/Engagement1.pdf>

Extrinsic rewards are usually financial or tangible rewards, such as points, badges, achievements, benefits, pay raises, and bonuses.

- They are extrinsic because they are external to completing the work itself.
- Most of the time, they are controlled by people other than the participant or the employee.
- They can be essential in jump-starting initial buy-in or participation from people in the initial stages of readiness to change (pre-contemplation or contemplation).
- They usually have a limited impact over time if not increased. They can also lose meaning over time.
- They are a powerful lever to reinforce and drive the behaviours that a culture values most but wouldn't be the norm without. (e.g., sales commissions, performance bonuses, etc.).
- Think of them as a defibrillator whose job it is to get the heart beating again at a constant rate.

Intrinsic rewards are psychological rewards that participants and employees get from doing and performing meaningful work well.

- They are intrinsic because they are internal to the work being done.
- Achieving them largely depends on effort, although we should have processes to recognise these achievements within a team or organisation.

- They are essential to sustained behaviour change.
- It can be created by allowing employees to self-manage and add value to their work by innovating, problem-solving, and improvising.
- When someone achieves an intrinsic reward, there is a positive emotional reaction.
- Think of them as a pacemaker for a heart already beating. Their job is to keep the heart on pace and in rhythm.

Adapted from: <https://www.bravowell.com/resources/intrinsic-vs.-extrinsic-rewards-to-improve-employee-engagement>
[Intrinsic vs. Extrinsic Rewards to Improve Employee Engagement](https://www.bravowell.com/resources/intrinsic-vs.-extrinsic-rewards-to-improve-employee-engagement)

Examples of intrinsic rewards in the workplace include (i) pride in your work, (ii) feelings of respect from supervisors or other employees, (iii) personal growth, (iv) gaining more trust from managers, (v) doing enjoyable work, (vi) feelings of accomplishment, (vii) learning something new or expanding competence in a particular area, (viii) allowing employees to choose which projects they work on, and (ix) being part of a team.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8319625/Source>.

In a business context:

- Businesses usually aim to reduce routine and increase the motivation and performance of teams and their workers.
- Salaries are intrinsic reward standards in the business world, but they cannot be the only form of reward - not all people are driven by money.
- On the other hand, people stop valuing the reward because they know it comes anyway, regardless of the effort.
- In certain occasions, the person makes the minimum effort necessary to receive the salary and may need to be more involved and motivated to carry out the task.
- However, most people need (some) intrinsic motivation.

In the school context:

- Intrinsic motivation can be observed in the grading system - students can be motivated to meet the

minimum by answering enough questions to earn a minimum score of ten.

- Students study to keep "the promised grade" to avoid loss rather than being motivated to risk and invest in gaining knowledge.
- This context can be improved by assigning scores or other recognition or rewards as the participant completes these challenges. By receiving (instant) feedback (like role-playing games) - students are continually growing and are encouraged to progress and evolve rather than try to keep a grade.

Some associated concepts connected to Gamification

Urgent Optimism: The firm belief that any challenge can be successfully addressed. Participants know that if they try for a certain amount of time, they will eventually succeed, even if it is against all odds.

Blissful Productivity: People derive their satisfaction from the game itself. Participants would instead submit to the game and play it instead of doing "nothing". Participants want to have fun working hard to accomplish a task.

Building Up Social Relationships: Playing with other people requires some degree of trust in them. People who play together are more able to trust each other. People who grow up playing games have greater faith in each other and are more likely to do other activities together.

Sense of Epic Win: When a result seems impossible and beyond our reach, but we believe it can be achieved. It is usually associated with a well-designed narrative. A personalised and in-depth narrative may be worth more than money, notes, and other reward types or goals achieved.

Autonomy and Illusion of Choice: Participants generally seek independence, often involving planning and providing choices. A game can be defined as «autonomy to achieve mastery». To provide good gamification, participants must feel they have access to an option, even if that choice is misleading or an illusion. This may include, for example, choosing routes that will eventually end up in the same set of paths. We should also consider not having too many choices to avoid overwhelming the participants.

[The Illusion of Choice - How Games Balance Freedom and Scope - Extra Credits](#)

[Level Design Workshop: The Illusion of Choice](#)

Collections: It's a way to encourage players to participate - we only show a part and then present what the player is missing and can achieve with effort.

Instant Feedback: It is a concept from the world of Design and «User Experience» in which the user should receive some kind of immediate response for each of their actions. The best way to deliver this feedback to participants is to appeal to their senses, which can be visual, aural, tactile, etc. We should avoid comparisons with other participants, as comparisons may not give positive results. As far as possible, we should use instantaneous feedback.

[What is a "game" in the context of "gamification"?](#)

The game can be defined as «autonomy to achieve mastery» and a voluntary activity separated from the real world by certain limits and rules. When referring to a task the player must complete, it is not a game.

Magic Circle - The boundaries mentioned above are called the «Magic Circle» in Game Design: it can be a physical location or a state of a player's mind where we apply the game's rules (for example, the football field). The game attracts people with its gameplay, rules, and rewards.

Totems - You can also use «Totems» - anything that advertises the game in the real world. A totem can be a large technological company's logo in electronic equipment, such as a golden bank card or airline miles that confer status. The totem may also be associated with access benefits that give an advantage to the participant.

Rules - Another element in defining the game is the rules. The rules must be freely accepted, and by entering a game, the participant agrees to abide by a set of rules. It is also necessary to establish some rules that are not negotiable to guarantee the integrity of the game and the valorisation of the effort of the participants involved.

There are two types of players that we must be careful of when defining the rules of the game:

The player who is reluctant to follow the rules and wants to expose the magic circle - the players will,

in most cases, control the situation democratically. Still, it is necessary to have someone (or an organisation) explain and ensure compliance with the rules.

The player who wants to defeat the system using the rules - this type of player should not be penalised for using creativity but encouraged to cooperate with us.

Gatekeeper- An entity that can be a person, group of people, or organisation that protects the game's rules and acts as a referee on a playing field. It controls the magic circle: it may include inviting or introducing the rules to new participants or alerting and, if necessary, removing participants from the game when they do not comply with the rules.

[Type of Participants in a Gamified Scenario](#)

Based on Richard Bartle's research work, we have identified four main types of players:



SOURCE: in-house development using AI-based generation tools.

Achievers - They focus on doing tasks or roles in the game and being their best. They try to be better than others, this being their primary motivation. It is the most basic and popular type of player, comprising around 70% of the population.

Explorers - They seek to unlock all aspects of the game and discover its secrets, including errors and ways to bypass the system. They are the people who use all the tools without worrying about shortcuts or knowing the best places in town. This type of player expects (loves) to receive and share (shows) knowledge.

Socialisers - For this type, play is just a means to seek out and build social relationships. They are motivated not by the game but by contact and interaction with other people. They like to show their network of relationships and friends. They are an exciting type for tasks related to loyalty programmes (status and access) that involve bringing people and friends to the space or even the game.

Killers (Influencers) - They don't play simply for the sake of play but to make others lose. They are attracted to influence and power over other players and people. When these aspirations are not well addressed for the game's benefit, these types of players can destroy the experience for other players. However, when challenged in the right direction, they can become the best "gatekeepers" in maintaining the magic circle and its rules - they can be good moderators, referees, and "game police".

More reading: [Bartle's Player Types for Gamification | lxDF \(interaction-design.org\)](https://www.interaction-design.org/lxdf/article/bartles-player-types-for-gamification)

Mechanics and Dynamics

The dynamics are the game's plot, and the mechanics are the mechanisms that make the gameplay possible.

Some examples:

Dynamics	Mechanisms that make dynamics work
Rewards	The attribution of points and feedback.
Status	Levels and the satisfaction of fulfilling a mission.
Achievements	Challenges
Competition	Leaderboards
Cooperation	Generosity and gifts
Self-expression	Avatars

Checklist for designing a gamified experience

- What behaviour do I want to encourage
- Will the participants naturally achieve an "epic win" by repeating the same behaviour? What will I call you?
- Do my challenges work long-term as well as short-term? How do challenges reward effort and achievement?
- Can I offer appealing challenges for all types of participants?
- Do I use all available gamification mechanisms?
- Are the goals clear? Are the terms and conditions for "winning" also clear? (Do participants know if they are going the right way? Is the feedback system good enough? Is it clear or ambiguous?)
- Do the participants have some degree of autonomy? Is there more than one way for participants to achieve all the goals or different ways to win?
- Do I provide instant feedback on progress as opposed to feedback on errors or mistakes?
- Does the experience have stages? Games must have at least three stages: objectives to the rules and their base mechanics (learning/tutorial), a fun stage of testing and practising the rules and mechanics, and the entire game stage. Remember that the best games integrate the different stages without the transition between them being noticed).
- Rituals for young people who try to achieve specific progress.

How can Gamification be used in a community centre to engage youth?

To effectively use gamification in a community centre to engage youth, the following approach can be adopted:

- **Understanding Gamification:** Recognising gamification as applying game elements in non-game contexts. This includes setting clear objectives and goals, designing engagement strategies, and choosing appropriate game mechanics.
- **Identifying User Profiles:** Understanding different youth profiles to tailor the gamification approach.

This includes recognising their motivations and designing activities that resonate with their interests and preferences.

- **Designing the Experience:** Developing an inclusive and appealing gamified experience combining competition, collaboration, and achievement elements. Including various levels, challenges, and rewards to keep the engagement dynamic and exciting.
- **Integration with Communication:** Aligning the gamification strategy with the community centre's communication strategy and ensuring offline and online methods are used to engage and inform the youth about the gamified activities.
- **Supportive Environment:** Ensuring the community centre provides a safe, inclusive, and encouraging space for all participants to engage in gamified activities.
- **Competition and Collaboration:** Using gamification to promote healthy competition and teamwork among youth, enhancing their engagement and social skills.
- **Feedback and Adaptation:** Implementing a system for gathering participant feedback and using it to refine and adapt the gamification strategy to better meet the needs and interests of the youth.
- **Evaluation and Impact Assessment:** Regularly assessing the impact of gamification on youth engagement. This includes monitoring participation rates, youth feedback, and the overall effectiveness of the gamified activities in achieving the desired objectives.

This approach enhances youth engagement in community centres and contributes to their overall development and sense of belonging in the community.

Gamification Resources

[Games and the Future of Education | ABUNDANCE](#)

Learning needs to be less like school and more like Angry Birds. We need to get kids addicted to learning while they are having fun.

[The Power of Gamification in Education | Scott Hebert | TEDxUAlberta](#)

Speech that points out some of the limitations pres-

ent in the educational system and possible practical solutions to be implemented to listen to students' needs and encourage participation.

[Video Training Course - «Gamification - engage customers in your business»](#)

[Gamifying Education - How to Make Your Classroom Truly Engaging - Extra Credits](#)

A minor dissertation on practical examples of how to add game elements in learning contexts, especially in the school context, and the result of contributions from teachers and researchers with practical experience and results acquired in this field in various parts of the world.

[Gamification vs. Game-based Learning: What's the Difference?](#)

Gamification uses game mechanics in non-gaming scenarios to improve engagement by encouraging participation. These game mechanics include points, badges, and leaderboards, which make unengaging systems more interactive.

Game-Based learning is an approach that utilises full games (not just their mechanics) to hammer home designated learning objectives. This covers several applications, including custom-designed games to reinforce a particular concept.

[Game-based Learning](#)

What is Game-Based Learning, and what is gamification?

[Gamification versus Game-based Learning](#)

Gamification is the use of game elements to motivate someone to do something.

Game-based learning drives intrinsic motivation.

[Using Game-based Learning in the Classroom to Develop Productive Struggle](#)

How can productive struggle foster the learning process in students' classroom experiences?

[Classroom Metrics - Real World Case Study for Games in Schools - Extra Credits](#)

This case study shows how adopting games and technology can amplify the teacher's role and increase the students' involvement and individual learning results.

[Games in Education - How Games Can Improve Our Schools - Extra Credits](#)

It explores some of game theory's basic principles, such as participants' voluntary participation. It reflects the need to rethink education and learning environments to enhance games as tools to help students learn in schools. It is also relevant to reflect on how these principles and ideas can be implemented in formal and informal contexts, especially outside the school context.

[Gamification Sucks... - How to Improve Gamification - Extra Credits](#)

Some comments and approaches to gamification show the key moments educators usually stop before exploring the concept in depth. It also shows that creating a rich gamification experience involving participants has a more significant impact when we commit to gamify the entire experience, not just a part.

[Karl Kapp's Game Thinking - YouTube - Playlist](#)

[What Research Says About Gamification](#)

- **System Quality** - The functionality must be reliable. The feel of the system also needs to look attractive to users!
- **Learner Attributes** - Learners with previous experience playing games are more prone to gamification.
- **Embedding the Right Gamification into the Right Outcomes:** Successful gamified systems match the affordance of the dynamics, such as progress or awarding achievement points with the desired learning outcomes.

[Games Vs. Gamification: What's the Difference?](#)

- There are many overlapping attributes and elements to game-based learning and gamification, but they are different.
- Gamification is an umbrella term. It means to take bits of games and use them in non-game settings. One thing that motivates people to play games is the sense of progress which can be used in gamification. When talking about gamification, think about something other than creating an actual game. Think about using the elements of gaming to drive motivation.

- Game-based learning is an entire system designed around a learning goal, where playing the game teaches the learners what they need to know as they go through the game. Game-based learning has a defined middle, beginning, and end.

[Integrating Games: What's the Score?](#)

- There are several ways to integrate games into your learning environment, and it's essential to do that. If you want to incorporate games into your learning system, make them core to your work. One of the places where you can add games effectively is at the beginning of a session. This does many things that get people excited! If you introduce a game at the start of training, the energy level goes up significantly!
- Another place where you can use games and instruction is in the middle of the learning process. You should reinforce some points or give people a shared experience they can talk about. Putting a game in the middle does this.
- How about putting a game at the end of your learning programme? This is a great place to test your learner's ability to apply what they've learned.

[The Power of Learner Exploration!](#)

Exploration is a great driver when building games or gamified learning experiences. It is a primary human drive to go out and explore. When we think about creating content or adding information to learning perspectives, exploration is a great way to do that. Some learners want to explore because they want to know more than others. Other explorers like the sense of surprise. Others want to know the whole situation. Another reason you may want to add exploration is that learners sometimes get bored with what they're doing - they don't always stay on task.

[Gamification at work | Janaki Kumar | TEDxGraz](#)

Gamification is a buzzword in business these days. Organisations are turning to gamification to engage their customers and motivate their employees. In this talk, Janaki will address what gamification is and what are some best practices that can help you design gamification that works! [Gamification in Business - How to Build Loyal Customers And Drive More Sales \(Gamification applied to sales\)](#)

Good Examples of Gamification

Act'EVE app

Filling the Institute of Contemporary Art's (ICA) entire second-floor galleries and ramp, and activating the in-between spaces of the museum, The Happy Show offers visitors the experience of walking into Stefan Sagmeister's mind as he attempts to increase his happiness via mediation, cognitive therapy, and mood-altering pharmaceuticals.

The Act'EVE app is a means of bringing together young people from all backgrounds to work together for the planet through challenges connected to the environment. Youth were able to learn and get new knowledge, as well to directly act, enhancing youth participation and engagement for the community and the environment.

The app offers video content to understand the topic related to the environmental impacts of our daily habits. The public targets were European Solidarity Corps Volunteers who were invited to learn about different connected topics and then to act by completing challenges in their daily habits. Each week was released on social media as the volunteer of the week who completed most challenges.

<https://www.volunteers4environment.eu/act-eve>

Zombies, Run!

The app Zombie Run helps motivate to run more and do sports activities. Using gamification techniques, this app makes running fun by turning it into a game about being chased by zombies. This app provides motivation and a story to help you get running. There are a variety of stories (missions) to choose from within the app. You choose your current mission and set your preferences. It is possible to decide; to use the GPS to be tracked, to count steps, to check the duration of the run, to play music through the headphones alongside the zombie noises. There is a Zombie Chase option, which means that during the run some zombie hords will be chasing the participant to motivate them to speed up and keep pushing.

[Zombies, Run! - zombiesrungame.com](http://zombiesrungame.com)

Bottle Bank Arcade

The "Bottle Bank Arcade" by TheFunTheory.com was an innovative experimental initiative that transformed a bottle recycling bank into an interactive arcade game. This initiative, under the premise that making activities fun can change behaviour for the better, aimed to increase recycling rates. By converting a bottle bank into an engaging game, they observed that nearly 100 people used the arcade-style bottle bank in one evening, compared to only two uses of a nearby conventional bottle bank. This experiment highlighted the power of fun in influencing positive environmental behaviours.

[Bottle Bank Arcade](#)

Piano Stairs

The "Piano Stairs" initiative by TheFunTheory.com is a creative effort to encourage more people to use stairs for physical activity. By transforming the steps of a staircase at a Stockholm metro station into piano keys that produce musical notes when stepped on, they made the act of climbing stairs an entertaining experience. This unique approach led to a 66% increase in the number of people choosing the musical stairs over the escalator, demonstrating the impact of fun and engagement in promoting healthier lifestyle choices.

Piano stairs - TheFunTheory.com - Rolighetsteorin.se:
<http://youtu.be/2lXh2n0aPyw>

"The Speed Camera Lottery" is an inventive initiative by The Fun Theory, the winning idea of their award, submitted by Kevin Richardson from the USA. This project was held in Stockholm in collaboration with Volkswagen and The Swedish National Society for Road Safety, and sought to encourage drivers to obey speed limits by making compliance enjoyable. It involved a special speed camera that entered drivers adhering to the speed limit into a lottery to win a prize funded by fines from speeders. This innovative approach resulted in a notable decrease in average speed from 32km/h to 25km/h, demonstrating the effectiveness of positive reinforcement in modifying behaviour.

The Speed Camera Lottery - The Fun Theory:
<http://youtu.be/iynzHWwJXaA>

Foldit

Foldit is a unique computer game created by university scientists that merges gaming with scientific research. Players engage in protein folding puzzles, contributing to real-world studies in areas like human health, bioengineering, and biology. This free, non-profit game allows players to actively participate in scientific discovery, with their contributions acknowledged in scientific publications. Foldit addresses critical research areas like protein design for disease treatment and small molecule design for drug development. The game challenges players to design functional proteins and explore molecular structures, offering a platform for crowdsourced scientific problem-solving.

Foldit Gamers FTW: https://www.youtube.com/watch?v=JdBcpdH_ptA&ab_channel=SciShow | <https://fold.it/>

Fitness trackers apps mechanics - Fitbit, Google fit, Strava, etc.

Fitness tracker apps like Fitbit, Google Fit, and Strava employ gamification mechanics to encourage physical activity and healthier lifestyles. They track various metrics like steps, distance, calories burned, and heart rate. Users set personal goals, monitor progress, and receive rewards and notifications for achievements. Social features allow for friendly competition and sharing successes, further motivating users. These apps effectively blend fitness tracking with engaging, game-like elements, making the pursuit of fitness more interactive and enjoyable.

Minecraft Education

Minecraft Education offers an engaging game-based learning platform for classrooms, blending play with educational content across various subjects. It allows students to explore and learn in an interactive, block-based virtual environment, providing over 500 lessons and resources. This approach encourages creative problem-solving and inclusive learning, transforming traditional educational methods into a more dynamic and interactive experience. Minecraft Education also includes special features like the Student Ambassador programme to foster leadership skills.

<https://education.minecraft.net/en-us>

ideaChef

ideaChef board game is an innovative "Creative Problem Solving" tool that uses cooking metaphors to highlight and tackle concrete business problems currently on your players' plates. ideaChef addresses the needs of organisations that are looking to address challenges/solve problems and increase team spirit.

ideaChef provides a board game experience in an open, creative, and collaborative environment. It delivers a compelling approach to creative problem-solving, quickly (in a half-day session) and efficiently (with a team of just six players).

<https://www.youtube.com/watch?v=fl4ps0P4v3Q&t=1s>

Using Games in Youth Work - toolkit

The "Using Games in Youth Work" toolkit, a collaboration between NYCI and LIT, is designed for youth workers to incorporate gamification in development education. It provides practical resources, ideas, and guidance for using both online and offline games as educational tools in youth work. The toolkit emphasises designing games with young people to achieve personal development outcomes, engaging them in climate action, and understanding global issues through interactive play. This approach integrates learning with fun, encouraging creative and critical thinking among youth.

<https://www.youth.ie/articles/new-toolkit-using-games-in-youth-work/>

THEMIS

THEMIS is an educational project aimed at secondary teachers and students, focusing on fostering Ecological Intelligence. It seeks to enhance awareness of the environmental impact of individual actions and promote sustainable behaviours. THEMIS emphasises developing a deeper understanding of our connection with the natural world and encourages active participation in environmental protection. The project integrates these themes into lifelong learning to cultivate responsible and environmentally conscious individuals.

<https://app.pandasuite.com/uqTi4Bq5#!/#/publication?-type=mobile>

Gamification strategy activities

SOLIDARITY TRACKS

Title: Survivor challenge

Summary:

The Survivor Challenge is a dynamic and innovative activity designed to engage youth in community spaces, specifically youth centres. Inspired by the popular TV show "Survivor," the challenge involves participants navigating through a creatively designed obstacle course with colourful and challenging elements. The activity aims to promote sport & physical activity, and teamwork, and encourage youth to actively participate in the community centre.

Overview / Background:

The Survivor Challenge was chosen as an activity for the youth centre due to its appeal to young people and its potential to promote physical activity and social interaction. The innovative aspect lies in the use of a familiar and exciting concept (inspired by the TV show) to create a unique experience within the centre's space, preferably in outside space.

By incorporating gamification and competition with timed runs and leaderboards, the activity is designed to captivate and challenge youth, thereby increasing their engagement with the community spaces. It fosters a sense of achievement, encourages youth to return to improve their performance, to collaborate in a team and motivates them to explore other offerings at the centre.

Aim(s) and objective(s):

To promote engagement: the direct aim of the activity is to increase youth participation and engagement with the youth centre by offering an exciting and challenging experience.

To encourage sport and physical activity: the activity aims to promote physical and healthy habits among the youth, aligning with the broader goal of supporting their overall well-being.

To foster social interaction: by participating in the challenge in a team, youth are encouraged to collaborate, support, and compete with their peers, fostering a sense of community and teamwork.

To boost visibility and communication: the activity's communication aims include showcasing the youth centre as a fun and inclusive space while promoting its offerings and services to both the participants and the larger community.

Expected outcomes:

Results:

- Increased sports practice and participation in the youth centre.
- Positive word-of-mouth and social media buzz about the challenge and the centre.
- Enhanced team spirit and sense of community among the youth.
- Improved physical participation and well-being of participants.

Contribution to Aims:

The Survivor Challenge directly contributes to the larger strategy of engaging youth with community spaces by offering an innovative and entertaining activity that aligns with their interests.

By promoting physical activity, teamwork, and social interaction, the activity strengthens the appeal of the youth centre as a vibrant and supportive environment.

Gamification elements of the activity:

Leaderboard Display: the leaderboard, showing participants' completion times, will be prominently displayed in the centre to encourage healthy competition and engagement.

Badges system: participants will get extra bonus badges by taking part in bonus challenge and so bridging extra points to their team.

Award Ceremony: The award ceremony, where winners receive prizes and recognition, will be a public event to celebrate participants' achievements and generate visibility for the centre.

Methodology & step-by-step description:

Obstacle Course Design: Develop a creative and safe obstacle course layout with colourful and challenging elements. Ensure the course is appropriately constructed to the target group's age and needs and

equipped with safety measures. It is preferable to use as much recycled material as possible to build the obstacles and to dedicate enough time in advance to build, prepare and test the obstacles. Youth participants can also be involved in the preparation of the obstacles to be more engaged in the event.

Promotion: Advertise the Survivor Challenge through social media and other means within the youth centre and the community.

Participant Sign-ups: Provide sign-up sheets or online registration forms for interested participants to join the challenge.

Participant Briefing: On the day of the challenge, gather all participants for a briefing, explaining the rules, safety guidelines, and the overall objective of the activity.

Timed Runs: Organise timed runs for each participant, allowing them to navigate the obstacle course one at a time. Participants can get extra points badges for their team if they reach a certain level, for example, finishing the race before a specific time, or participating in a bonus extra obstacle (it is optional to do it, if so, the participant gets an extra badge).

Leaderboard: Record participants' completion times on a leaderboard visible to everyone.

Award Ceremony: Conduct an award ceremony, recognising the winners and handing out prizes like medals or small trophies.

Social Media Coverage: Document the challenge with photos and videos and share highlights on the youth centre's social media platforms.

Participants:

The activity is open to all youth within the community, ranging from teenagers to young adults. The number of participants can vary, but it's essential to manage the flow to ensure a safe and enjoyable experience for all involved.

There is no strict minimum number of participants, but it is preferable to have at least 10-15 participants to create a sense of competition and excitement. As for the maximum number, it depends on the capacity of the obstacle course and the available resources to manage the event effectively.

Resources needed:

Materials: Construction materials for building the obstacle course (ropes, tires, nets, pallets, etc.); Safety equipment such as helmets, knee pads, and first aid supplies; Prizes for the winners (medals, small trophies, gift cards, etc.); Certificates or badges for all participants.

Equipment: Timer or stopwatch to measure participants' completion times; Sound system to play energetic music during the challenge.

Space: Sufficient indoor or outdoor space to set up the obstacle course.

Human Resources: Trained staff or volunteers to oversee the activity, ensure safety, and manage the leaderboard; Event organisers to facilitate the sign-ups and award ceremony.

Adaptation and difficulties:

Adapting the activity to other contexts:

The Survivor Obstacle Course Challenge can be adapted to various contexts, such as school events, sports festivals, or community-wide celebrations. To adapt the activity, consider the following:

Scale: Adjust the size and complexity of the obstacle course based on the available space and resources, as well based on the needs of participants.

Themes: Incorporate themes relevant to the context or event to make it more engaging and relatable.

Partnerships: Collaborate with other organisations or sponsors to enhance the challenge with additional resources and prizes, as well to benefit from a wider visibility.

Difficulties and aspects to be careful with:

Safety concerns: Ensuring participant safety is paramount. Properly construct and inspect the obstacles and have trained personnel supervising the challenge at all times.

Participant preparation: Inform participants to be with sportive and comfortable clothes. Moreover, some participants may be more physically fit or experienced than others. Provide modifications or alternate challenges for participants with different skill levels to avoid discouragement or injuries.

Weather conditions: for outdoor events, be prepared for unexpected weather changes that could affect the activity. Have a backup plan in place or consider rescheduling if necessary.

Title: Tech Treasure Hunt

Summary:

The Tech Treasure Hunt is an innovative activity designed to engage youth in community spaces, particularly youth centres. This gamified strategy combines elements of geolocation-based challenges, augmented reality, and problem-solving to create an exciting and interactive experience. Youth participants embark on a high-tech adventure, exploring their surroundings, solving clues, and unlocking hidden virtual treasures through their smartphones or devices.

Overview / Background:

The Tech Treasure Hunt was chosen as an activity to appeal to the common and regular use of modern technologies by the youth and to provide an immersive experience within the youth centre or in an outdoor space. The innovative use of technology, such as augmented reality and geolocation, offers a new way for youth to interact with their environment while participating in a fun and challenging quest.

The activity is innovative because it leverages on modern technologies to create a real-world gaming experience, blurring the lines between physical and digital worlds. By combining elements of treasure hunting and problem-solving, the Tech Treasure Hunt offers a unique and engaging opportunity for youth to explore their community spaces. It contributes to engaging youth in community spaces and youth centres in several ways:

Technological appeal: The use of augmented reality and geolocation-based challenges surely captures the interest of youth, drawing them to participate in the activity.

Community exploration: The treasure hunt encourages youth to explore their immediate surroundings and discover hidden gems within the community.

Team collaboration: Participants often form teams to tackle the challenges, promoting teamwork and social interaction within the youth centre.



Aim(s) and objective(s):

Objectives of the Activity:

- To foster technological exploration and digital literacy among youth.
- To encourage community engagement and exploration of local resources.
- To promote teamwork and collaboration among youth participants.

Gamification aims:

Exploration: Participants engage in an exploratory quest to find virtual treasures.

Problem-solving: Clues and challenges require critical thinking and problem-solving skills.

Team collaboration: Participants collaborate in teams to solve puzzles and complete challenges.

Expected outcomes:

Increased interest in innovative, participatory, and collaborative use of technology and digital experiences among youth.

Enhanced sense of community connection and familiarity with local resources.

Strengthened social bonds and cooperation among youth centre participants.

The Tech Treasure Hunt directly contributes to the larger strategy of engaging youth in community spaces by offering an interactive activity that aligns with their interests. By fostering technological exploration, promoting community engagement, and encouraging teamwork, the activity strengthens the youth centre's appeal as a dynamic and modern hub for young people.

Gamification elements of the activity:

Challenges: Participants face a series of interactive challenges and puzzles.

Rewards: Successfully solving clues leads to the discovery of virtual treasures.

Competition (Optional): To add excitement, teams can compete to complete the hunt in the shortest time.

The Tech Treasure Hunt gamifies the experience of exploration and problem-solving, encouraging participants to actively engage with their environment and collaborate with their peers. The element of competition (if included) adds excitement and motivation for teams to work together efficiently.

Methodology & step-by-step description:

Preparation: Design and create a series of geolocation-based challenges and clues that participants can access through a dedicated mobile app or web platform (see a list of apps in the part of further reading).

Team formation: Organise participants into teams, ideally consisting of 3 to 5 members, depending on the number of participants.

Briefing: Gather all participants for a briefing, explaining the rules, safety guidelines, and objectives of the Tech Treasure Hunt.

Tech setup: Ensure that each team has access to smartphones or devices with the necessary app installed for the hunt.

Treasure map: Provide participants with a digital treasure map or list of challenges to solve and locations to explore.

Hunt: Participants navigate the youth centre and surrounding community where the game is planned, using the app to solve clues and complete challenges.

Virtual treasures: Upon solving challenges, participants unlock virtual treasures, which could be digital rewards or hidden messages.

Scoring and recognition: Keep track of each team's progress and award points for successful challenges. Announce the winning team during an award ceremony or social media announcements.

Participants:

The activity is designed for youth aged 13 to 25. The number of participants can vary depending on the size of the youth centre and the available resources. Ideally, at least 20 participants are recommended to create a lively and engaging competition.

While there is no strict minimum number of participants, having a diverse group of participants enhances the dynamic and interest in the activity.

The maximum number of participants can be determined based on the capacity and resources of the activity's coordinators.

Resources needed:

Materials: Smartphones or devices with internet access and necessary apps for each participant/team.

Printed or digital maps with clues and challenges.

Space: The youth centre and/or surrounding community areas for participants to explore.

Human Resources: Facilitators to introduce the activity, provide guidelines, and monitor the teams during the hunt.

Tech support personnel to assist with any technical issues that participants may encounter.

Adaptation and difficulties:

The Tech Treasure Hunt can be adapted to different themes, age groups, and geographical locations. Organisers can tailor challenges to fit specific interests or community-related topics.

Difficulties and aspects to be careful with during facilitation:

Technical Issues: Ensure that the app and geolocation features work properly to avoid delays or complications during the hunt.

Participant Safety: Prioritise participant safety during the hunt, especially if it involves outdoor exploration or unfamiliar locations.

Clarity of Clues: Design clear and understandable clues to avoid confusion among participants.

Further reading: <https://teambuilding.com/blog/scavenger-hunt-apps>

FONTI

Title: Play Social

Summary:

The activity consists of a points game that combines photographic evidence with sharing it in social stories.

The activity, lasting two weeks, will allow us to bring new young people together and also support social dialogue between the community centre and young people.

Overview / Background:

The activity was chosen starting from the stimulus of the project: gamification is not a predominant working method in the association's activities. This activity was therefore built within a series of initiatives that the association is carrying out to involve new young people in the activities of the social centre. The activity is innovative for the CFSL but also from a more general perspective, as it connects the need to increase one's audience on social networks with the desire to entertain and at the same time involve young people in spaces.

Aim(s) and objective(s):

- Increase interactions on Instagram.
- Increase the number of followers on Instagram.
- Increase the "passages" to the Fonti San Lorenzo centre.
- Increase the number of "new young people".

Expected outcomes:

Greater knowledge of the CFSL space will facilitate the creation of informal dynamics with educators.

The increase in social interactions will allow us to strengthen the image of the CFSL as a dynamic community place, where young people converge, and where people feel good.

Gamification elements of the activity:

- Competition between participants;
- The goal of winning the game while having fun;
- The dynamic of "waiting for instructions" - identification of objectives – activation;
- The insertion of the game within a dynamic context which can day after day strengthen the game itself, increase the desire to do one's best.

Methodology & step-by-step description:

"Play social" is an activity that can be modulated and expressed in different forms. Below is the structure as created by the CFSL association.

This is a game open to anyone in the city of Recanati who is under 35 years old.

There are 3 different phases:

- The first phase is the registration period for the game, which must be long enough to create interactions, viral and sharing processes.
- The second phase is the broader one: the actual game, with the tests and challenges that must also connect with the communication processes.
- The third phase consists of the party organised by the winner of the game, which will be open to all and supported by the association. This third phase can also be replaced by something else, based on the type of reinforcement you want to give.

Phase 1 (1 week)

The launch of the "Play Social" game is communicated to those attending the social centre, to young people from schools and via social networks (TikTok and Instagram). The children have one week to register: registration is completed by showing up at the centre and leaving their names. "Test 0" begins here: the participant can share an IG story or a TikTok video, also tagging other friends. Each tag involving a person who has not yet signed up for the game turns into 1 point for each person who actually signs up.

The names of the official participants are transcribed on a poster which will always be displayed in the main room of the community centre and updated manually.

Phase 2 (2 weeks)

In two weeks there are 4 different tests, which take place on Monday, Thursday, again on Monday and again on Thursday. The test can only be carried out in the 3 or 4 days provided, not subsequently. The tests are communicated in three ways: 1. in presence at the San Lorenzo Fountain Centre, at 5.00 pm on the

marked day; 2. via the What's App chat of the game participants, but only on the following day. 3. via a post on social networks, but always the following day.

The 4 tests carried out are the following:

(3 days) Participants must take a photo with a worker who works on the association's construction site. If they have social networks, they must put the photo on the social network (IG story and TikTok video) tagging the CFSL page. Whoever passes the test gets 5 points, which becomes 8 if there are at least 3 people in the photo who are not registered for the game and who are tagged on the social network.

(4 days) Participants must find a symbol that is drawn on one of the walls of Fonti. The symbol used is a very small heart, drawn on a wall in the association spaces. The participants' task is to identify the symbol, photograph it and show it to the game managers, telling them where they found it. There are 5 points for those who pass the test, which becomes 8 if the photo with at least 3 tags is posted on social networks.

(3 days) Participants must go to the popular library of the association, and take a book of their choice whose author is a person with a name that begins with the same letter as the participant's name. They take it and have to read the sixth line of page 43 of the book aloud in front of the library and those present. A video must be made documenting the scene. Finally, they must make a video of a few seconds in which they promote reading that book and that author and share it on social networks. There are 6 points for reading the book, which becomes 10 if the video of the reading is also shared on social media and 14 if the book is promoted with a second video (or within the same one).

(4 days) The participants must find an elderly frequenter of the youth centre, named Marcello. They have to answer the question that Marcello will ask them, find the solution and record the moment of both the question and the answer on video.

[the questions that 'Marcello' has can be of various kinds: personal, suggested by the organisers, intimate about other people present in the place, biographical, curiosities about always personal stories of the past]

Phase 3 (1 night)

At the end of the last test the scoreboard is removed. The following day, the names of the first 3, who have the right to organise the final party, financed and supported by the association up to the indicative amount of 50 euros of costs for materials of all kinds, are announced live in person and on social media.

The party takes place on the day defined by the winners and will in any case be open and usable by all participants.

Participants: From 10 to 40.

Resources needed: A billboard; A marker; IG and/or Tik Tok accounts; Adaptation and difficulties:

The activity requires good promotion and word of mouth among young people: the more they participate, the more motivated they are to play.

Further reading: <https://teambuilding.com/blog/scavenger-hunt-apps>

FITT - Fundația Județeană Pentru Tineret Timiș

Title: Mascot hunt

Summary:

This gamification strategy activity is targeting Individuals unfamiliar with your Organisation in order to engage new people who have never heard of the organisation.

Overview / Background:

This gamification activity is a good example of promoting community involvement by encouraging local businesses, schools, institutions, and organisations to participate by hosting stencils or providing information or rewards for successful mascot finders. This fosters community engagement and support for your NGO's cause.

This is the 1st level of the gamification process for people that have never heard of your NGO and the next phase of the gamification process is for the people that started interacting with the organisation.

Aim(s) and objective(s):

Objectives:

- Be able to engage with young audiences effectively.
- Sustain youth engagement for extended periods.
- Incorporate gamification techniques to enhance engagement.
- Expected outcomes:
 - To make new people interact with your organisation.
 - To make young people interested in coming to future activities and to discover the youth centre.

Gamification elements of the activity:

Some elements that are key for the development of this activity are: the mascot(s), the idea of a "hunt" and the young people interested in finding out more about this gamification activity.

Methodology & step-by-step description:

Level 1 - Targeting Individuals unfamiliar with Your Organisation:

At this stage, the primary focus is on resource efficiency while attracting youth. There are two potential approaches:

1. Physical Approach: Utilise stencils in a creative campaign. Create a mascot "lost" in the city/town/village where your organisation is located, design a stencil pointing towards your youth space, and have people follow it until they reach your space. There, they discover all the exciting activities available. This activity's gamification aspect is educational, encouraging participants to find each new stencil and learn about your youth space.

Tips:

Promote Community Involvement: Encourage local businesses, schools, institutions, and organisations to participate by hosting stencils or providing information or rewards for successful mascot finders. This fosters community engagement and support for your NGO's cause.

You can design your stencil using Canva, which offers full professional access for free to non-profits.

2. Online Approach: Elevate engagement with an on-line campaign focused on hunting the mascot. Incorporate an interactive map (create it for free on Google Maps), encourage participants to tag friends when they find a new mascot, offer giveaways, and develop the backstory for each stencil location. Explain how each place connects to your organisation and what your organisation does in an easy-to-understand way.

Tips:

Enhance community engagement by having local partners share social media posts about hosting a "lost" mascot from your organisation and enlisting youth to help bring it home.

Participants: minimum 5 participants.

Resources needed: The mascot; Clues/signs in the city/youth centre; Minimum 2 facilitators.

Adaptation and difficulties:

Adaptations for this gamification activity is to do it in your youth centre/community centre (if you have a big space) or in the neighbourhood of where is located the youth centre.

Further reading:

<https://teambuilding.com/blog/scavenger-hunt-apps>

Examples of good practices:

Free tools to use:

Canva: Canva is a versatile graphic design tool with a free version that includes a wide range of templates, illustrations, and design elements. You can create custom illustrations for your mascot or add text and graphics to your stencil designs.

Inkscape: Inkscape is a free, open-source vector graphics editor that's great for creating detailed illustrations. You can design your mascot from scratch or edit existing vector graphics to suit your needs.

Google Drawings: If you prefer a simple and easy-to-use tool, Google Drawings is a free option. You can create basic illustrations and designs, and it's suitable for collaborative projects.

Title: FITTopia

Summary:

This gamification strategy activity is for engaging people familiar with your organisation by implementing a series of badge systems and rewarding their initiatives and achievements.

Overview / Background:

This is the second phase of a larger gamification strategy and is for the people that started interacting with the organisation and you want to keep them engaged.

Aim(s) and objective(s):

Objectives:

- Be able to engage with young audiences effectively.
- Sustain youth engagement for extended periods.
- Incorporate gamification techniques to enhance engagement.

Expected outcomes:

- Engaged youth in the activities.
- Motivated youth to reach more achievements.
- Youth engagement for extended periods by giving them different roles.

Gamification elements of the activity:

This activity is gamification based because of the badge system which is a reward system to give to the youngsters by acknowledging their outcomes and behaviour.

Methodology & step-by-step description:

Level 2 - Engaging People Familiar with Your Organisation:

Create a clear progression and career path within your organisation to motivate and retain young participants. Incorporate gamification elements to make their journey engaging and rewarding.

Young people can go through a 3-stage journey within your organisation, which should be clearly visible:

Stage 1: For those attending events and utilising your infrastructure, implement a badge system. They

can earn "Activity Enthusiast" badges for attending events or "Community Builder" badges for organising activities. Create a "Leaderboard of Appreciation" within your organisational space to highlight the most involved individuals.

Stage 2: Engage people interested in supporting your activities through volunteering or project proposals. Grant them "Contributor" status (or a badge), providing benefits such as easier access to your infrastructure or priority opportunities for events or exchanges. Consider hosting an "Open Doors Day" or a shadowing programme to help them better understand your organisation and potentially inspire them to work with you.

Stage 3: Newcomers working in your organisation need a well-defined integration process. Educate them about their responsibilities, career paths, and offer opportunities for interviews and storytelling about their journey. They could also be responsible for some of the engagement strategies mentioned earlier, completing the circle of empowerment.

Gamification elements include visual progress indicators like the evolution path and the leaderboard, as well as informative content that aligns with your organisation's mission and values.

Participants: minimum 10.

Resources needed:

Materials: Mainly stickers

Space needed: Youth centre or any space outdoor or indoor where you meet with your beneficiaries

Human resources: minimum 1 person (facilitator/ youth worker/volunteers coordinator)

Adaptation and difficulties:

This gamification strategy is easy to implement, and a good adaptation is to find a theme for the whole gamification activity (e.g. Harry Potter, High School Musical, LOTR, Avatar etc.). Find a theme that is attractive for young people and that would make them interested in taking part in the gamification activity.

APOD - Asociación para la Participación, Oportunidad y Desarrollo

Title: Social Architecture

Summary:

"Social Architecture" responds to the need to create positive social networks as factors of protection for adequate psycho-affective development. The combination of these two words seeks to exemplify how the young person themselves are the "architects" of their interpersonal relationships. However, these relationships occur both in a physical and digital realm, which is why we must accompany them in the "hybrid" process in which they maintain their interpersonal relationships today.

Reconnecting with their magical thinking, freedom of expression, and spontaneity is the key to gamifying our proposal. Throughout different phases and with an extra injection of motivation through the points system and extra bonuses, we will develop a process of play from individual to group.

Additionally, the collective concretion of everything worked on in a mural within the space will allow for the creation of an internal culture crucial for the connection of young people.

Overview / Background:

The main reason for choosing this activity is that through an inductive approach, young people will be able to "use their hands" and construct their own personal relationship map, to identify strengths, weaknesses, and the need for change.

This type of dynamics helps to involve youth in community spaces, as the experience of the activity itself



promotes connection between the young people and the facilitation team and the space where it is taking place, making them feel "safe."

On the other hand, the structured "process" of the activity, organised in different missions, encourages the motivation and participation of young people, who feel they are not competing against anyone, but rather seeking to bring out their best selves.

Aim(s) and objective(s):

Communication objective:

- Introduce activities with a scoring system as part of the centre's gamification strategy.
- With regards to the learning objectives of the activity:
 - Reproduce their map of interpersonal relationships using Playmobil figures.
 - Identify the personal barriers that young people have when it comes to offline and online socialising with their peers.
 - Identify the potentialities of offline and online relationships.
 - Identify the weaknesses of offline and online relationships.
 - Identify the needs of offline spaces so that dialogue and relationships can be created among young people.
 - Build individual and collective scenarios using Legos and Playmobil that represent the barriers, potentialities, weaknesses, and needs.
 - Represent the keys of the scenarios created by young people on a collective mural.

Expected outcomes:

- Have 100% of registered young people consider the scoring system attractive and motivating to participate in all sessions.
- Have 100% of young people capable of reproducing their map of interpersonal relationships using Playmobil figures.
- Between 75% and 100% of young people are capable of identifying five personal barriers they have when it comes to offline and online socialising with their peers.

- Have between 75% and 100% of young people capable of identifying five potentialities of offline and online relationships.
- Have between 75% and 100% of young people capable of identifying the weaknesses of offline and online relationships.
- Have 100% of young people capable of identifying four needs of offline spaces so that dialogue and relationships can be created among young people.
- Have 100% of young people capable of actively participating in the collective construction of scenarios using Legos and Playmobil that represent the barriers, potentialities, weaknesses, and needs.
- Have 100% of young people capable of representing the keys of the scenarios created by young people on a collective mural.

Gamification elements of the activity:

The participation model for young people responds to Emotional Commitment, as they will feel that they are evolving and rewarded according to their progress and effort.

The reward system is hybrid as it combines both intrinsic rewards, for the psychological benefit young people gain from doing meaningful work well, and extrinsic rewards, by introducing a points system for challenges achieved.

The main elements of "Social Architecture" are:

Related to Dynamics:

- Reward. Prize received for overcoming a challenge;
- Status. Recognition as a member of a community
- Achievements. Personal satisfaction from overcoming a challenge.
- Self-expression. Express autonomy, originality, and personality.
- Altruism. Seek the good of others without expecting anything in return.

Related to Mechanics:

- Accumulation of points
- Scaling of levels.
- Obtaining prizes.
- Challenges.
- Missions

Related to Components:

- Playmobil figures.
- Lego pieces.
- Lego plates.

Methodology & step-by-step description:

The first thing we need to do is decorate the space where the 3 one-hour work sessions will be held with a "SOCIAL ARCHITECTURE" arcade-style typography poster. Next, we prepare a flyer with information about the game that will be given to the young people. It explains the objective, the different missions they will have to complete, as well as the point system and prizes that will be achieved individually and collectively.

The following are key elements of all sessions:

- Warm and affectionate group welcome.
- Provide the materials and the space in the best possible conditions.

First 1-HOUR Session

Introduction of the facilitator to the group and a brief and fun warm-up activity.

Duration: 5 minutes

Introduction: the activity name along with the following question to the group, what does SOCIAL ARCHITECTURE mean to you? Once each young person's contributions have been noted, the facilitator shares the general objectives of the dynamic as well as how it will be developed with its point system.

Duration: 10 minutes

Building my map of interpersonal relationships. Each participant is given a Lego board and is asked to represent their interpersonal relationships using Playmobil figures and Legos. Among the most important instructions are to detail the spaces of those relationships, identify the different people or groups of people, leisure activities, etc.

They have 20 minutes, and the points system is as follows:

- 10 points if they manage to identify 4 spaces and 3 people in each one.
- 8 points if they manage to identify 3 spaces and 2 people in each one.

- 6 points if they manage to identify 2 spaces and 1 person in each one.

- At the end of the 20 minutes, each young person will share and explain to the group what they have developed.

Duration: 30 minutes

Invisible barriers. Next, they will be asked to identify 5 personal barriers they have when relating with their peers offline and online. For this, they will use their own relationship map that they have created and place Lego pieces that represent those barriers, writing the name of it on a Post-it.

They have 10 minutes, and the points system is as follows:

- 10 points if they manage to identify 5.
- 8 points if they manage to identify 4.
- 6 points if they manage to identify 3.
- 5 points if they manage to identify 2.
- 4 points if they manage to identify 1.

At the end of the 10 minutes, each young person will share and explain to the group the barriers he or she has identified.

Duration: 15 minutes

Closing for session. Closing dynamic in which they express how they have felt during the same, and everything is left as it is for the next session.

Second 1-HOUR Session

Start of the session: recap of what was covered in the previous session and presentation of the objectives for this session.

Duration: 5 minutes

Add or subtract? Next, we will ask each young person to identify 5 strengths and 5 weaknesses of offline and online relationships. The system will be the same as in the previous session, they will use Legos to represent them, adding the name of each of them on a Post-it.

They have 20 minutes, and the points system is as follows:

- 10 points if they manage to identify 5.
- 8 points if they manage to identify 4.
- 6 points if they manage to identify 3.
- 5 points if they manage to identify 2.
- 4 points if they manage to identify 1.

At the end of the 20 minutes, each young person will share and explain to the group the barriers he or she has identified. If necessary, a debate could be allowed around the answers they have provided.

Duration: 30 minutes

Do we make reform? Next, we will ask the young people to identify 4 needs of offline spaces so that they can be conducive to dialogue and relationships between young people. For this, they will use Lego pieces to which they will associate a post-it with the name of the detected need.

They have 10 minutes, and the points system is as follows:

- 10 points if they manage to identify 4.
- 8 points if they manage to identify 3.
- 6 points if they manage to identify 2.
- 5 points if they manage to identify 1.

At the end of the 10 minutes, each young person will share and explain to the group the needs they have identified. If necessary, a debate could be allowed around the answers they have provided.

Duration: 20 minutes

Closing for session. Closing dynamic in which they express how they have felt during the same, and everything is left as it is for the next session.

Third 1-HOUR Session

Start of the session: recap of what was covered in the previous session and presentation of the objectives for this session.

Duration: 5 minutes

Architects of our lives. Collectively, they will build a great representation of how "barrier-free" spaces should be, projecting on them the potential identified in previous sessions as well as meeting the needs of spaces. Following the same dynamic, they will use Legos and Playmobil figures. All the materials must be provided, so after photographing everything, all the work done up until that day will be dismantled.

They have 50 minutes, and the points system is as follows:

- 10 points for all the people in the group if they manage to represent 10 of those collected in previous sessions.
- 8 points for all the people in the group if they manage to represent 8 of those collected in previous sessions.
- 6 points for all the people in the group if they manage to represent 6 of those collected in previous sessions.
- At the end of the 50 minutes, each young person will share and explain to the group how they felt.

Duration: 55 minutes

Fourth 1-HOUR Session

From the board to the wall. The dynamic for this final session consists of transferring what was represented in the previous session with Legos and Playmobil figures to a wall in the civic space. The size to choose must be the one that allows everything to be finished among all people in one hour. That is why it is quite helpful that they extract "visual" keys from what was represented, and those keys decorate the civic space.

They have 60 minutes, and the points system is as follows:

- 10 points if they participate actively.
- 5 points if their participation is intermediate.

At the end, they will have a review of how they felt during the process.

The point distribution must be decided if it's done at the end of the session or at the end of each activity, depending on what the group decides.

The point distribution must be decided if it's done at the end of the session or at the end of each activity, depending on what the group decides.

Participants: The ideal number of participants is 10 due to limitations on the necessary materials and space needed to carry out the different activities in SOCIAL ARCHITECTURE. Therefore, a space of at least 60 square meters is required to accommodate tables for the different creations of the young people.

Resources needed:

Needed Materials: 200 Playmobil figures; 300 Playmobil accessories; 20 Lego plates; 10,000 Lego pieces of different sizes and shapes; 10 Post-it notepads; Pens and markers; Point chips (created with the logo of the community space); 10 brushes; 10 paintbrushes; 10 one-litre cans of paint in different colours; 10 permanent markers; 100 sheets of paper; 20 coloured markers; 15 pencils with erasers

Adaptation and difficulties:

Common hurdles:

- A participant mocking another's creation.
- A participant becoming too shy or hesitant to participate.
- Someone rushing to finish before others

Important aspects to consider in facilitating:

- The first and most important is the modelling of attitudes towards oneself and others by the facilitator within the group.
- Validating each person's effort above the quality of their creation.
- Reinforcing respectful attitudes among the group participants.
- Setting up the right environment for the activity: the arrangement and quantity of materials, disposition of participants, and the type of music played in the background during the different activity phases.

Title: Escaping The Street

Summary:

"Escaping the street" is a direct shift in the codes with which we communicate with young people. Imagine an "invisible" interaction in which they make their own decisions and in doing so, they get closer and get to know our centre. This is the basis of our proposal, which is open to the participation of all young people.

As a treasure hunt game, we will locate clues with key phrases or questions along with a QR code that, as a test, will bring the young person closer to our centre, with the final challenge being to enter the centre and solve an escape room-like puzzle.

We could summarise it as a great individual or collective game that promotes the visibility of our space in an alternative and disruptive way that is closer to the motivations of young people.

Through this activity, we hope to promote the centre and introduce the gamification system that the centre has initiated through this activity. Registration for the activity will mean signing up for the centre and the points system.

Overview / Background:

The main reason for choosing this activity is because it promotes young people's decision-making skills so that through self-discovery, they reflect and decide in favour of their well-being and interests.

It is innovative because, through a game, in which the goal is to overcome a challenge, in addition to advertising our youth space, we get young people to come to it and sign up for the new point system at the centre.

It is part of a strategy to involve them in a gamification system where at the end of this activity, they will sign up as users of the centre, where participation in each activity will be associated with the accumulation of points and prizes.

Aim(s) and objective(s):

- To motivate young people in the area to dynamically discover the routes from the most important points of interest for them in the neighbourhood towards the centre.

- Get at least 30 young people to sign up as users in the centre and in the proposed gamification system for the last quarter of 2023.
- Introduce the centre and the new gamification system among the young population in the area.
- Propose a gamification system, an agenda of centre activities, and prizes attractive enough for them to register.

Expected outcomes:

- Initiate a gamification system in the centre, using the activity as the start of the registration process.
- Get at least 30 young people to sign up for the gamification system.
- Ensure that 100% of participants complete the activity.
- At least 50% of participants in the activity return to the centre in the following two weeks.
- Increase the visibility of the centre in the area, especially among young people.

Gamification elements of the activity:

Challenges:

Participants face a series of challenges and puzzles for which they should use apps or social networks.

Rewards:

Successfully solving clues leads to receiving rewards, not only in this activity but also in a future reward system.

The activity promotes competition, active participation, and involvement in a system that requires participation in the near future in other activities at the centre, and loyalty, if more rewards are to be earned.

Methodology & step-by-step description:

Preparation:

Identify 3-4 points of interest for young people in the neighbourhood - schools, squares, sports centres - that are at approximately equal distances from the centre.

All routes will have the same distance and the same number of challenges.

- These will be the starting points for the activity, and the first QR codes will be located there. Prepare the rules, the registration system in the game and at the centre, the instructions for getting to the next point, and the associated tasks.
- Develop a series of tasks using online applications (free) always using the sign-up user to identify themselves, which should be the same as the Instagram account, challenges to share the videos prepared by the Association for this activity, using a hashtag specially created for the activity and tagging the centre.
- Always using the Instagram user for all the treasure hunt's tasks makes it possible to manually track the tasks and their results when there is no application specifically created for this activity.

Technological requirements:

- Communicate that in order to participate is required a mobile phone with internet access and a good camera, the Instagram app installed, an active Instagram account, and that it will be necessary to use it to register for the game, and overcome challenges.
- The activity will take place during a specified time frame with various starting points. Make sure that there is a volunteer at each starting point who will help participants start the activity, understand the instructions, and sign up.
- Once they arrive at the centre, their QR code will be scanned, which will be generated at the time of signing up for the activity/centre, in this way they will become familiar with presenting the code and checking in when they enter the centre.
- An escape room activity will be waiting for them in the building.

Scoring:

Each game test will have a number of associated points. The total number of points from this game will facilitate winning the first prize from the centre's gamification system, but just participating in a learning activity in the following week will earn enough points to win an even more interesting prize.

The centre will have posters with the planning of the next few weeks' activities and the number of points associated with each. Also, the list of rewards for accumulated points.

At the end of the activity, they will receive a message with the accumulated point total, how many points they need to win the next prize, and how to earn it.

Celebration:

A space will be organised for the celebration, with snacks, they will be given the prize they won, and they will be informed about the centre and its upcoming activities. A photo booth will be available for them to take pictures and tag the centre on social media.

Participants: The activity is designed for young people between 12 and 15 years old.

There is no strict number of participants for this activity, considering that it can start at different times during the communicated time slot, and with several routes, it can be carried out by many people.

Although the activity does not limit the number of people, the fact that there is no app that facilitates user registration and automatically adds up the points and that this will be done manually, it would be ideal to carry it out with approximately 30 people.

Depending on the available resources, both human and technological, this activity can be adapted.

Resources needed:

Materials: Smartphones or tablets with access to the internet and required apps; Printed QR codes placed on the routes to the centre; Materials presenting the point system and agenda of the centre's activities for the upcoming weeks.

Environment: Establish the routes (maximum of 5) around the centre; Have a large space to organise the escape room in the centre; A space to celebrate and award prizes.

Human Resources: Volunteers at all starting points and during the routes to introduce the activity, provide information and monitor the activity's development; Hosts, responsible for welcoming participants to the centre, scanning the QR code to enter, and introducing them to the escape room; People in charge of monitoring the development of the escape room; People in charge of the celebration area; Technical support to carry out registrations in the activity and send the QR code associated with the registration; supervise the platforms used for the challenges to count the accumulated points in the activity;

send a message at the end with the accumulated points.

Adaptation and difficulties:

The treasure hunt challenges and the escape rooms can be customised and designed for any topic of interest and age range.

Difficulties and aspects to be taken into consideration during facilitation:

Technical problems: ensure that there are no problems in receiving the challenges' results and that the addition of points takes place without problems.

Participant safety: prioritise participant safety during the chase, especially if it involves exploring the outdoors or unknown places.

Clarity of Clues: design clear and understandable clues to avoid confusion among participants.



YOUTH COOP

Title: Youth Leaders - Strength Your Powers

Summary:

Cycle of activities to integrate young participants as leaders in developing and preparing activities for other young people in the community.

Overview / Background:

The retention of young people in the development and participation of activities is one of the most felt challenges in Portuguese organisations, and it translates into several European countries.

Studies show that young people (aged 15 to 30) are unhappy with traditional forms of civic participation and the impersonality of the forms of citizenship practised (many of them summarise "voting" as the only form of civic participation they know).

Despite organisations' efforts to present proposals and activities for young people, the technical staff's approach is often insufficient to represent young people's needs. This strategy presents a way of offering space for representation and participation for young people, those who want to motivate their peers to create a different reality and help to encourage community spaces to be used properly.

Engaging youth in activity planning ensures that the organisation and community centres remain relevant to the current generation. They understand their peer's concerns, interests, and needs better than anyone else, making their contributions more authentic and impactful

Involving youth in planning activities provides them with valuable competence development opportunities. They can learn project management, teamwork, leadership, and communication skills, which can benefit them personally and professionally.

Youth are typically more adaptable to changing circumstances and technologies. Their involvement in planning can help organisations stay agile and responsive to evolving trends and challenges.

By offering youth the opportunity to participate in activity planning, organisations can inspire other young individuals to become active community participants and leaders. Youth volunteers, like Youth Leaders,

can serve as role models for their peers, encouraging broader youth engagement.

This strategy is being incorporated by the YouthCoop team as part of the promotion of local youth action groups. These groups are made up of 5 to 10 young people, aged between 16 and 18, who meet weekly. The local action group aims to promote civic participation activities and the involvement of young people in community dynamics so that young people better know and integrate into their community.

The need arose to install a group dynamisation system, which involved offering an experience of leadership and responsibility to young people interested in mobilising the group to create plans and proposals for new activities.

This strategy is integrated into the YouthCoop Strategy from 2023 to 2028, giving the organisation guidance in this stipulated period.

The organisation aspires to provide spaces for promoting and developing personal and social competencies, which are inclusive and attractive to young people. It is also planned to involve young people who regularly participate in activities promoted by YouthCoop, such as participants in long-term actions or volunteering, internship, and work opportunities.

Aim(s) and objective(s):

Aims of the Activity:

- Integrate young people into active roles in the planning, preparation, promotion, and follow-up of activities of relevance to the youth community.
- Design a pedagogical approach that is based on active learning methods to prepare young leaders to promote activities of interest to young people.
- Directly empower young people with competencies that are useful for their lives and that promote initiative taking.

Communication Aims:

- Highlight young people in developing the activity agenda for the organisation.
- Recognise the high value of volunteering by attributing a special spotlight to youth leaders and their achievements.

Collect feedback from volunteers about their experiences and use it to improve the volunteer program. Share the results and demonstrate the commitment to continuous improvement.

Expected outcomes:

Have a group of young people prepared with competencies and motivated to collaborate with the organisation's technical team in developing and implementing activities for young people.

Have an activity plan adapted to languages and approaches closest to young people's needs, interests, and perspectives.

Provide a long-term experience of valuing and recognising volunteering, which is effective in understanding concepts and knowledge about the organisation of events and activities. There must be an effective and adapted strategy to create mass retention of young people within organisations.

Gamification elements of the activity:

Challenges and Missions:

Design missions or challenges related to volunteer tasks or projects: volunteers can earn points or rewards upon successful completion.

Achievement Unlocks:

Implement an achievement system where volunteers unlock new levels or badges as they gain experience or complete specific tasks.

Each unlocked achievement can come with its own set of rewards or recognition.

Peer-to-Peer Challenges:

Allowing volunteers to challenge their friends or peers to join the activities or complete specific tasks can be particularly effective in recruiting new youth community members.

Recognise and reward volunteers for successfully recruiting others.

Random Acts of Kindness:

Surprise volunteers with random acts of kindness or unexpected rewards for their dedication and hard work.

This element of surprise can be a fun way to keep volunteers engaged.

Collaborative Projects:

Create opportunities for volunteers to collaborate on projects and solve challenges together.

Foster a sense of teamwork and community by recognising group achievements.

Methodology & step-by-step -description:

Step 1: Open Call and Selection of the Youth Leaders

Promote close to young people who are interested and motivated to develop projects and activities but don't know how to start.

Encourage people to sign up, in an informal and easy way.

Determining selection criteria will depend on the number of available vacancies or the team's ability to monitor. If necessary, promote selection meetings with collaboration and communication challenges to verify interaction between young people.

Step 2: Create Content and Challenges

Develop content and challenges that align with the program's objectives. These challenges can be related to leadership development, community service, or specific projects. Ensure that challenges are age-appropriate and adaptable for different skill levels.

Step 3: Launch the Program

Launch the programme with a clear start date and duration. Promote it through various channels, such as social media, your organisation's website, and email newsletters. Encourage young volunteers to sign up and participate.

Step 4: Provide Training and Resources

Offer training sessions or workshops to help youth leaders understand the program, the gamification elements, and their leadership roles. Provide resources and materials to support their volunteering efforts.

Step 5: Monitor Progress and Engagement

Regularly monitor the progress of youth leaders within the gamified system. Keep an eye on points earned, badges acquired, and challenges completed and track

engagement and participation levels.

Step 6: Recognise and Reward Achievements

Recognise and reward youth leaders for their achievements. This could include virtual badges, certificates of completion, or tangible rewards like gift cards or volunteer merchandise.

Step 7: Foster Community and Collaboration

Encourage collaboration and community-building among youth leaders. Create discussion forums or social media groups to share their experiences, challenges, and successes.

Step 8: Gather Feedback and Iterate

Solicit feedback from youth leaders about their experiences with the gamified program. Use their input to improve, refine challenges, and enhance the overall experience.

Participants: Depending on the community or group of young people, determine the additional number of technical team needs.

We suggest at least 4 to 5 young people to mobilise a group of 10 - 20 participants.

Resources needed:

Materials: Whiteboard, pens, and post-its for the planning phase; Rewards such as letters, stickers, posters, treats, and so on, whatever interests the volunteers.

Space: Training/multifunction room.

Human Resources: Have at least one technical member/Youth Worker available to accompany the group, provide appropriate training, and facilitate sessions. If it is possible to have a senior volunteer or one with more experience to support the development of sessions, share their experience.

Adaptation and difficulties:

Adaptation

Understand the Context: Begin by thoroughly understanding the context, including the cultural, social, and environmental factors that may impact the program's implementation.

Engage Local Stakeholders: Involve local stakeholders, including community leaders, educators, and

parents, in the planning and implementation of the program. Their support is essential.

Training and Support: Provide training and support to facilitators working with the youth leaders in the new context. Ensure they understand the program's objectives, gamification elements, and facilitation techniques.

Pilot Test: Consider piloting the adapted programme on a small scale to gather feedback and make necessary adjustments before full implementation.

Difficulties

Cultural Sensitivity: The programme should respect local customs, traditions, and values. Avoid any elements that may be seen as insensitive or offensive.

Language Barriers: Ensure that all programme materials, instructions, and communication are available in the local language(s). Language barriers can hinder understanding and participation.

Resource Constraints: Be aware of potential resource constraints in the new context. Ensure that the programme is feasible and affordable for the target audience.

Adaptation vs. Core Principles: Balance the need for adaptation with the core principles and goals of the program. While customisation is essential, the program's integrity and effectiveness should not be compromised.

Sustainability: Consider the long-term sustainability of the programme in the new context. How will it be maintained and funded beyond the initial implementation phase?

Flexibility: Be flexible and open to feedback and adjustments during the implementation process. Adaptation is an ongoing process.

Feedback Mechanisms for Gamification Strategies

Feedback in gamification strategies is pivotal for enhancing youth engagement. It provides insights into the effectiveness of these strategies in community spaces.

Methods to gather and analyse feedback for both online and offline gamified activities:

Online Feedback Tools:

Online tools, including surveys, and in-game analytics, are essential for collecting data on user engagement, progress, and preferences in online gamified activities.

Creating surveys:

Online surveys are an effective tool for gathering feedback on gamified activities. Questions should be clear and concise, relating directly to the gamification experience.

Utilising In-Game Analytics:

In-game analytics in digital gamification platforms track user interactions, achievements, and progress, providing quantitative data on engagement and effectiveness.

Offline Feedback Tools:

Traditional methods like feedback forms, focus groups and direct observations can be valuable for gathering insights into participant experiences, engagement levels and effectiveness of Gamification strategies applied.

Integrating Participant Feedback Forms:

Distributing feedback forms after activities helps to capture relevant data about the gamification experience.

<https://drive.google.com/file/d/1OXBkHFFnjdVwd-V4PQKDao56HPWgSaGZW/view?usp=sharing>

Conducting Observational Studies:

Observational studies during gamified activities offer insights into participants' engagement levels, behaviours, and interactions with the game elements.

Facilitating Group Discussions:

Organising and leading group discussions helps to gather qualitative feedback, offering insights into the participants' experiences and suggestions.

Analysing Feedback for Improvement:

Analysing the collected feedback, identifying patterns and areas for improvement in the gamification strategy.

Continuous Adaptation and Improvement:

For gamification strategies to remain effective and engaging, ongoing feedback collection and analysis is needed.

INTRODUCTION TO DIGITAL ENGAGEMENT OF YOUNG PEOPLE

Digital engagement refers to how young people interact with technology and digital platforms, encompassing everything from social media usage to online learning and digital creativity.

This form of engagement is shaping youth culture and behaviours, as digital platforms are where a significant part of social interaction, learning, and entertainment occurs for young people today.

The Importance of Digital Media in Connecting with Today's Youth:

Digital media is crucial in connecting with modern youth because it's intertwined with their daily lives. It's the main avenue for communication, information, socialisation, and entertainment.

The immersive nature of digital media means it significantly influences young people's interests, values, and behaviours.

The relevance of digital platforms in youth engagement strategies:

Digital platforms play a crucial role in youth engagement strategies, offering unique opportunities and challenges for professional youth workers.

Firstly, digital media is a central aspect of modern youth culture, acting as the primary medium for communication, socialisation, and information acquisition. The pervasive nature of these platforms means that they significantly influence the interests, values, and behaviours of young people. The global spread of the internet and the consolidation of social and entertain-

ment online platforms have led to a digital economy where youth participate as consumers, producers, and users. However, it's important to note that not all youth are equally able to participate due to structural inequalities such as race, gender, national origin, age, socioeconomic status, and geography.

Moreover, digital platforms have been effective in translating online awareness into in-person activism. For instance, social media campaigns have successfully mobilised youth for peaceful protests and social change, demonstrating the power of online engagement as a vital tool for activism today. This shift towards digital activism also underscores the importance of understanding social media trends and digital security to engage young people effectively.

In addition to activism, there's a growing emphasis on designing and implementing various forms of youth participation in digital spaces. Models like youth labs, learning and co-design spaces, youth boards, and participatory research are being explored to meaningfully engage youth. These models focus on building participation that resonates with the unique interests and backgrounds of young people, offering insights into effective engagement strategies in the digital world.

Finally, strategies for engaging youth in digital spaces include encouraging user-generated content, establishing mentorship and support networks, promoting mental health and well-being initiatives, and fostering leadership opportunities. These strategies emphasise the importance of authenticity, creativity, and a deep understanding of the digital landscape to build meaningful connections with youth.

In summary, digital platforms are critical in engaging today's youth, providing avenues for activism, social change, and personal development. The key for youth workers is to leverage these platforms thoughtfully, considering the diverse needs and contexts of young people.

Here are some useful learning platforms for young people led by Solidarity Tracks and other organisation and institutions under Erasmus plus programme:



Youtheclub.eu: for young people future social entrepreneurs.



Learn2volunteer.com: for young volunteers.



sportsocialact.org: for young people who want to develop their skills and take initiatives in the field of sport event.



E-rescue.eu: for young people who want to give a live to the abandoned public spaces in their community.

Overview of various digital platforms popular among young people (social media, blogs, podcasts, learning platforms etc.)/ How these platforms can be used for effective communication and engagement.

Digital platforms have become an integral part of young people's lives, offering diverse ways to connect, learn, and express themselves.

[Here's an overview of various popular digital platforms among youth:](#)

Social Media Platforms:



Instagram: Known for its visual content, Instagram is popular for sharing photos and videos. It's particularly favored for its story feature and various interactive elements like polls and questions.



TikTok: This platform has surged in popularity for its short-form videos. It's widely used for entertainment, but also for educational content and social activism.



Snapchat: Popular for its ephemeral content, Snapchat is favored for its privacy-focused features like disappearing messages and creative filters.



X (former Twitter): Used for micro blogging, Twitter is a platform where young people follow trends, share opinions, and engage in conversations on diverse topics.



LinkedIn is a professional networking platform designed for business and career development. It allows users to create profiles showcasing their professional experience, education, and skills.



Facebook: While its popularity among younger demographics has waned, Facebook remains a hub for connecting with friends and family, and for joining interest-based groups.

Blogging Platforms:



WordPress: Used for more traditional blogging, where users write longer-form content on various topics.



Blogger: As the previous, used for more traditional blogging, where users write longer-form content on various topics.



Medium: Known for its diverse range of content and clean interface, Medium is popular among young writers who want to share their thoughts and stories.

Learning Platforms:



Coursera: Online learning platform offering courses on a wide array of subjects, allowing young people to gain new skills or deepen their knowledge in specific fields.



Udemy: As previous, online learning platforms that offer courses on a wide array of subjects, allowing young people to gain new skills or deepen their knowledge in specific fields.



Duolingo: Popular for language learning, Duolingo offers a gamified approach to learning new languages.



Spotify Podcasts: Widely used platform for both listening to and creating podcasts on a wide range of subjects, from entertainment to education.



Apple Podcasts: together with Spotify these platforms are widely used for both listening to and creating podcasts on a wide range of subjects, from entertainment to education.



youthclub.eu is a platform focused on fostering social entrepreneurship among young people. It is an initiative led by Solidarity Tracks organisation from Greece that offers e-mentoring and various resources and activities aimed at enhancing the skills and knowledge necessary for becoming social entrepreneurs.



Learn2Volunteer.com is an educational platform led by Solidarity Tracks organisation from Greece, offering a variety of online courses designed primarily for volunteers and those involved in social and community work. The courses available on this platform cover a range of topics, each aiming to enhance specific skills and knowledge areas relevant to volunteering and social entrepreneurship.

Gaming and Streaming Platforms:



Twitch: Primarily a platform for video game live streaming, Twitch also hosts live streams of various other content.



YouTube: A central platform for video content, YouTube is used for watching videos on virtually any topic, as well as for content creation.

Communication and Collaboration Tools:



Discord: Originally popular among gamers, Discord is now used broadly for creating community spaces and for text, voice, and video communication.



Zoom: Tool for online learning, virtual meetings, and even social gatherings.



Google Meet: Together with Zoom, these tools have become essential for online learning, virtual meetings, and even social gatherings.

Each of these platforms serves different purposes and offers unique features that appeal to young people. Their popularity is driven by the ability to share content, connect with others, learn new things, and express creativity.

Developing a Digital youth engagement Strategy:

Guidance on creating a digital strategy that resonates with young people, including platform selection, content creation, and timing.

- Identify platforms where your target youth audience is most active. Popular choices include Instagram, TikTok, Snapchat, and YouTube.

Consider the unique features of each platform and how they align with your content strategy (e.g., Instagram for visuals, TikTok for short-form videos).

- Research and understand the interests, behaviours, and preferences of the young audience. Stay updated with the latest trends and topics that engage them.

- Develop content that is relatable, engaging, and relevant to young people. This could range from educational content to entertainment and lifestyle topics.

Use a mix of content types like videos, images, infographics, and interactive posts.

- Post content when your audience is most likely to be online. This might require analysing platform-specific analytics to identify peak engagement times.

Maintain a consistent posting schedule to keep your audience engaged.

- Encourage interaction through comments, polls, quizzes, and challenges.

Respond promptly to comments and messages to foster a sense of community.

- Be genuine in your messaging. Young people value authenticity and can quickly identify when brands or organisations are not being truthful.

Share stories and experiences that resonate with their values and aspirations.

- Use visually appealing graphics and creative storytelling to capture attention.

Tailor the visuals and style to suit the tastes of a younger demographic.

- Regularly monitor the performance of your content using analytics tools.

Be prepared to adapt your strategy based on feedback and changing trends.

- Ensure your content is inclusive and represents a diverse range of voices and experiences. Address issues that matter to young people and support causes important to them.

- Create a safe space for young people to interact and engage with your content.

By combining these elements, you can develop a digital strategy that effectively engages young people and fosters meaningful interactions.

Integrating digital tools with traditional methods:

Integrating digital tools with traditional methods in the context of developing a digital youth engagement strategy can greatly enhance the effectiveness and reach of your initiatives. Here are some concrete methods to achieve this integration:

Combining Social Media with Live Events: Use social media platforms like Instagram, Facebook, or Twitter to promote and live-stream events. Encourage attendees to share their experiences in real-time using a specific hashtag.

Virtual Workshops and Traditional Training Sessions: Complement in-person workshops with online follow-up sessions using platforms like Zoom or Google Meet.

· Provide digital resources or e-learning modules post-workshop for extended learning.

· Online Surveys and Focus Groups: Use digital survey tools like Google Forms or Survey Monkey to gather feedback before and after traditional engagement activities.

· Organise virtual focus groups to discuss results or gather more in-depth insights.

· Digital Storytelling and Physical Exhibitions: Encourage youth to create digital stories or content that can be showcased in a physical exhibition.

- Use QR codes in physical spaces to link to digital content or interactive experiences.
- Mobile Apps and Community Events: Develop or use existing mobile apps to provide information about community events, opportunities, and resources.
- Apps can include features like event registration, notifications, and interactive maps.

Gamification and Educational Programs:

Incorporate gamification elements in educational programs through digital platforms.

Use online quizzes, challenges, and badges to complement traditional learning methods.

Online Forums and In-Person Discussions:

Set up online forums or discussion boards to continue conversations started in in-person meetings or events.

Use these platforms for pre-event discussions to shape the agenda or topics.

Social Media Campaigns and Street Marketing:

Combine social media campaigns with traditional street marketing like flyers or posters.

Use consistent messaging and visuals across both digital and physical mediums.

Virtual Mentorship alongside Face-to-Face Meetings:

Pair young individuals with mentors digitally, facilitating initial conversations and follow-ups online.

Arrange periodic in-person meetups for more personal interaction.

Blended Learning Approaches: Use a combination of online resources, such as educational videos and digital reading materials, along with traditional classroom-based activities.

Community Blogs and Magazines: Encourage young people to contribute to digital blogs and transform these contributions into a physical magazine or newsletter.

Video Content and Public Screenings: Create video content or documentaries on issues important to youth and host public screenings followed by discussions.

By leveraging both digital and traditional methods,

you can create a more dynamic and inclusive youth engagement strategy that harnesses the strengths of both approaches, catering to diverse preferences and expanding your reach.



SOURCE: in-house development using AI-based generation tools.

Engaging Youth in Digital Content Creation:

How to enhance the involvement of young people in creating digital content

Enhancing the involvement of young people in creating digital content can be achieved through various strategies:

- **Workshops and Training:** Offer workshops or online tutorials on content creation, editing, and digital storytelling. This can empower young people with the skills they need to create compelling content.
- **Youth Participation in Planning:** Involve young people in the planning stages of digital projects or campaigns. This inclusion ensures that the content is relevant and appealing to their peers.
- **Mentorship Programs:** Pair young content creators with experienced mentors in digital media. This can provide guidance, support, and valuable industry insights.
- **Platforms for Expression:** Create or provide platforms where young people can showcase their work/ idea/ initiative, like a dedicated section on a website, a YouTube channel, or social media pages.
- **Competitions and Challenges:** Organise competitions or challenges with specific themes or topics. This encourages participation and brings out creativity in content creation.
- **Feedback and Recognition:** Offer constructive feedback and recognition for their contributions. Acknowledging and celebrating their work can be highly motivating.
- **Collaboration Opportunities:** Facilitate opportunities for collaboration among young creators. Collaborative projects can lead to more diverse and rich content.
- **Resource Accessibility:** Ensure that young people have access to necessary resources – this could be software, equipment, or spaces to create their content.
- **Youth Advisory Boards:** Establish advisory boards made up of young people to guide the content strategy of organisations targeting youth audiences.
- **Social Media Influencer Partnerships:** Partner with

youth influencers to co-create content. This can help in learning from their approach and reaching a wider audience.

Examples of successful youth-led digital initiatives.

Examples of Successful Youth-Led Digital Initiatives:

- **DoSomething.org Campaigns:** A platform where young people launch social change campaigns. These often involve digital storytelling and social media mobilisation.
- **TED-Ed Clubs:** Young people around the world create TED-style talks on topics they are passionate about, often leading to digital content like videos and blogs.
- **Youth Radio:** An initiative where young people are trained in media and technology to create digital content including podcasts, music, and articles.
- **Global Changemakers' Blog:** A space where young activists share their stories, experiences, and insights in blog format, encouraging global youth dialogue.
- **Learn2volunteer.com:** A platform where the young volunteers can meet their peer who are doing volunteering abroad and share their volunteering experience with them.

Safety and Privacy in the Digital Realm:

For young people navigating the digital realm, ensuring safety and privacy is crucial. Here are some best practices and advice to protect your digital well-being:

- 1- Strong Passwords and Security Settings:** Use strong, unique passwords for different accounts; Enable two-factor authentication where available; Regularly review and adjust privacy settings on social media and other online platforms.
- 2- Awareness of Phishing and Scams:** Be cautious of suspicious emails, messages, or links. Phishing scams often impersonate trusted sources to steal information; Verify the authenticity of requests for personal information.



SOURCE: in-house development using AI-based generation tools.

How to measure the effectiveness of digital engagement strategies:

Measuring the effectiveness of digital engagement strategies for young people involves a combination of quantitative and qualitative metrics. Here are some key methods and examples:

Social Media Analytics:

Example: Tracking the number of likes, shares, and comments on social media posts targeting young people. A campaign on Instagram promoting mental health awareness could be considered effective if there's a significant increase in engagement (likes, comments) and a high number of shares, indicating resonance with the young audience.

Website Traffic Analysis:

Example: Using tools like Google Analytics to assess the number of visits, session duration, and bounce rate on web pages designed for young people. A high number of repeat visits and longer session durations on a youth-focused educational portal could indicate effective engagement.

Survey and Feedback:

Example: Conducting surveys or collecting feedback directly from young people to gauge their perception and effectiveness of the digital content. For instance, a survey following an online workshop on digital skills could reveal how much the participants felt they

learned and how engaging they found the workshop.

Conversion Rates:

Example: Measuring how many young people took a specific action, like signing up for a newsletter or downloading an educational app, after a digital campaign. High conversion rates would indicate successful engagement.

Engagement in Online Events:

Example: Evaluating participation levels, interaction, and feedback in webinars or online workshops tailored for young people. High attendance and active participation in a webinar about career planning for high school students could be a sign of successful engagement.

Content Reach and Virality:

Example: Assessing how far content spreads beyond the initial audience. A video or a meme created for youth that goes viral and is shared across various platforms demonstrates high engagement and effectiveness.

User-Generated Content:

Example: Encouraging young people to create and share their content related to a campaign. For example, a social media challenge that prompts youth to share their own experiences or creations related to a social cause can be a powerful indicator of engagement.

Time Spent on Interactive Elements:

Example: Measuring how much time young users spend on interactive elements like quizzes, games, or interactive info graphics on a website. Longer engagement times can indicate that the content is captivating and effective.

Retention Rates:

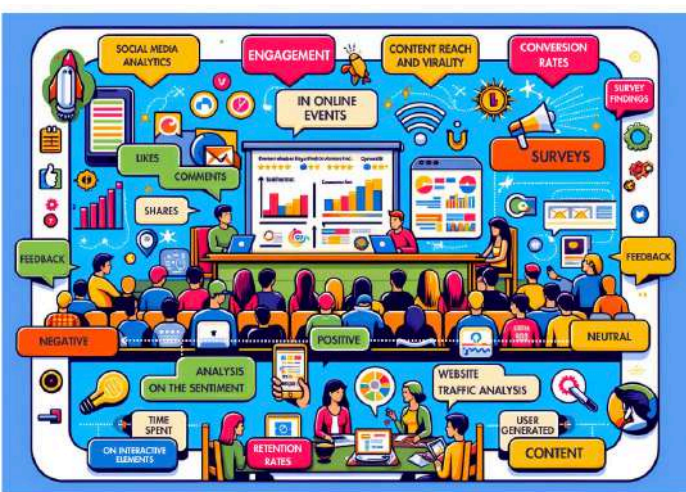
Example: Analysing how many young people return to digital platforms or continue to engage with content over time. For instance, the number of recurring young viewers of a weekly live-streamed educational series.

Sentiment Analysis:

Example: Using tools to analyse the sentiment (posi-

tive, negative, neutral) of comments and discussions on social media posts or forums. Positive sentiments on posts related to a youth-centric health campaign can signify effective engagement.

Each of these methods provides insights into different aspects of digital engagement, and they are most effective when used in combination to get a comprehensive understanding of the impact of digital strategies on young audiences.



SOURCE: in-house development using AI-based generation tools.

Illustration summarising a digital strategy for engaging young people. This visual guide includes elements such as platform selection, content creation, timing, interactivity, consistency, authenticity, and feedback.



CONCLUSIONS

This guide, 'Communication and Gamification Strategy for Youth Engagement', focuses on the importance of effective communication and gamification strategies for engaging young people in community spaces.

The document shows how these strategies can increase young people's visibility, awareness and participation in community activities. It highlights the need for youth centres and organisations to adopt innovative approaches and effective methods to make these spaces more attractive and engaging for young people.

The guide provides valuable information and tools to improve advocacy, education and inclusive learning. It also highlights the importance of creating a community around youth organisations and encouraging young people to actively participate and feel included.

We hope that this tool will inspire our readers and encourage them to experiment and put into practice some of the methods suggested and to share their feedback with us, to promote positive change and progress in vital community spaces, while defending the rights of young people to freely express their views on the issues that matter to them and to increase their engagement in the development of these spaces.



FINAL REFERENCE TO THE FUNDERS

About the Erasmus+ funding programme

Erasmus+ is the EU's programme to support education, training, youth and sport. It provides opportunities for participants to study, train, gain experience, and volunteer abroad. The 2021-2027 programme places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life. In addition to offering grants, Erasmus+ also supports teaching, research, networking and policy debate on EU topics.

Opportunities for individuals specifically aimed at students, learners, staff, trainees, teachers and volunteers can be accessed from all over the world.

There are also opportunities for organisations, which want to explore development and networking opportunities, including strategic improvement of the professional skills of their staff, organisational capacity building, and creating transnational cooperative partnerships with organisations from other countries in order to produce innovative outputs or exchange best practices.

The Power Youth Up project was funded in the frame of Key Action 2: Cooperation among organisations and institutions The cooperation among organisations and institutions is expected to result in the development, transfer and/or implementation of innovative practices at organisational, local, regional, national or European levels.

INTRODUCTION TO THE PRACTICES OF LOCAL YOUTH WORK

PURPOSE OF THE COLLECTION AND METHODOLOGY USED

One of the objectives of this guide is to identify relevant good practices, activities, methods, and daily modus operandi. Partners identified their most successful practices and procedures employed in their local contexts, which can be relevant, tested, or applied in other contexts or community/NGO spaces. This promotes the exchange of knowledge and enables the replication of effective strategies.



YOUTH COOP (PORTUGAL)

Youth Coop is a Portuguese youth workers' non-profit cooperative concerned with empowering and raising awareness among young people. It acts in Youth Work, Education for Sustainability, Citizenship, Human Rights and Youth Participation. It advocates for better youth policies and attractive community spaces for young people. Our motto is "Empowering Youth".



SOLIDARITY TRACKS (GREECE)

Engages youngsters in entrepreneurship networks and groups; Builds a solid local cooperation network that includes local authorities through lobby and advocacy efforts.



NOVO MUNDO AZUL (PORTUGAL)

Promotes EU values, youth participation, and youth work through community-based projects; Develops and delivers training courses to young people using various teaching and learning methods and platforms.



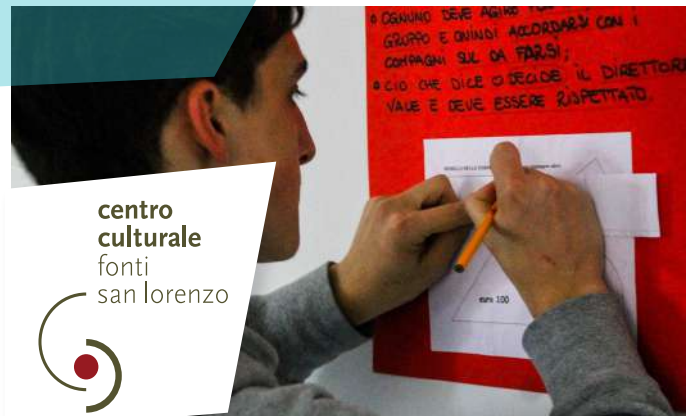
POD (SPAIN)

Streamlines community spaces for youth in cooperation with the local municipality; Utilises their youth work competencies to create conducive environments for young people.



FITT (ROMANIA)

Supports strategy development in the context of the European Youth Capital; Engages in community animation based on the renovation projects of vacant houses into community places animated by youngsters.



centro
culturale
fonti
san lorenzo



CENTRO FONTI SAN LORENZO (ITALIA)

Brings long and solid experience in community development and animation in a small Italian villa.

These partner organisations contribute their unique expertise and experiences in youth work, training, community development, advocacy, and strategic partnerships. Together, they form a comprehensive and diverse collaboration with the necessary skills and knowledge to deliver the project effectively.

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P.O.D. ASSOCIATION - Asociación para la Participación, Oportunidad y Desarrollo

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ADDITIONAL RESOURCES

- <https://rm.coe.int/16807023e0>: study about youth participation from the manual "Have Your Say" from the Council of Europe.
- Report of the internal survey. Research report "Engaging Youth Mind and Heart: Effective Strategies for Community and Youth Centres". <https://drive.google.com/file/d/1wUeTq90806JNUsWVnZGWahqmltWbj1rV/view?usp=sharing>

· [Youth Development Program Toolkit - ACT for Youth](#)





Power Youth Up



PROJECT BY:



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