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# Methodological Guide for the Development of Collaborative Projects for Youth

Portugal – Italy - Spain

## Project Information

Project Title	DigitArt (DART)
Funding Program	Agência Nacional Erasmus+ Juventude em Ação Key Action 2 - Cooperation for Innovation and the Exchange of Good Practices - Partnerships for Creativity
Project Number	2020-1-PT02-KA227-YOU-007642
Project Website	<a href="https://contextos.org.pt/o-que-fazemos/digitart/">https://contextos.org.pt/o-que-fazemos/digitart/</a>
Project Coordinator	Contextos – Cooperativa para o Desenvolvimento e Coesão Social, CRL (Portugal)
Project Partners	Lascò Srl (Italy) Asociación Fronteiras (Spain)

## Credits

Developed by Contextos – Cooperativa para o Desenvolvimento e Coesão Social CRL (Portugal), Lascò Srl (Italy) and Asociación Fronteiras (Spain)

1st Edition - September 2022

DOI - 10.5281/zenodo.7075493

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This publication is a result of the project DigitArt (DART) co-funded by Agência Nacional Erasmus+ Juventude em Ação - Key Action 2 - Cooperation for Innovation and the Exchange of Good Practices - Partnerships for Creativity, under the grant agreement 2020-1-PT02-KA227-YOU-007642. The support of the European Commission for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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# I. Introduction

This Methodological Guide for the Development of Collaborative Projects for Youth was developed as part of the *DigitArt* Project, co-financed by the Erasmus+ Programme of the European Union (*Key Action 2 - Cooperation for Innovation and the Exchange of Good Practices - Partnerships for Creativity*). The project is coordinated by Contextos - Cooperativa para o Desenvolvimento e Coesão Social CRL (<https://contextos.org.pt/>, Portugal), in partnership with Lascò Srl (<https://lasco.io/>, Italy), and Asociación Fronteiras (<https://www.frenteiras.net/>, Spain).

This document is the fourth and last of a total of four publications, or *Intellectual Outputs* (IOs), that result from this project:

- **IO1** – State of Art Research - Creativity and Creative Learning Environments
- **IO2** – Participatory Video - Methodological Guide for the Implementation of Innovative Strategies that Promote the Participation of Youth
- **IO3** – Training Itinerary to Improve ICT Competences
- **IO4** – Methodological Guide for the Development of Collaborative Projects for Youth

The fifth and final output of the project **IO5** – Collaborative Documentary, tells the story of the project in a video format.

This fourth volume, *IO4 – Methodological Guide for the Development of Collaborative Projects for Youth* aims to support youth-led organisations



that want to promote the participation and involvement of young people as actors in the search for solutions and opportunities in their areas and communities through collaborative and transforming processes. The Guide is built on the principles of collaboration, citizen participation, and collective intelligence as starting elements to enable youth to take the wheel and become the voice of their regions, municipalities, community, expanding their knowledge and skills to an active dimension of participation, breaking the geographical isolation and establishing a network of organisations and communities that serve as a meeting point for the reflection and action.

#### Who is this publication for?

This publication is for youth professionals and organisations that want to engage youth in the design of collaborative project, to get their ideas, their cooperation and meaningful involvement.

#### How to use this publication?

The publication is designed to provide youth professionals and organisations with knowledge, ideas and tools to engage young people effectively in the design of collaborative projects. You could read the entire publication to get a good understanding of both the proposed methodological approach and the practical methods to engage youth in the project design processes or browse the contents to focus on whatever section you consider more useful for your work. Particularly,

the publication is divided into the following sections:

No.	Title	Content
I	Introduction	Background to the publication
II	Youth and Youth Participation in the European Context	A brief introduction and data about youth participation in the European, Italian, Portuguese and Spanish contexts.
III	Opportunities, Strengths, Weaknesses, and Threats	SWOT Analysis of participation of young people in Portugal, Italy and Spain.
IV	Collaborative Projects: new forms, new ideas	Ideas, models, and processes to design collaborative projects with and for youth.
V	Methods and Tools for Collaborative Projects	Tips, resources and tools to engage youth in the design of collaborative projects.
VI	Bibliography & Sitography	Publications and resources.

## II. Youth and Youth Participation in the European context

Simply put, participation is a form of actively taking part in actions and decisions that influence us, as part of the democratic state of the societies we live in. However, different kinds of participation exist, and they can be divided as follows:

- **Individual participation** – the "politics of everyday life" refers to the everyday actions of individuals that are performed in alignment with the expectations about the nature and type of society that each person wishes to live in (examples: volunteering, making donations, conscious consumption, involvement in social campaigns);
- **Social participation** – also known as "horizontal participation" consists in the participation of the individuals in joint activities in their living environments (examples: activities in non-governmental organisations, social and economic groups, as well as active participation in the development and improvement of the living environment);
- **Public participation** – also known as "vertical", "political", or "civic participation" refers to the involvement of the individuals in the activities of a democratic state's structures and institutions (examples: participation in elections, referendums, consultations conducted by public authorities, etc., involvement in public functions, engagement in political parties).



## II.1 Youth participation in Portugal

According to the demographic data on the Permanent Observatory of Youth (OPJ)<sup>1</sup>, based on the results of the National Statistics Institute (INE), of a total resident Portuguese population of 10,542,398 in 2011, 17% of those (17,776 individuals) were young people:

- 5% between 15 - 19 years old;
- 6% between 20 - 24 years old;
- 6% between 25 - 29 years old

According to the Provisional Results<sup>2</sup> of the most recent Census of 2021, for a total population of 10,344,802, **10% (1,008,333) of those are young people between 15 - 24 years old**. In 2011, this age group corresponded to 11%.

Regarding the participation of young people in Portugal, studies carried out in recent years have been reporting a **weak political participation of young people and a pessimistic scenario regarding the future involvement of young people**. To better investigate this issue, a recent study, which brought together different Portuguese universities, and that was conducted with the support of the Calouste Gulbenkian Foundation, deepened the existing works and resort to surveys, interviews, focus groups, and ethnographic approaches, to better understand the current situation of youth participation in Portugal.<sup>3</sup>

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<sup>1</sup> <https://www.opj.ics.ulisboa.pt/numeros-sobre-juventude-em-portugal/demografia/>

<sup>2</sup> [https://www.ine.pt/scripts/db\\_censos\\_2021.html](https://www.ine.pt/scripts/db_censos_2021.html)

<sup>3</sup> <https://oqd.ics.ulisboa.pt/participacao-politica-da-juventude/>

This study concluded that the available data does not support the often-conveyed idea of general decline in the political participation of young people in Portugal<sup>4</sup>:

- In fact, young people in Portugal **participate less and less** in “conventional” forms of **participation linked to political parties** (namely, voting, participating in rallies and other party activities);
- But, on the other hand, there is an **increased social participation of young people**, such as in the involvement **in volunteering actions and participation in civic associations and in civic actions, such as demonstrations, petitions and online forums** that reveal a **greater “civic vitality”** of young Portuguese people.

“A bitter diagnosis on the side of the electoral and more conventional ways of participation, but on the other hand there is a growth in other forms of political participation and on the **attitude of young people towards politics that is today even more enthusiastic and interested than in the past**”<sup>5</sup>.

Regarding **volunteering**, the last Volunteer Work Survey of 2018, conducted by the National Statistics Institute (INE) reveals that, in 2017, the volunteering rate in Portugal was 7.8% and that<sup>6</sup>:

The rate of participation in volunteering is higher regarding individuals who are single (9.1%), unemployed (10.5%) and with a higher education degree (15%). Although the

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<sup>4</sup> <https://oqd.ics.ulisboa.pt/participacao-politica-da-juventude/>; [https://www.rtp.pt/noticias/politica/participacao-politica-dos-jovens-esta-a-mudar-em-portugal\\_v139022](https://www.rtp.pt/noticias/politica/participacao-politica-dos-jovens-esta-a-mudar-em-portugal_v139022)

<sup>5</sup> [https://www.rtp.pt/noticias/politica/participacao-politica-dos-jovens-esta-a-mudar-em-portugal\\_v1390224](https://www.rtp.pt/noticias/politica/participacao-politica-dos-jovens-esta-a-mudar-em-portugal_v1390224)

<sup>6</sup> [https://www.cases.pt/wp-content/uploads/2019/07/19InqTrabVol2018\\_.pdf](https://www.cases.pt/wp-content/uploads/2019/07/19InqTrabVol2018_.pdf);

<https://www.jpn.up.pt/2019/12/05/numero-de-voluntarios-em-portugal-muito-aquem-da-media-europeia/>

difference is not significant, females volunteer more than males (55% females and 45% males).

Participation in volunteering activities decreases with age, with **young people being the ones who practise volunteering the most in Portuguese society.**

Young people between the **ages of 15 and 24** are the most active - **11.3% are volunteers.**

Between 25 and 44 years old, 8.6% of people do volunteer work, and between 45 and 64 years old, 8.3%. From the age of 65, only 4.6% are involved in volunteering.

By **region**, the North region of the country presents the highest rate of volunteering (32.4%), followed by the Lisbon Metropolitan Area (28.3%), Centro (25.1%), Alentejo (6.8% %), Algarve (3.7%), Madeira (2.0%) and, finally, the Azores (1.6%).

In terms of participation in Portugal, it is worth mentioning the existing entities and programs for Youth, namely the **CNJ – Conselho Nacional da Juventude** (National Youth Council)<sup>7</sup>, **Parlamento dos Jovens** (Youth Parliament)<sup>8</sup>, **FNAJ – Federação Nacional de Associações Juvenis** (National Federation of Youth Associations)<sup>9</sup>, **IPDJ – Instituto Português do Desporto e Juventude** (Sports and Youth Portuguese Institute)<sup>10</sup>, among others, and European-wide programmes, namely **Erasmus+** and **European Solidarity Corps**.

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<sup>7</sup> <https://www.cnj.pt/>

<sup>8</sup> <https://jovens.parlamento.pt/Paginas/default.aspx>

<sup>9</sup> <https://www.fnaj.pt/>

<sup>10</sup> <https://ipdj.gov.pt/>

It is also worth noticing that the Planning for Youth in Portugal is now in its early days, with the **1st National Youth Plan 2018 - 2021** having been released in 2018<sup>11</sup> and the **2nd Youth Plan 2022 - 2024** having recently been approved, in August 2022<sup>12</sup>. Also, to be referred that the Portuguese Presidency of the Council of the European Union, that took place during the 1<sup>st</sup> semester of 2021, aimed at promoting a rights-based approach to youth policies, putting a special focus on young people's participation in decision-making processes and governance platforms, in line with the Sustainable Development Goals and the EU Youth Strategy 2019-2027 (Space and Participation for All),<sup>13</sup> with both the **Erasmus+ program** and the **European Solidarity Corps** being launched in Viana do Castelo, Portugal, in June 2021<sup>14</sup>.

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<sup>11</sup> <https://dre.pt/dre/detalhe/resolucao-conselho-ministros/114-a-2018-116330692>

<sup>12</sup> <https://www.portugal.gov.pt/pt/gc23/comunicacao/noticia?i=governo-aprova-ii-plano-nacional-para-a-juventude>

<sup>13</sup> <https://www.opj.ics.ulisboa.pt/numeros-sobre-juventude-em-portugal/demografia/>

<sup>14</sup> <https://youth2021portugal.eu/information/the-presidency-of-the-council-of-the-european-union/>

## II.2 Youth participation in Italy

According to the latest data of the Italian National Institute of Statistics, elaborated by the non-profit organisations Openpolis and Con i Bambini [15], the 18-19 age group is the one that most often gets engaged in voluntary activities. The 12.2% did voluntary work in the previous year, against an average of 9.2% of the entire population over the age of 14.

**Between the ages of 18 and 24, engagement in voluntary work is much higher than the average population.**

In recent years, the share of young people engaged in voluntary activities tends to be higher than that of the total population. This is particularly true for young adults: a recent study by Openpolis [1] highlighted that, **in the 20-24 age group**, the percentage of those engaged in voluntary activities **is 2.1 points higher than the average for the total population** (in 2020 11.3% vs. 9.2%).

In the **18-19 age group**, on the other hand, **the gap rises to 3 percentage points**: 12.2% versus 9.2% on average. It should also be noted that this difference is positive throughout the historical series considered. From 2005 to the present, in fact, **volunteering activities are consistently more frequent than average** among both **18-19 year-olds and 20-year-olds**. With a peak reached in 2015 for the former (6 points difference) and in 2017 for the latter (3.2 points).

**+0.9** is the increase, in percentage points, of **14-17 year olds engaged in voluntary activities since 2005**.

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<sup>15</sup> Openpolis - Con i Bambini (2021), *Giovani e comunità. La partecipazione giovanile e i patti educativi, tra scuola e territorio*. Available at [www.openpolis.it/wp-content/uploads/2021/12/giovani-e-comunita.pdf](http://www.openpolis.it/wp-content/uploads/2021/12/giovani-e-comunita.pdf).

Different considerations must be made with regard to **adolescents aged 14-17**. Here, probably also **due to their young age**, the share of those who carried out free activities in voluntary associations **is in line with the population average**: 9% in 2020, compared to 9.2% of the total number of respondents. Let us look more specifically at the data on youth participation in cultural associations.

On average, in 2020, less than 8% of the population attended a meeting in cultural or recreational associations in the 12 months preceding the research done by Openpolis. A decrease of almost one point since the beginning of the historical series (in 2005 it stood at 8.8%). This decrease **was even greater among the young and very young**.

**-5,1** the decrease, in percentage points, of 18-19 year olds who have participated in meetings in cultural or recreational associations since 2005.

Despite the fact that it is precisely the **18-19 age group that shows the sharpest decline, it is still the one most involved in the world of cultural and recreational associations**. This is true for the last available year (9 %, compared to 6.9 % for 14-17 year olds and 7.8 % for 20-24 year olds), where it is also the only group to exceed the general average (7.9 %).

Although decreasing, **among young people 18-19 year olds are the most involved in cultural associations**.

**Among teenagers (14-17 years)**, there was a decrease from 10.5% in 2005 to 6.9% in 2020, i.e. -3.6 percentage points. **Among 20-year-olds (20-24 years)**, the decrease was more than 2 points: from 10.1% to 7.8%. But the biggest contraction compared to 2005 was among 18-19 year olds: from 14.1% to 9%. This is more than 5 percentage points less than at the beginning of the time series.

## II.3 Youth participation in Spain

In Spain there are around 2.7 million people who volunteer regularly; Some 850,000 of them are young people (they are between 14 and 35 years old), so just over 6% of the total Spanish population volunteers, a percentage that rises to 8.3% among young people.

These are some of the conclusions that emerge from the report 'Voluntary Action in 2021'<sup>16</sup>, a study on the profile of solidarity published annually by the Volunteer Observatory with the support of the Ministry of Social Rights and the 2030 Agenda.

**Youth represent the 30 percent of the total number of people who exercise solidarity in Spain.**

A significant fact, since, in the global computation, 6.6% of the population dedicates time to voluntary action, a figure that in the case of youth is almost two points higher (8.3%), which, in the opinion of the Volunteering Platform, it highlights the spirit of solidarity of the youngest people in Spain.

According to the information from the surveys carried out by the PVE in May and October 2020, 6.4% of the Spanish population over 14 years of age is part of the voluntary service. Considering the population data from the National Institute of Statistics as of January 1, 2020, it can be calculated that the number of volunteers in Spain over the age of 14 is currently around 2.6 million.

**Volunteering has different areas of development**, but the main one continues to be social, which brings together more than half (53.4%) of the volunteers. Most of the **volunteers** are **women** (53.2%) and of **Spanish nationality** (97.8%).

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<sup>16</sup> <https://plataformavoluntariado.org/wp-content/uploads/2021/02/accion-voluntaria2020-1.pdf>

Although 6.4% is the average of the two surveys carried out, some differences are observed between the data provided:

- By sex, while in June 2020 the rate of female volunteering is somewhat higher than the male rate, in October both rates are practically the same.
- By age groups, the data is also very similar in both surveys and for almost all ages, with two exceptions: in the month of May, the population between 55 and 64 years old has a very high rate (9.3%) in comparison with the mean (6.2%); and the same occurs in the month of October with the population between 25 and 34, which presents an index (9.4%) that is almost three points higher than the average (6.5%).

Considering the volume of the population, the feminization of volunteering is maintained - although it is reduced - since women represent 51.0% of the population (INE, 01/01/2020) and in the average values of 2020 they are 53, 2% of volunteering. So, if in the population the feminization rate is 1.04, in volunteering it is 1.14.



### III. Opportunities, Strengths, Weaknesses, and Threats

This chapter collects the SWOT (*Strengths, Weaknesses, Opportunities and Threats*) Analysis for youth participation in Italy, Spain and Portugal, highlighting the internal and external factors that have a potential impact, positive or negative, on the Youth Participation.

Particularly, the analysis includes:

- internal factors, i.e., strengths and weaknesses, aspects that depend on the organisation itself and can be actively modified;
- external factors, i.e., opportunities and threats, over which one has no control and which must therefore be treated as contextual elements, which must be taken into account, but over which one certainly cannot directly influence.

## III.1 The Portuguese context

The current SWOT analysis was based on Silva, M. *et al.* (2022), *A Participação Política da Juventude em Portugal: A participação política de jovens vista por dentro*, Gulbenkian Studies, featuring the opinion of Portuguese young people, and on our interpretation of the data regarding participation in Portugal.

### STRENGTHS

- Greater speed of access to information contributes to young people that are more aware and informed.
- Nowadays youth feel particularly mobilized by environmental issues, anti-racist and feminist causes.
- Youth increasing participation in civic actions, such as demonstrations, protests, petitions, online forums, and petitions, etc.
- Demonstrations and protests are seen by youth as a relevant way of participation and they often constitute their first or most significant political participation experience so far.
- Increased “civic vitality” of young people.
- Social media networks are facilitating the access to political information and promoting the political mobilisation of young people.

### WEAKNESSES

- Existence of obstacles to youth participation: geographic, generational, social class, socioeconomic inequality, gender, and excessive intellectualization of political language.
- Young people's lack of knowledge about politics, citizens' rights, and the functioning of institutions.
- School system culture requires compliance with the timetables in detriment of the learning that young people would like to have.

- Lack of training in areas such as Economics in the school curriculum, which young people identify as one of the shortcomings of compulsory education.
- Absence of spaces in schools that promote the debate of political nature.
- Compulsory education does not foster knowledge and political debate or promote critical thinking.
- Postures of individualism, complacency, and materialism.
- Devaluation of the voices of young people - young people feel that they are not taken seriously by “adults” or by “society” in general, outside the collectives/movements that they are a part of.
- Political parties use ineffective ways of mobilising young people, and do not know how to communicate with young people.
- Devaluation of the youth parties and of the presence of young people within political parties.
- Political parties don't give, within the electoral parties/list, the role that young people feel they can and should have.

## OPPORTUNITIES

- The Portuguese National Youth Plan is in its 2nd generation, revealing a greater investment by governments in this sector and the definition of concrete strategies.
- Young people feelings of urgency and exhaustion regarding issues of their concern are mobilising their participation.
- Young people opt for unconventional political participation, social participation, volunteering, and participation in civic associations, despite electoral participation.
- Experiences of injustice, inequality, violence or oppression, perceived or arising from the personal or familiar experiences of youth (e.g. situations of poverty, domestic violence, homophobia or racism) is mobilising the activism of many young people.



- Young people express hope for greater and better youth participation in the future.

## THREATS

- Low participation across the Portuguese population, not only youth.
- Portuguese population feels, in general, distant from politics.
- Young people's apathy and disillusionment with conventional politics.
- Lack of culture and of political knowledge of young people.
- Lack of perception of “direct results”.
- Young people's perceived lack of knowledge, doubts and fears, about other ways of practising politics besides the traditional ones (e.g. voting, militancy in parties) like demonstrations, protests, petitions, etc.
- Mistrust and fear of young people to participate in existing participation structures.
- Lack of importance given to unconventional political actions (e.g. climate action).
- Lack of “empathy” and the persistence of “individualism” arising from the need for some groups to maintain their privileges and the existence of obstacles to participation.
- Perception that society protects certain groups and discourages the participation of others.
- Young people present feelings of fear and hopelessness in the face of the risks of polarisation and the growth of the far-right.
- Superficiality of online activism and disconnection from causes.
- Social media can propagate incorrect information and are conditioned to user preferences (selective exposure to information).
- Social media can favour desensitisation to causes and can prevent effective participation.

## III.2 The Italian context

The SWOT analysis for youth participation in Italy is based on the authors' analysis and interpretation of the following resources:

- "*Giovani e comunità*", published by the Italian nonprofit organisations *Con i Bambini* and *Openpolis* in January 2022;
- Insights on Italian youth policies on "*Youthwiki*", the National Youth Policies platform of the European Education and Culture Executive Agency (EACEA);
- "*Terzo Settore e Trasformazione Digitale*", published by *Italia non-profit*, platform of Open Terzo Settore Srl, in 2018;
- "*Relazione al Parlamento sulla organizzazione, sulla gestione e sullo svolgimento del Servizio Civile Universale*", released by Department of Youth Policy and Universal Civil Service of the Presidency of the Italian Council of Ministers in 2020;

### STRENGTHS

- **Presence of a new generation ready to act to raise awareness of governments and public opinion.** During 2021, thousands of young people, particularly 18-19-year-old youth, mobilized on environmental issues and climate change. The latest data of the National Institute of Statistics highlighted that 4,4% of 18-19-year-old youngsters, participate in meetings or events of associations working in the fields of environment, civil rights and non-violence. Although the percentage is still lower if compared to other European countries, at the national level it is more than double the participation rate in the same activities for the average of the Italian population (1,7%).
- **Youth's awareness of their potential impact on local decision making.** 37% of Italian youth believe they have a voice on important decisions at their local level.

- **Youth commitment in volunteering is higher than the Italian average.** From 2005 to 2020, volunteering activities were fairly stable among young people. The share of young people engaged in this type of activity tends to be higher than that of the total population, especially for young adults: in the 20-24 age group the percentage of those who have carried out free volunteering activities in exceeds the average of the total population (in 2020 11.3% against 9.2%). For the 18-19-year-old youth, the rate increases to 12.2% compared to the average 9.2%.

## WEAKNESSES

- **Low youth participation in cultural associations.** Youth participate less than over-55 adults to cultural associations. Only 18-19 year olds are more involved (9%), while among 20 year olds the percentage drops to 7.8% and between 14 and 17 year olds to 6.9%.
- **Low engagement of teenagers in volunteering.** Young people aged 14-17 years old are the least engaged in volunteering, compared to the other groups of young people. In 15 years, from 2005 to 2020, the share of this target group engaged in volunteering activities increased only by +0,9%.
- **Lack of the needed competences for the digital transformation of nonprofit organisations.** 47% of the nonprofit consultants and 36% of the nonprofit workers interviewed by Italia non profit in the context of the 2018 Report on Digital Transformation in Italian nonprofit organisations, identified there is a lack of the competences needed to implement a complete digitalisation of Third Sector entities.
- **Lack of funding for digitalizing nonprofit organisations' practices.** Almost 40% of the nonprofit organisations interviewed by Italia non profit highlighted the lack of funding as the main obstacle to exploit the potential of digitalizing the nonprofit sector.

## OPPORTUNITIES

- **Introduction of Community Educational Pacts** (*“Patti Educativi di Comunità”*). Recognised by the Italian National Ministry of Education as tools for the after-pandemic restart, they are educational pacts between schools, local authorities, public and private institutions, third sector entities to facilitate the provision of alternative structures and spaces for carrying out educational activities and for carrying out supplementary or alternative activities to teaching. Introduced as a tool for the management of the school emergency due to the pandemic, particularly in the 2020/2021 school plan, they can be the fulcrum of a strong synergy between school and territory, leading to the strengthening of the curricular offer, the contrast of educational poverty, development of a territorial network of educational and social centers, up to the strengthening of the sense of community and active participation between children and young people.
- **Greater digitalisation of nonprofit practices.** More funding and training opportunities to support nonprofit organisations’ pathway toward digital transformation can support the provision of better services and extend the entities’ networks and impact, getting closer to the needs of digital natives.
- **Increasing the funding opportunities for the Universal Civic Service.** Greater financial support to the Universal Civic Service, the main national program for the promotion of values of solidarity and social participation, could be support a wider engagement of young people in the age group 18 to 28. With the reform of the Universal Civic Service, additional measures to support the participation of youth with fewer opportunities were introduced. According to the latest data published by the Department of Youth Policy and Universal Civil Service of the Presidency of the Italian Council of Ministers (2020), only 40.452 young people could participate in Universal Civic Service projects in 2019.

## THREATS

- **Risk of deterioration of the relationship between young people and the community after the pandemic.** The need to maintain social distancing has reduced socialization spaces, as well spaces for participation in the life of the community, potentially undermining youth's bonds with the community. Meeting places, associations, volunteering, participation in public life have been severely impacted during the pandemic.
- **Risk of further leaving behind disadvantaged youth with lower level of education.** The *Youth and Community* report highlighted how the available data show a strong correlation between the educational level and social position and youth participation in volunteerism and civic associationism. "Reversing this trend - it is written in the report - is a challenge that therefore concerns both the effectiveness of any process of change and the real democracy of the public debate itself".



### III.3 The Spanish context

The SWOT analysis for youth participation in Spain is based on the authors' analysis and interpretation of the following resources:

- *Profundizar en el voluntariado: Los Retos Hasta 2020*, José Manuel Fresno Y Andreas Tsolakis, 2020 ;
- *La participación comunitaria de los jóvenes en contextos urbanos vulnerables: aportaciones desde un diagnóstico colaborativo en el área metropolitana de Barcelona (España)*, OBETS. Revista de Ciencias Sociales, 14(2): 313-342, Cano, A. B., Sabariego, M. y Folgueiras, P., 2019 ;
- Resumen ejecutivo Informe Juventud en España 2020, Injuve, 2021 ;
- *Jóvenes, Satisfacción Personal, Participación Asociativa y Voluntariado*, Injuve, 2014 ;
- *Análisis DAFO de la situación de la Plataforma del Voluntariado de España*, Plataforma voluntariado, 2010 ;
- *Diagnóstico de la situación del voluntariado de acción social en España*, Plataforma voluntariado, Ministerio de Sanidad, Política Social e Igualdad, 2011;
- *Investigación sobre la participación de los jóvenes en actividades de voluntariado*, Ayuntamiento de Málaga, 2021.

#### STRENGTHS

- Increase in the number of volunteers, we must pay attention to another trend of great importance, such as the diversification of profiles, which could be quite marked by the area in which the volunteer is to be exercised.
- The reflection of a new society brings with it three positive factors to voluntary action:
  - the intentional action of organisations and institutions to promote volunteering.

- the emergence of information technology and communication by entities.
- the cultural and demographic trajectories of our country.
- In Spain there are several ways to access volunteering. Normally volunteering takes place within the framework of associative movements, but also in administrations and companies and on many other occasions in informal groups, or individually.
- The different forms of participation, including volunteering, converge in the defence of matters that affect material or immaterial goods and the defence of the common good.
- Volunteering goes beyond civic engagement and friendly, neighbourly relations.
- Solidarity is the pivot of voluntary action and volunteering is at the core of solidarity.
- In Spain, volunteers are distributed in a balanced way by age.
- Almost half of the people who volunteer act, among others, in the field of social action.
- Citizenship in Spain tends towards poly-volunteering, that is, volunteering in various places or in different fields.
- Another series of attributes that cannot be attributed to all voluntary actions, but to many of them should include: the expression of social participation and therefore the collective and organised dimension, the sensitising and transforming function and altruism.

## WEAKNESSES

- In Spain there are comparatively few volunteers (19% on average in Spain compared to 30% in the European Union). However, the trend is towards the growth of volunteering.
- The proportion of people with university studies, with positions of responsibility and with political commitment who develop voluntary actions, is almost double

that of those who have abandoned their studies before the age of 15, workers and people with little interest in politics.

- Voluntary action is carried out in very varied institutions. The institutions that mobilise the most volunteers are those of the Third Sector (66.5%). 14.1% of volunteers state that they act outside any type of organisation.
- The tendency to volunteer for short periods of time or in very specific actions is becoming more and more frequent.

## OPPORTUNITIES

- In the Spanish case, there is a wide range of motivations that move volunteers. Generally, these motivations are of an altruistic nature, but they can also be due to the search for self-interest.
- Social changes and demographic trends, together with technological development, bring with them new profiles for voluntary action; particularly noteworthy is the volunteering of older people.
- Digital volunteering, micro-volunteering, remote volunteering, volunteering disconnected from community dynamics, punctual volunteering, etc. are strongly emerging.
- Volunteering, on the other hand, is not necessarily a face-to-face activity. The remarkable evolution of digital technology means that volunteering is not limited to activities involving direct personal contact.
- Volunteers in Spain are loyal to the causes and, to a lesser extent, to the entities that defend them.
- The growth of volunteering is not necessarily linked to its deepening and intensity in values, since the emotional often prevails.
- The loss of credibility of the institutions is accompanied by the emergence of new social movements, forms of participation, solidarity and civic commitment such as 15-M.

## THREATS

- It is necessary to improve knowledge and information about volunteering.
- The emergence of new forms of volunteering is observed, which are often due to a less committed, less intense and more flexible action.
- Volunteering is often associated with the provision of services. However, the logic of providing services very often does not fit well with the logic of participation in entities.
- Public competences on volunteering must be placed in the field of citizen participation.
- A new volunteer regulation is needed at the national level. It has become obsolete in many respects and has multiple limits.
- The promotion of volunteering and the values that it entails must be incorporated into all stages of the educational cycle.
- Volunteering must gain weight and relevance on the political agenda.
- Substantial changes are needed within social organisations. Social organisations have to strengthen cooperation among themselves and with other social actors, make an effort to renew, share resources, tools, instruments and work methodologies, give full meaning to the associative dimension.
- It is essential to achieve more stability and support for volunteer organisations.

## IV. Collaborative projects: new forms, new ideas

The Methodology for Collaborative Projects was based on the **Logical Framework Approach (LFA)**, simplified for a youth-friendly implementation and integrated with a proposal of methods and tools for actively involving young people, detailed in Chapter V.

The Logical Framework Approach is an analytical process and set of instruments used to support project planning and management. It provides a set of interconnected concepts that are used as part of an iterative process to facilitate a structured and systematic analysis of a project or programme idea. LFA should be regarded as a “**thinking aid**”: it allows information to be analysed and organised in a well-structured way, so that important questions can be asked, weak points can be identified and decision-makers can make informed choices based on a better understanding of the project's rationale, the intended objectives and the means by which the objectives will be achieved.

The methodology developed was structured into three main phases:

1. **Environment**
2. **Analysis**
3. **Planning**



Fig. 1. Phases of the Methodology for Collaborative Projects



**Environment** is a preliminary phase aimed at laying down the foundations for all the project co-development processes, particularly in relation to the planning of the co-development environment.

**Analysis** includes:

- **Exploratory analysis** – a preliminary analysis the issues and needs to be addressed by the project, integrating the views of young people and other relevant stakeholders;
- **Stakeholder analysis** – identification and analysis of the individuals and groups affected or affecting the issue;
- **Problem analysis** – analysis of the main problems, including cause and effect relationships;
- **Objective analysis** – analysis of the possible solutions to the identified problems;
- **Strategy analysis** – identification of the main strategy or strategies to address the problem;

In the **planning** phase, the results of the analysis are transferred into a overall plan of the project. This stage is divided into:

- **Logical Framework** – development of the Logical Framework matrix defining the project's objectives, expected results, activities and indicators;
- **Develop the high-level timetable** – sequencing the project activities, estimating activity durations and develop the project schedule.



## IV.1 Environment

The Environment stage **aims** at:

1. Setting up the environment that can support the collaborative design of project with and for youth;
2. Identify how to enhance the active participation of young people in the co-design processes.

The stage includes one **process**: **1.1 Plan co-design**.

### Process 1.1

#### Plan co-design

Planning for co-design requires the identification of the goals, strategies, and actions for all the next collaborative project design processes. Particularly, we should define:

- *What are the **goals** we seek to achieve by the end of the processes ?*
- *What are the **needed actions** to get there ?*
- *What tangible and intangible **results** do we expect by the end of the processes ?*
- *Which **resources** do we need throughout the development stages ?*
- *What are the **stakeholders** (incl. youth) we will involve during the stages ?*
- *What will be the **cooperation mechanisms** with such stakeholders ?*

The **output** of the process is a **Project Co-development Plan** that will be the foundational plan orienting our work throughout the other stages of collaborative project development. The Plan should detail our overall **pathway** from the “Analysis” stage till the end of the “Planning” stage, providing us with guidance on how to move through the processes.

The Plan can include the following core elements:



1. Goals of the collaborative project development;
2. Pathway to achieving the goals (i.e., strategy and actions);
3. Expected tangible and intangible results;
4. Indicators to assess the achievement of the defined goals and results;
5. Resources (e.g., financial or human resources, tools and spaces) ;
6. Stakeholders involved in the collaborative project development ;
7. Cooperation mechanisms.

The development of the Plan should consider three key principles:

- **Inclusion:** the Plan should consider measures and practices to ensure that barriers to the participation of young people with fewer opportunities are identified and addressed, as well as ensure that the individuals' needs and preferences are given equal consideration;
- **Transparency:** the Plan should consider measures and practices to ensure the transparency of all the processes for all the stakeholders involved;
- **Flexibility:** the Plan should be flexible and foresee flexibility in the co-development processes in order to give space for adjusting its pathway in response to changing needs of the stakeholders involved, as well as changing circumstances.

## IV.2 Analysis

The Analysis stage **aims** at:

1. Defining the problem space and objectives with young people and other relevant stakeholders engaged in the project co-development processes;
2. Identifying and analysing the stakeholders of the project;
3. Identifying and analysing the problem to be addressed through the project.

The stage includes the following **process**:

### 2.1 Implement an exploratory analysis

### 2.2 Analyse stakeholders

### 2.3 Analyse the problem

### 2.4 Analyse the objectives

### 2.5 Analyse the strategy

#### Process 2.1

### Implement an exploratory analysis

The main purpose of this process is to develop an exploratory analysis of the needs to be addressed by the project, integrating the views of young people and other relevant stakeholders. This process will help orient the co-design processes around to the real needs of young people who will be engaged in sharing their ideas and suggestions.

The analysis also serves the purposes of mobilizing youth and other relevant stakeholders, enhancing active participation processes, empowering, and motivating young people to contribute to improving their communities.

The **output** of this process is a **collaborative exploratory analysis**.

The *Art of Hosting* could be a useful method to support the achievement of the purposes of this process. The Art of Hosting, further detailed in the Chapter V, *Methods and Tools for Collaborative Projects*, is an approach of participatory leadership “that scales up from the personal to the systemic using personal practice, dialogue, facilitation and the co-creation of innovation to address complex challenges” (<http://artofhosting.org/>). Practitioners see this engagement methodology as a way to bring people in complex social systems together in collective action, with participants discovering and proposing their own solutions.

Further measures and methods that could be used to actively involve young people in this process are the following: **World-Café**, **Open Space**, **Appreciative Inquiry (AI)** and **ProAction Café**. For more information, see Chapter V - *Methods and Tools for Collaborative Projects*.

## Process 2.2

### Analyse stakeholders

This process builds on the results of the *exploratory analysis* to identify and analyze the **stakeholders** (i.e., individuals, groups, or organisations) **who are affected by** or **can affect** the **issues** identified. The process should be refined with the results of the problem analysis and implemented as many times as a change in the stakeholders or stakeholders’ characteristics occurs.

The basic premise behind stakeholder analysis is that different groups have different concerns, capacities and interests, and that these need to be explicitly understood and recognized in the process of problem identification, objective setting and strategy selection. Furthermore, not all stakeholders require the same amount of attention. A careful analysis will help identify the stakeholders who support and oppose the project,

how strongly they feel about it, and how much they can affect its outcome. This valuable information will help determine who we need to engage with as the project progresses, and to what extent.

The **output** of this process is a **Stakeholder List**. The List could include the following elements for each stakeholder:

- Identification (e.g., name, title, organisation and position, if known, or name of the group);
- Interest at stake (e.g., directly/indirectly affected by the issue and/or directly/indirectly contributing to the issue, and why) ;
- Needs (e.g., their needs in relation to the identified issue).

There are a variety of tools that can be used to support stakeholder analysis. Some suggested options are the **Stakeholder Analysis Matrix**, **Venn diagrams** and **Spider diagrams**, detailed in Chapter V - *Methods and Tools for Collaborative Projects*.

### Process 2.3

## Analyse the problem

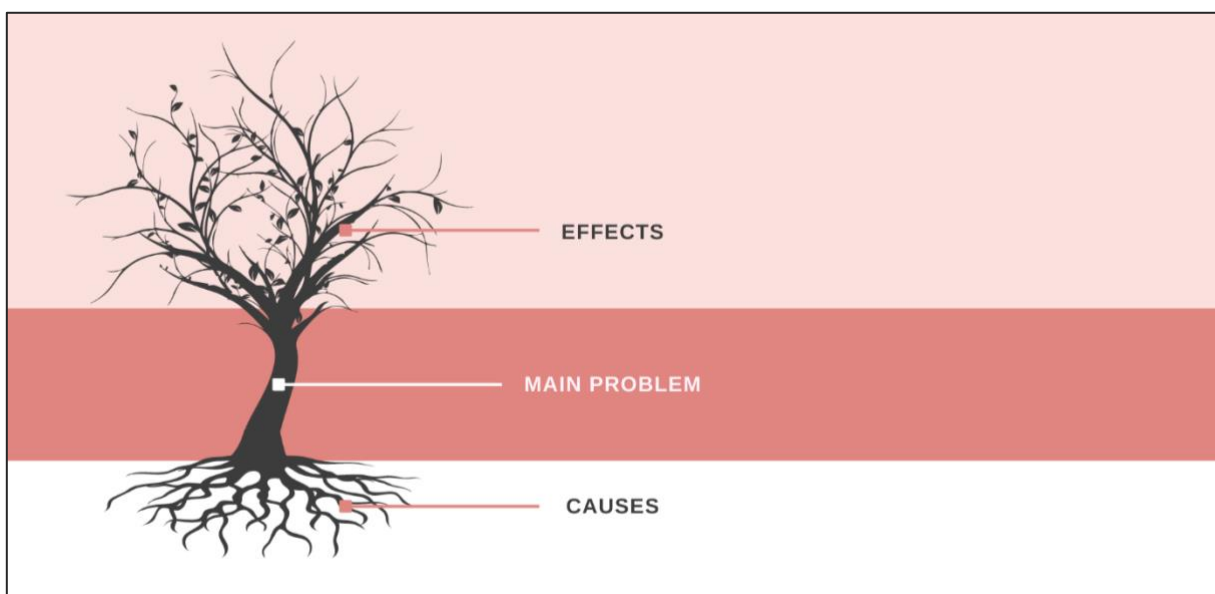
Problem analysis aims at identifying the negative aspects of an existing situation and establishing "cause-effect" relationships between the identified problems. It involves three main steps:

1. Definition of the context and object of the analysis;
2. Identification of the **main problems** faced by the target groups and beneficiaries;
3. Visualisation of the problems in the form of a diagram, called '**problem tree**' or 'problem hierarchy', to help analyse and clarify "cause-effect" relations.

The analysis is aimed at identifying the real bottlenecks that have the highest priority for the affected stakeholders, and which they wish to overcome. Therefore, a comprehensive problem analysis provides a sound foundation on which to develop a set of relevant and focused project objectives and actions.

Therefore, the output of the process is a **problem tree**:

Fig. 2. Representation of a Problem Tree



A problem tree should ideally be developed during a participatory group event. It could be developed with the use of individual pieces of paper or cards on which to write individual problem statements, which can then be sorted into cause and effect relationships on a visual display.

1. This first step can either be completely open about what stakeholder's priority concerns/problems might be, or more directed, through specifying a 'known' high order problem or objective based on preliminary analysis of existing information.
2. From the problems identified through the **brainstorming** exercise, select an

individual **starter problem**.

3. Look for **related problems** to the starter problem.
4. Begin to establish a **hierarchy** of cause and effects:
  - Problems which are directly causing the starter problem are put below;
  - Problems which are direct effects of the starter problem are put above.
5. All other problems are then sorted in the same way, the guiding question being "**What causes that?**". If there are two or more causes combining to produce an effect, place them at the same level in the diagram.
6. Connect the problems with **cause-effect arrows**, clearly showing key links.
7. **Review** the diagram and verify its validity and completeness. Ask yourself/the group – ‘are there important problems that have not been mentioned yet?’ If so, specify the problems and include them at an appropriate place in the diagram.
8. Copy the diagram onto a sheet of paper to keep as a record, and distribute (as appropriate) for further comment/information.

Exercises with different stakeholder groups help to determine different perspectives and how priorities vary. In many respects the problem analysis is the most critical process for project planning, as it then guides all subsequent analysis and decision-making on priorities.

Further tools and techniques that could be used to support problem analysis are the ***Fishbone Diagram*** and the ***Five Whys*** technique, detailed in Chapter V.

## Process 2.4

### Analyse the project objectives

This process, aimed at collaboratively defining the objectives of the project, requires the transformation of the problems identified in the previous process into achievable objectives, to provide a clear overview of the desired future situation and ultimately orient the project action plan. Therefore, the process consists of describing the **future situation** once the identified problems have been solved.

The process can be broken down into the following steps:

- **Step 1 – Transform the problems into positive achievements.** The “negative situations” included in the problem tree are converted into solutions, expressed as “positive situations” that are desirable and realistically achievable.
- **Step 2 – Check the *means-ends relationships*** between the higher-level objectives and the ones at the lower levels, to ensure validity and completeness of the hierarchy: in case: when transformin problems into positive achievements, cause-effect relationships are turned into means-ends linkages . If an objective does not seems to be relevant for the specific problem addressed, identifying the relationship between the means and the purpose/ends is necessary, and therefore identifying the relevant problem the objective seeks to solve.
- **Step 3 (If necessary) – Refine the work.** The statements, add new objectives if it seems to be relevant and necessary to achieve the objective at the next higher level, and delete objectives which do not seem suitable or necessary.

Once completed, the **objective tree**, the **output** of this process, provides a summary picture of the desired future situation, including the indicative means by which ends can be achieved. As with the problem tree, the objective tree should provide a

simplified but robust summary of reality. It is simply a tool to aid analysis and presentation of ideas.

## Process 2.5

### Analyse the strategies

This process aims at identifying, analyzing and selecting the possible strategies that can be implemented to achieve the project objectives. This analysis will also determine which objectives will be included or not in the project: depending on the extent and complexity of the problem addressed, we should be aware that we may be not able to act on all the different dimensions of a problem, and we should select one or more feasible strategies. Key criteria for selecting a strategy could include priority for the target groups, complementarity with other ongoing or planned projects, technical feasibility, or environmental impact.

This analytical stage is in some respects the most difficult and challenging, as it involves synthesizing a significant amount of information then making a complex judgement about the best implementation strategy (or strategies) to pursue. In practice, a number of compromises often have to be made to balance different stakeholder interests, and practical constraints such as the likely resource availability.



## IV.3 Planning

The Planning stage **aims** at:

1. Defining the objectives of the collaborative project;
2. Defining the strategy and pathway to achieve the objectives of the project ;
3. Defining the activities of the project and their timetable;
4. Defining the resources needed to implement the activities and achieve the project objectives.

The stage includes the following **process**:

### 3.1 Develop the project's Logical Framework

### 3.2 Develop the high-level timetable

#### Process 3.1

### Develop the project's Logical Framework

This process aims at defining the project's objectives, expected results, activities and indicators. Particularly, the main **output** of the process will be the project's **Logical Framework matrix**, a product of the Logical Framework Approach (LFA), detailing the following elements:

- the intervention logic (the overall objectives, specific objectives, expected results and activities of the project);
- the objectively verifiable indicators to measure the objectives and results;
- the sources and means of verification;
- the assumptions, or external factors and pre-conditions that are necessary to achieve the objectives and expected results.

The Fig. 3 below presents the typical example of a Logical Framework matrix.

Fig. 3. Logical Framework Matrix Example

	INTERVENTION LOGIC	INDICATORS	SOURCES & MEANS OF VERIFICATION	ASSUMPTIONS
OVERALL OBJECTIVES				
SPECIFIC OBJECTIVES				
EXPECTED RESULTS				
ACTIVITIES				

### **Benefits of the collaborative development of a Logical Framework with youth**

The collaborative development of a Logical Framework with young people has two-sided benefits, both on the youth professionals and youth organisations' side, and the youth's side. Particularly:

- ◆ **Benefits for youth professionals and youth organisations**

- Greater alignment of the intervention to youth's actual needs;
  - Enhancing youth's ownership of the project results, more likely to be stimulating their engagement and participation during the actual implementation;
  - Greater youth motivation and interest, generated by taking on an ambitious goal to generate an impact;
  - Greater contributions and impact on the targeted youth community;
  - Fostering collective agency among a young community.
- ◆ **Benefits for young people**
- Improving skills like collaboration, negotiation, communication, problem-solving and empathy;
  - Feeling heard and valued;
  - Greater motivation and interest in participating in social initiatives.

## Developing our Logical Framework The *Intervention Logic*

To develop our Matrix, we'll start with transposing the final objectives identified through the strategy analysis into the first column of the matrix, the **Intervention Logic**. In order to do it, we should distinguish the overall and specific objectives of the project:

- the **overall objectives** of the project are those that describe the importance of the project for the society, long-term benefits for beneficiary groups and broader benefits for other groups. They will not be reached by our project: their achievement will require the impact of other projects. Hence, **overall objectives should be expressed in terms of "to contribute to..."**;

- the **specific objectives** are related to the key problem we want to solve in the context of our project, and **should be expressed in terms of benefits to our target group being "increased/improved"** or similar.

As we move from the overall to the specific level, we need objectives to be **SMART**:

- ◆ **Specific**: be precise and concrete enough to avoid varying interpretation;
- ◆ **Measurable**: refer to a desired future state (as compared to the baseline situation) so that it is possible to see whether the objective has been achieved or not.
- ◆ **Attainable** (or Agreed): understood and interpreted similarly by all who are expected to take responsibility for achieving them.
- ◆ **Realistic** (or Relevant): focus on outcomes rather than the means for achieving them.
- ◆ **Time-bound**: their achievement should be related to a fixed time period.

Once the objectives are identified, we can proceed to define the **expected results and the activities**:

- **expected results** represent the tangible results that the project will produce for the identified target group, expressed in terms of *result delivered/produced*, or similar;
- **activities** are the ways in which the results will be produced during the project. Usually, in the Logical Framework, we can include activities in the present tense starting with an active verb, such as develop, design, prepare or implement.

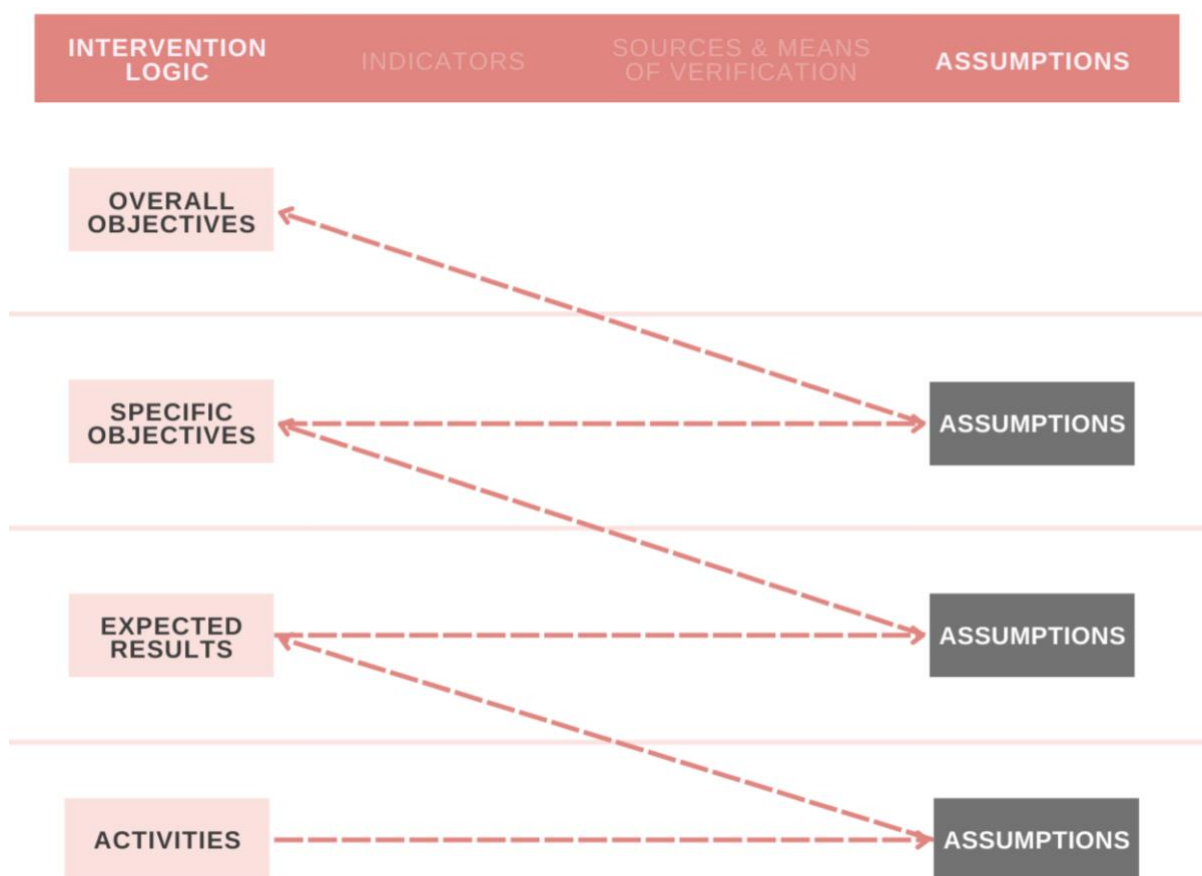
## Developing our Logical Framework Assessing *assumptions*

**Assumptions**, placed at the fourth column of the Logical Framework, describe situations, events, conditions or factors that are necessary for the successful achievement of the objectives of the project, but which are partially or totally beyond

our control. We should answer the question: which factors outside our control may impact the linkage between:

- activities and expected results ;
- expected results and specific objectives ;
- specific objectives and overall objectives.

Fig. 4. Linkage Assumptions-Intervention Logic's components



The LFA also addressed pre-conditions, such as conditions that must hold true before the start of the project and its activities.

## Developing our Logical Framework **Indicators and verification**

The **indicators** describe the project's objectives in measurable terms, including **quality, location, quantity** and **time**. A practical example:

**Specific objective:** increase the employability of young people.

**Quality** (what does it describe): decrease in youth unemployment rate.

**Location** (where?): in the town XYZ.

**Quantity** (how much?): from X% to Y%.

**Time** (in how long?): by the second quarter of 2023.

Indicators should answer the question: *“How do we verify whether or not what we plan is actually happening or happened? How will we measure our success?”*.

The **source and means of verification** describe the sources of information and methods used to collect relevant data to measure the indicators. Particularly, we should specify how we expect the information to be collected, who should collect such information and when/how often.

### Additional resources

Some useful tools and techniques for the collaborative development of a Logical Framework with youth, are **journey mapping, storyboards, context mapping, brainstorming, paper prototypes** and **scenarios**, detailed in Chapter V.

## Process 3.2

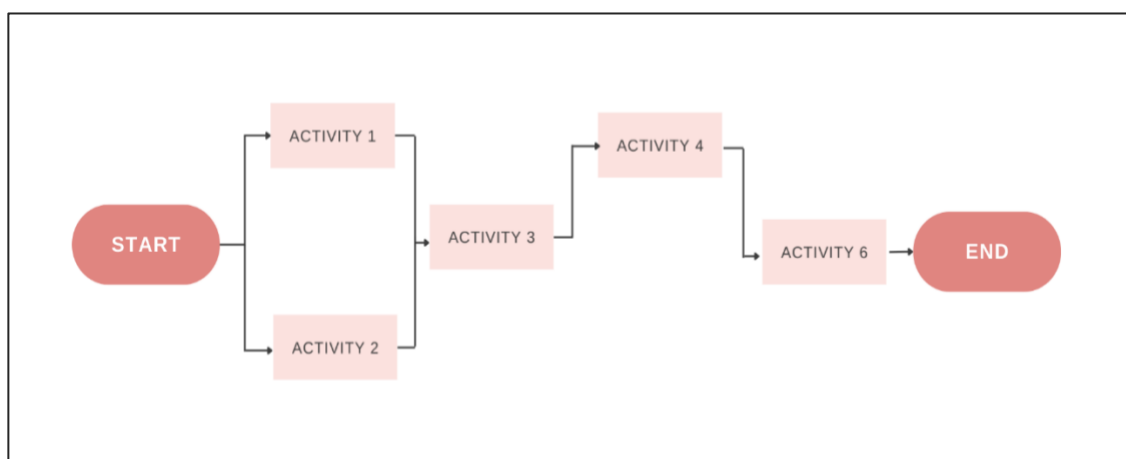
### Develop the high-level timetable

This process aims to develop a high-level timetable for the project activities. It requires the definition of their logical sequence, dependencies and expected duration.

The process can be broken down to the following steps:

- **Step 1 – Clarify the activities' sequence and dependencies.** This step requires the identification of the order in which the activities should be undertaken (sequence) and whether one or more activities are dependent on the start or completion of any other activity. We can create collaboratively a **Schedule Network Diagram**:

Fig. 5. Example of a Project Schedule Network Diagram

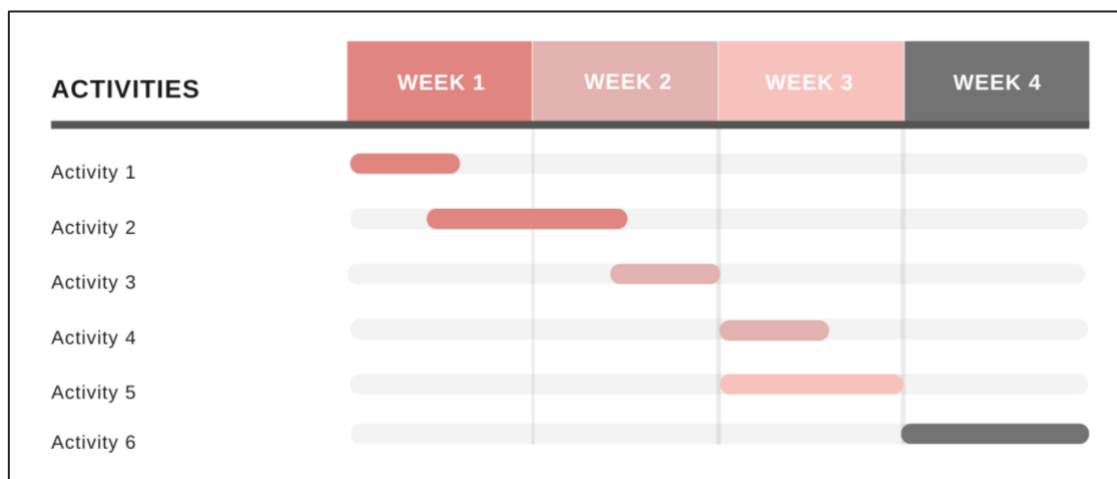


- **Step 2 - Estimate activity durations.** This step requires the estimation of the duration for each identified activity. Participants could interview peers and other

experts to collect information, or recur to previous experiences in participating in or implementing similar activities.

- **Step 3 - Develop the high level timetable.** Once the logical relationships are defined and the durations estimated, we can place the activities on a simplified **Gantt chart** to provide a visual representation of how they could be scheduled over time.

Fig. 6. Example of a Gantt chart





## V. Methods and Tools for Collaborative Projects

This chapter collects a set of proposed activities, methods and tools that could be used to enhance youth engagement and active participation in the developing collaborative projects.

Particularly, the following resources are included:

### Analysis

The Art of Hosting	p. 48
World Cafè	p. 49
Open Space	p. 50
Appreciative Inquiry (AI)	p. 51
ProAction Cafè	p. 53
Collective Mind Mapping	p. 55
Fishbowl	p. 56
How Might We (HMW)	p. 57
Uncoference	p. 58
Stakeholder analysis matrix	p. 59

SWOT Analysis	p. 60
Venn Diagram	p. 61
Spider Diagram	p. 62
Problem Tree	p. 63
Fishbone Diagram	p. 64
Five Whys	p. 65

## Planning

Objectives Tree	p. 66
SMART Method	p. 68
Journey Mapping	p. 70
Storyboards	p. 71
Context Mapping	p. 72
Brainstorming	p. 73
Paper Prototype	p. 74
Collective Impact Framework	p. 75
Scenario Analysis	p. 76
Theory of Change	p. 77

## THE ART OF HOSTING

**In a nutshell** The *Art of Hosting* is a participatory leadership method of facilitating group processes, as used by a loosely knit community of practitioners. People are invited into a structured conversation about issues of concern to them, while facilitators act as hosts. This community group understands "hosting" as a certain form of facilitation that is supposed to have the capacity to bring out the collective intelligence that people possess.

The "Art of Hosting" is rooted in a framework of practice that helps facilitators attend to the "conversations that matter," referred to as the fourfold practice. In addition, the Art of Hosting framework pays attention to raising meaningful questions for group consideration and documenting the results of the dialogue sessions, called 'harvesting'. As in their experience creating fruitful group processes only comes through practice and refinement, the community calls their overall approach an "art". In their work, those who start a group conversation are often referred to as "callers" as they call or invite people to participate around a specific shared challenge. One focus is on the practice of building and carrying out dialogic 'containers', meetings or processes bound in space and time, which support constructive group processes and allow new insights and decisions to emerge. Practitioners claim that well-organised events and projects increase the group's ability to adapt. These metaphors and methods are developed and applied by a self-organised learning community. There is no central institution that decides what belongs in the canon: it emerges from what the community uses and evolves through an informal peer review process that focuses on application. The community's means of exchange and documentation are practice-oriented web pages and grey literature.

**Resources** [https://en.wikipedia.org/wiki/Art\\_of\\_Hosting](https://en.wikipedia.org/wiki/Art_of_Hosting)



CONTEXTOS



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Erasmus+

## World Cafè

**In a nutshell** The World Cafè is a simple and effective method of initiating informal, lively and constructive conversations on different issues and topics. Particularly useful in stimulating creativity and participation, this technique is used to promote participation and social empowerment.

With this method the actors involved in the innovation process can be brought into conversation with each other in order to discuss problems and questions in small groups. The discussion rounds should resemble everyday conversations in a street café as much as possible. A prerequisite for successful outcomes is an open and friendly atmosphere at the café tables. The right questions are a critical success factor of a World Cafè. They should be formulated in a simple and understandable way, but at the same time be exciting and make the participants curious to get into conversation. A deepening of the discussion is made possible by changing and mixing the actors. Finally, there will be a joint final round where the actors present their results.

**Resources** <http://theworldcafe.com/tools-store/hosting-tool-kit/>

## Open Space

**In a nutshell** “Open Space” is a technique for running meetings where the participants create and manage the agenda themselves.

If many actors participate in the innovation process (more than 20), then the Open Space method is suitable. A characteristic feature is the openness of content based on a common main topic. Participants communicate topics (e.g. frailties due to age) they have chosen themselves to the plenum and initiate their own working groups. This requires an adequate infrastructure, since a wide variety of ideas, concepts, and results can be created in a short time. The aim is to break down a complex topic into subtopics in a short period of time with a large number of people and to work on them in an innovative and solution-oriented way.

**Resources** <https://www.mind.org.uk/>



CONTEXTOS



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## Appreciative Inquiry (AI)

**In a nutshell** Appreciative Inquiry is a working methodology that focuses on what is already good, efficient, and working, instead on focusing on what is negative. By overcoming the traditional concept of problem solving it inspires people towards positive change and promotes their active involvement.

An approach based on questions and dialogue that helps participants to recognize existing strengths, advantages, and opportunities in their environment (group/ community/ organisation/ teams/ other). It is strengths-based driven, with the goal of co-designing the future.

The 5 core principles of Appreciative Inquiry (AI) are: Positive Principle – positive questions promote positive change; Constructionist Principle – reality is subjective, and people construct their own understanding of reality through language and conversations; Poetic Principle – life is expressed through stories, and we can choose what we listen to; Simultaneity Principle – inquiry creates change, the moment we ask a question, we begin to create a change; Anticipatory – imagination drives action and an inspiring vision has the power to motivate us towards the future.

To implement Appreciative Inquiry (AI) the first step is to define its topic: What does the group want to achieve? What is the goal? And then apply the phases of the Cycle of AI (4-D Cycle):

- Discovery: What is already being done? What strengths and good practices can be identified? Participants are asked to reflect on the positives only.
- Dream: How will the future be when the goal is achieved? Participants envision the future they dream about.



- Design: What are some of the small steps, or bigger steps, that can be implemented towards that goal? What initiatives, projects, pilots? Participants use the best of the current situation (Discovery) and their visions for the future (Dream) to design strategies towards that goal.
- Destiny (also called Delivery): How will that be achieved? What will be implemented? Implement those strategies and revise as necessary applying the Discover -> Dream -> Design -> Destiny cycle again.

**Resources** Appreciative Inquiry: A Conversation with David Cooperrider (TheDruckerSchool):

[https://www.youtube.com/watch?v=3JDfr6KGV-k&ab\\_channel=TheDruckerSchool](https://www.youtube.com/watch?v=3JDfr6KGV-k&ab_channel=TheDruckerSchool)

4D Appreciative Inquiry Model (Cooperrider Center):

[https://www.youtube.com/watch?v=et55Kc\\_G-1o&ab\\_channel=CooperriderCenter](https://www.youtube.com/watch?v=et55Kc_G-1o&ab_channel=CooperriderCenter)

## ProAction Cafè

**In a nutshell** A facilitation format that combines both the concepts of Open Space and World Cafè. It promotes the sharing of different experiences and perspectives of the participants, through creative and inspirational conversations, with the goal of promoting action-oriented solutions.

ProAction Cafè consists in the use of a self-organised agenda and tables of discussion with hosts. The participants are invited to “brainstorm with a purpose” by proposing their own topics for discussion (ideas, projects, questions, etc.) with the goal of getting inputs from others.

The methodology is composed by 3 main moments:

- Agenda construction by the participants (there should be less ideas / projects / questions than participants, in a ratio of 1 per 5 participants, approx.);
- Distributing the topics of discussion by the tables;
- Conversation rounds (3 in total, approx. 20-30 minutes duration each, where the participants move to a different topic/table of discussion and start the new round after a short briefing of the table host).

Generic questions for each round should be prepared in advance by the team of hosts aiming at promoting the discussion and moving towards action, for example:

- Round 1 – Why? What is the purpose beyond that idea/ project / question? And what are the challenges?



- Round 2 – What is missing? What needs to be done? What is important and hasn't been referred to so far?
- Round 3 – What have the participants learned about themselves and about the idea /project / question through the conversations they had? What steps can be done next to implement it? And what do they need help for?

**Resources**      Proaction Café (InCommonsOrg) -  
[https://www.youtube.com/watch?v=jKvD3Sd9y7A&ab\\_channel=InCommonsOrg](https://www.youtube.com/watch?v=jKvD3Sd9y7A&ab_channel=InCommonsOrg)

## Collective Mind Mapping

**In a nutshell** Collaborative activity in the form of a visual diagram that can be used for collaborative decision making, identifying causes “behind” an issue and promoting diverse thinking.

Collaborative activity in the form of a visual diagram, normally created around a main concept in the center. Associated ideas, in the form of words, images, or others, are connected to the central concept, and other sub-ideas can branch out from those. A Collective Mind Mapping can be created using both a physical support (a big paper/poster) or digital tools, and the process should be supported by a facilitator that ensures equal participation of everyone involved.

It is recommended that the group has a maximum of 15 participants, and participants should be instructed to listen carefully to each other. Ideas and sub-ideas are added to the Map only after consensus has been reached within the group.

**Resources** Mind Map Template (Mural):  
<https://www.mural.co/templates/mind-map>

## Fishbowl

**In a nutshell** A method of structured group discussion involving a group of participants that discuss the topic, and a group of participants that listen carefully to the discussion taking place. It helps in considering different perspectives existing for the same issue.

The Fishbowl discussion process involves 2 groups: a group of participants that will discuss the topic (asking questions and sharing their opinions), and a group of participants that will watch and listen carefully to the discussion taking place. The discussion group will be seated in a circle, facing each other's. The "audience" group will be outside the circle, typically standing. A Fishbowl discussion is composed of the following main moments:

- defining the topic of discussion;
- space preparation (approx. 6-12 chairs making a circle, depending on the number of participants, with space around for the remaining participants to watch it);
- preparation time (give participants some minutes to prepare their questions and ideas) and make sure the listeners are ready for their role (What should they pay attention to? Are they taking notes?);
- discussion/listening time, and switching roles of the audience groups after 10-15 minutes;
- debriefing.

*Variations to this activity may be applied.*

**Resources** Fishbowl (Facing History & Ourselves):

<https://www.facinghistory.org/resource-library/teaching-strategies/fishbowl>

## How Might We (HMW)

**In a nutshell** A collaborative design thinking approach where participants are invited to rephrase problems and challenges as questions using the expression “How Might We...?”.

The “How Might We” (HMW) approach helps participants move from problems and challenges to possible actionable solutions. HMW statements shouldn’t be too broad or too narrow.

The facilitator can post it to showcase the HMW questions. As possible follow-up, once the HMW questions to work on are decided, the group can move on to construct action plans: using, for example, 3 columns:

1. **action** (to describe the activity proposed by the group to answer the HMW question),
2. **target group** (who will benefit from the solution), and
3. **outcome** (desired result to be achieved).

**Resources** How Might We (IDEO.org):  
<https://www.youtube.com/watch?v=N0fkNvyB7ZQ>chieved).

## Unconference

**In a nutshell** An activity based on creativity, collaboration, and peer-to-peer learning for conferences creation.

Unconference is composed of three main moments:

- participants create the conference agenda using open space technology, following one rule: all sessions are welcome, no session can be voted “won’t happen”;
- all the agenda topics are shared with the whole group, giving the participants the opportunity to decide to connect with others and merging sessions that may have similar topics;
- conference sessions implementation.

It is important to be noted that: different types of sessions can be implemented (group discussions, workshops, etc.), it’s up to the participants to creatively decide what they want to do; preparation is not needed to implement a session, you get an idea, call it a session; there is no “right way” to implement a session.

**Resources** Unconference 101 -- Norms & Tips (SunlightFoundation):  
[https://www.youtube.com/watch?v=iUEt0xOysr4&ab\\_channel=SunlightFoundation](https://www.youtube.com/watch?v=iUEt0xOysr4&ab_channel=SunlightFoundation)

## Stakeholder analysis matrix

**In a nutshell** There are many versions of the stakeholder matrix or quadrant. The stakeholder matrix is a simple, but very effective tool for analysing stakeholders. A graph is drawn and split into four quadrants. Stakeholders are analysed against certain criteria and plotted on the graph, the completed graph enables decisions to be made based on the quadrant that a particular stakeholder falls into.

The type of information collected, analysed and presented in the columns of such a matrix can be adapted to meet the needs of different circumstances. For example, additional columns could be added to specifically deal with the different interests of women and men. Also, when analysing potential project objectives in more detail (at a later stage in project planning), greater focus should be given to analysing the potential benefits and costs of a proposed intervention to different stakeholder groups.

**Resources** <https://tools4dev.org/resources/stakeholder-analysis-matrix-template/>

## SWOT analysis

**In a nutshell** SWOT stands for Strengths, Weaknesses, Opportunities and Threats. It is a method most commonly used for strategic planning and risk assessment, but it is also a useful Stakeholder Analysis tool.

The SWOT analysis is used to analyse the internal strengths and weaknesses of an organisation and the external opportunities and threats that it faces. It can be used either as a tool for general analysis, or to look at how an organisation might address a specific problem or challenge. The quality of information derived from using this tool depends (as ever) on who is involved and how the process is managed – it basically just provides a structure and focus for discussion.

**Resources** <https://www.stakeholdermap.com/stakeholder-SWOT.html>

## Venn Diagram

**In a nutshell** Venn diagrams are a simple tool to provide a visual ‘map’ of the relationships between stakeholders. Used either on its own, or as part of a broader stakeholder analysis, this technique can provide useful insights for a project development team.

Venn diagrams are created to analyse and illustrate the nature of relationships between key stakeholder groups. The size of the circle used can help indicate the relative power/influence of each group/organisation, while the spatial separation is used to indicate the relative strength or weakness of the working relationship/interaction between different groups/organisations. Venn diagrams are commonly used as a participatory planning tool with target groups, to help them profile their concept of such relationships.

**Resources** <https://miro.com/templates/venn-diagram/>



## Spider Diagram

**In a nutshell** A stakeholder spider diagram is a simple way of visually showing stakeholder information along multiple vectors or areas of interest at once.

The stakeholder spider diagram can be used to help analyse and provide a visual summary of institutional capacity. The collection of relevant information can be undertaken using a variety of tools, including inspection of administrative record and management reports, interviews with staff and clients, and observation of operations/activities 'on the ground'.

**Resources** <https://mbspguide.org/2022/03/18/stakeholder-identification/>



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## Problem Tree

**In a nutshell** Problem Tree Analysis provides a template for mapping causes and effects in order to better understand the chain of connected circumstances that led to the current situation. Using the tree as a metaphor, you separate the causes (roots) from the effects (branches) of a central issue (trunk).

Creating a problem tree should ideally be undertaken as a participatory group event. It requires the use of individual pieces of paper or cards on which to write individual problem statements, which can then be sorted into cause and effect relationships on a visual display.

**Resources** Problem and solution tree: explanatory video by the European Commission. <https://www.youtube.com/watch?v=9KlIK61RInY>

## Fishbone Diagram

**In a nutshell** A visual brainstorm tool that may be used to identify and categorise the root causes of a problem.

Similarly to the problem tree, the fishbone diagram is useful to identify the root causes of a problem and categorise them, in this case using a “fish skeleton” design. The group of participants brainstorms all the possible causes for a problem with the support of a facilitator that helps the group rating the different causes according to their importance, constructing the fishbone hierarchy. The fishbone is normally worked right to left, from the head of the fish to its tail. Each large bone of the fish (cause of the problem) branches out to include smaller bones (causes of that specific problem). The process continues until all the root causes of the problem have been identified.

**Resources** What is a Fishbone Diagram (Techoarget):

<https://www.techoarget.com/whatis/definition/fishbone-diagram>

## Five Why

**In a nutshell** **Five Whys** is an interrogative technique used to explore cause and effect relationships underlying a particular problem.

The main goal of the technique is to determine the root cause of a defect or problem by repeating the question "Why?" five times. The answer to the fifth why should reveal the root of the problem, however, the questioning could be carried to a sixth, seventh or higher level, but five "whys" are usually enough to get to the root cause. The key is to encourage the troubleshooter to avoid assumptions and logic traps and instead trace the chain of causation in direct increments from the effect through any abstraction layers to a root cause that still has some connection to the original problem. Even when the method is followed closely, the result still depends on the knowledge and persistence of the people involved.

The last answer points to a process. This is one of the most important aspects of the five whys approach: the real root cause must point to a process that is not working well or does not exist. Untrained facilitators will often find that responses seem to point towards classic responses such as lack of time, lack of investment, or insufficient resources. These answers may be true, but they are beyond our control. So instead of asking *why*, you should ask *why the process failed?*

**Resources** <https://kanbanize.com/lean-management/improvement/5-whys-analysis-tool>

## Objective Tree

**In a nutshell** The objective tree is a project planning tool that helps to analyse and graphically break down objectives into smaller and more manageable parts.

The objective tree requires the transformation of identified problems into achievable objectives. To develop a problem tree, we should transform the problems into the **future situations** once they have been solved.

Developing an objective tree includes the following steps:

- **Step 1 – Transform the problems into positive achievements.** The “negative situations” included in the problem tree are converted into solutions, expressed as “positive situations” that are desirable and realistically achievable.
- **Step 2 – Check the *means-ends relationships*** between the higher-level objectives and the ones at the lower levels, to ensure validity and completeness of the hierarchy: in case: when transformin problems into positive achievements, cause-effect relationships are turned into means-ends linkages . If an objective does not seems to be relevant for the specific problem addressed, identifying the relationship between the means and the purpose/ends is necessary, and therefore identifying the relevant problem the objective seeks to solve.
- **Step 3 (If necessary) – Refine the work.** the statements, add new objectives if it seems to be relevant and necessary to achieve the objective at the next higher level, and delete objectives which do not seem suitable or necessary.

Once completed, the **objective tree**, provides a summary picture of the desired

future situation, including the indicative means by which ends can be achieved. As with the problem tree, the objective tree should provide a simplified but robust summary of reality. It is simply a tool to aid analysis and presentation of ideas.

**Resources**

- <https://www.ingenioempresa.com/en/objective-tree/>
- Problem and solution tree: explanatory video by the European Commission. <https://www.youtube.com/watch?v=9KlIK61RInY>

## SMART Goals

**In a nutshell** **S.M.A.R.T.** is a goal setting method supporting the development, of goals that are Specific, Measurable, Attainable, Realistic/ Relevant and Time-bound,

Developing SMART goals requires the definition of goals that have the following characteristic:

- ◆ **Specific:** precise and concrete enough to avoid varying interpretation;
- ◆ **Measurable:** refer to a desired future state (as compared to the baseline situation) so that it is possible to see whether the objective has been achieved or not.
- ◆ **Attainable:** understood and interpreted similarly by all who are expected to take responsibility for achieving them.
- ◆ **Realistic** (or Relevant): focused on outcomes rather than the means for achieving them.
- ◆ **Time-bound:** their achievement should be related to a fixed time period.

In order to support youth in developing their SMART goals, you could use the worksheet included in the following page.

<b>INITIAL GOAL</b>	Write here the goal you have in mind
<b>S</b> SPECIFIC	What do you want to accomplish? Why? Who is involved?
<b>M</b> MEASURABLE	How will you measure progress and know if the goal was met?
<b>A</b> ATTAINABLE	Can the goal be achieved considering resources and time available?
<b>R</b> RELEVANT	Why are you setting this goal? Does it address an issue or problem?
<b>T</b> TIME-BOUND	What is the deadline? Can the goal be achieved in this timeframe?
<b>SMART GOAL</b>	Re-write here your "Initial Goal" as a S.M.A.R.T. Goal



## Journey Mapping

**In a nutshell** The Journey Map is a common user experience tool, indispensable for putting young people's shoes on on a journey that allows them to grasp the fundamental aspects of their interaction with the site and organisation.

A Journey Map is a diagram illustrating the process undertaken by a young person when they come into contact with our organisation, be it a product, a service, an online or offline experience or a combination of these.

Journey Maps are effective mechanisms for conveying information in a concise and easy-to-remember manner. It is a process that highlights both moments of frustration and excitement, revealing opportunities to improve user experience

**Resources** <https://www.nngroup.com/>

## Storyboards

**In a nutshell** Storyboard is a term to indicate the graphic representation, in the form of sequences drawn in chronological order, of the shots of a comic strip or film, whether from life or animation.

A storyboard is a graphic organiser that plans a narrative. Storyboards are a powerful way to visually present information; the linear direction of the cells is perfect for storytelling, explaining a process, and showing the passage of time. At their core, storyboards are a set of sequential drawings to tell a story. By breaking a story into linear, bite-sized chunks, it allows the author to focus on each cell separately, without distraction.

**Resources** <https://www.vyond.com/>.



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## Context mapping

**In a nutshell** Context mapping is an approach to design in which designers use people's everyday lives to inform and inspire themselves for ideation.

In context mapping users and designers work together on the basis of expertise: designers are experts of the innovation process, whereas users are experts of their own experiences. Explorative techniques are used to learn about the needs, wishes, motivations and experiences of everyday people and use this in designing. It makes mainly use of qualitative research, analysis and conceptualization methods and supports empathy with the end-users and inspiration for better solutions.

**Resources** <http://contextmapping.com/>

## Brainstorming

**In a nutshell** Brainstorming is a creativity technique that involves the spontaneous contribution of creative ideas and solutions. This technique requires intensive, freewheeling discussion in which every member of the group is encouraged to think aloud and suggest as many ideas as possible based on their diverse knowledge.

Brainstorming combines an informal approach to problem-solving with lateral thinking, for developing new concepts to solve problems by looking at them in innovative ways. Some of these ideas can be built into original, creative solutions to a problem, while others can generate additional ideas.

During brainstorming sessions, participants should avoid criticising or rewarding ideas in order to explore new possibilities and break down incorrect answers. Once the brainstorming session is over, the evaluation session (which includes analysis and discussion of the aired ideas) begins, and solutions can be crafted using conventional means.

**Resources** <https://miro.com/it/brainstorming-online/>

## Paper prototype

**In a nutshell** Paper prototyping is a process where design teams create paper representations of digital products to help them realise concepts and test designs. They draw sketches or adapt printed materials and use these low-fidelity screenshot samples to cheaply guide their designs and study users' reactions from early in projects.

Paper prototyping is a methodology that consists of creating simple illustrations of the product to facilitate design, development, and testing. Paper prototypes are often used to flesh out a particular design as well as to share ideas among survey designers, programmers, and stakeholders during the user-centred design process. You can show paper prototypes to real users to get feedback on the design. Consequently, paper prototypes are often used on custom survey-design applications where programming a mock-up could be time consuming and costly. Although paper prototypes can be used in exploratory testing, they are more frequently used in assessment testing, once the fundamental survey design or approach has been established and can be demonstrated visually.

**Resources** <https://www.sciencedirect.com/>

## Collective Impact Framework

**In a nutshell** Framework for the implementation of collective impact initiatives.

The Collective Impact Framework is a framework for the implementation of collective impact initiatives, involving different people/ groups/ organisations. It presents 5 key conditions, that should be customised for each context:

1. Create a common agenda (collectively define the problem and a shared plan to solve it, making sure everyone is moving towards the same goal);
2. Establish a shared measurement system (ensuring that efforts are aligned and promoting accountability and learning from each other's);
3. Implement mutually reinforcing activities (integration of the different activities encourage participants to advance their activities in coordination with the activities of the other participants for maximum impact);
4. Maintain open and continuous communication (helping participants to commit and keep committed to the common agenda, and building trust within the group);
5. Ongoing backbone support (a centralised structure responsible for coordinating the group work, ensuring that the plan goes as intended).

**Resources** Tackling Complex Social Problems through Collective Impact (Collective Impact Forum):  
[https://www.youtube.com/watch?v=pzmMk63ihNM&ab\\_channel=CollectiveImpactForum](https://www.youtube.com/watch?v=pzmMk63ihNM&ab_channel=CollectiveImpactForum)



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## Scenario analysis

**In a nutshell** Scenario analysis is a process aimed at analysing future events by considering possible alternative outcomes (sometimes called "alternate worlds").

Scenario analysis, one of the main forms of projection, does not try to show an exact picture of the future. Instead, it features various alternate future developments. Consequently, a range of possible future outcomes is observable. Not only are the results observable, but also the development paths that lead to the results. Unlike forecasts, scenario analysis is not based on extrapolation from the past or extension of past trends. It is not based on historical data and does not expect past observations to remain valid in the future. Instead, try to consider possible developments and turning points, which can only be connected to the past. Each scenario typically combines optimistic, pessimistic, and more or less likely developments. However, all aspects of the scenarios must be plausible. Although much discussed, experience has shown that around three scenarios are most appropriate for further discussion and selection. More scenarios run the risk of overcomplicating the analysis. Scenarios are often confused with other planning tools and approaches.

**Resources** <https://corporatefinanceinstitute.com/resources/knowledge/modeling/scenario-analysis/>



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## Theory of Change

**In a nutshell** The Theory of Change aims at explaining how and why a desired change is expected to be achieved, by working backwards from the desired goals to the conditions that must be met.

The first step on the Theory of Change approach consists of identifying the desired long-term goals that the action/intervention is meant to achieve. And then work backwards to identify the conditions/outcomes that must happen in order to achieve those goals. There are 5 steps in this process:

- Impact - the final long-term goal /systemic change desired.
- Outcomes - intended and unintended benefits expected to happen with the intervention. Ideally, long-term, midterm and short-term outcomes should be included.
- Outputs - immediate results of the activities that need to happen in order to achieve the outcomes.
- Activities – the specific activities that must be implemented for the outputs to happen.
- Inputs – the resources needed for the implementation of the defined activities.

Those are all registered in a Framework that will be the foundation of the actions/interventions that will lead to the outcomes identified as preconditions for achieving the desired long-term goal.

Resources Theory of Change - Foundation for Social Impact Measurement (SoPact):  
[https://www.youtube.com/watch?v=cg4J1q0IVHg&t=173s&ab\\_channel=SoPact](https://www.youtube.com/watch?v=cg4J1q0IVHg&t=173s&ab_channel=SoPact)





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