



RED COMPÁS TOOLKIT

Red Compás | Participatory communication and youth



AGARESO
Asociación Galega de Comunicación
para o Centro Social



Financiado por
la Unión Europea

LEGAL NOTICE

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INTRO

This **toolkit** is a practical guide based on the experience of **Red Compás**, a youth participation project in which more than fifty Galician youngsters have worked for months to identify problems in their communities, elaborate a collective manifesto, and design transformative communication actions.

In the toolkit you will find ideas, tools, and examples to activate participatory processes that center the voice of youth and promote the right to a dignified life in rural and other contexts. It is designed for educators, youth collectives, associations, institutions, or anyone interested in fostering participation and creativity from a critical perspective.



Youth from Silleda prioritize the European Youth Goals.

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1. WHAT IS RED COMPÁS

1.1 WHAT IS RED COMPÁS?

Red Compás is a youth participation project promoted by the Galician NGO **Agareso (Galician Association of Communication for Social Change)**, with funding from the Erasmus+ programme of the European Union.

Agareso has been working for over a decade in the field of education for global citizenship, communication for social change, and cooperation for development, promoting the use of media and alternative narratives as tools for social change. In Galicia, it has developed multiple media literacy programmes in educational and community contexts, and Red Compás provides continuity to this work by connecting communication with democratic participation and political advocacy at the local & european level.

Red Compás project is aimed at young people from different Galician localities who, through peer-to-peer learning processes, identify social and territorial challenges, develop collective proposals, and design **guerrilla communication** campaigns as creative and advocacy tools for social transformation. The objective is to strengthen their role as active citizens, foster youth action networks, and give visibility to their demands in public and political spaces.

The word **COMPÁS** means "compass" in Galician: a tool that guides us when there are no clear directions, no signs, nor marked paths. This is also the function of this project: to offer youth a space to meet, share experiences, build proposals, and chart a collective course. Within Red Compás, education is understood as key to guaranteeing equal opportunities, fostering participation, and building support networks across territories.

The young people participating in Red Compás live in municipalities with fewer than 15,000 inhabitants, representing the territorial and cultural diversity of rural Galicia, where opportunities for shared meeting and action are scarce. In this context, **Red Compás acts as a youth participation network that connects dispersed but committed groups**, with the aim of strengthening the social networks, understanding democratic mechanisms, and fostering the capacity to collectively influence public policies.

This toolkit compiles the experience accumulated during the project: the methodology, the process phases, the lessons learned, concrete examples, and practical tools. It is designed as a guide for other individuals, collectives, or institutions that wish to activate similar processes of alternative communication, creativity, and youth participation in their territories.

1.2 WHAT IS THIS TOOLKIT AND WHAT IS IT FOR?

This toolkit is a practical guide designed to share the Red Compás methodology and facilitate its application in other territories. It brings together participatory activities, educational resources, and real examples to support groups of young people (or those who work with them) in processes of active participation, collective creation, and social advocacy.

It is not intended to be a single model, but a set of open tools that can inspire new proposals. It is especially oriented towards rural environments, with an inclusive, feminist, and community approach, and bets on communication as an tool for social transformation.

What is Red Compás?

Red Compás is an Erasmus+ KA154 project managed by INJUVE that promotes youth participation in Galicia. Through collaborative processes, young people design campaigns and actions to transform their social and political reality from a local, feminist, and community perspective.

What do we seek with Red Compás?

Red Compás aims to train young people in management, communication, and democratic participation skills; promote dialogue and collaboration between different groups; and facilitate their interaction with institutions to take their proposals to the European Parliament and their localities.

What is this toolkit?

This toolkit compiles the Red Compás experience and offers methodologies, tools, and practical resources so that young people, educators, and organizations can replicate participatory processes of communication for social change in their communities.

2. METHODOLOGICAL APPROACH



Youth in Brión identify challenges for their locality.

Red Compás proposes an educational methodology that combines **media literacy**, **global citizenship**, and **active youth participation**, through processes of **peer-to-peer learning**, **critical reflection**, and **collective action**. This methodological proposal stems from the accumulated experience of Agareso (the organization promoting the project) in the field of educommunication and the **training of young people as agents of social and political change**.

The pedagogical approach of Red Compás starts from a clear premise: **young people have a lot to say and do in the construction of a fairer, more democratic, and sustainable society**. For this, it is key to equip youth with tools to analyze reality, communicate effectively, organize collectively, and exercise their citizenship rights.

2.1 A METHODOLOGICAL FRAMEWORK BASED ON EDUCOMMUNICATION

Educommunication (as a methodology that crosses education, media, and participation) allows working with youth from a transformative approach that connects the local with the global. Through this perspective, media and digital literacy is not just a set of technical skills, but a **strategy for youth empowerment**, so that participants can identify imbalances, build their own narratives, and promote changes in their closest environment.

In Red Compás, we understand education as a **collective, horizontal, and inclusive process**, which recognizes the previous experiences of each person and promotes critical thinking, dialogue, and action. The project articulates its actions around **active participation, collaborative work, and the design of real proposals** that impact the public sphere.

2.2 EXPERIENTIAL LEARNING CYCLE: FOUR KEY PHASES

The project's didactic itinerary is organized based on the **Experiential Learning Cycle** (Kolb D.A, 2015), an educational tool that guides the training process in four main phases. This structure allows learning to start from experience, be enriched by collective reflection, and lead to concrete actions with real impact. Adapted to Red Compás, the cycle would be:

1. EXPERIENCE:

Participants share real situations they have lived or previous knowledge related to the work topics (discrimination, access to rights, rural life, etc.). It starts from their knowledge and experiences, which are validated as a starting point. "All types of experience, positive or negative, can be a valuable source of learning".

3. GENERALIZATION:

Based on the shared conclusions, patterns, common themes, and transferable lessons are identified. This step allows linking the individual with the collective and building a common narrative.

2. REFLECTION:

Safe spaces are created to analyze what has been experienced, identify common challenges, and open debates. Here, the group identifies what it has learned, what has surprised it, or what it wants to understand better.

4. APPLICATION:

The group designs and carries out action proposals (such as a communication campaign, an artistic intervention, or an advocacy action) in real contexts. The experience is tested, analyzed, and improved.

2.3 FIVE STEPS FOR DESIGNING EDUCATIONAL EXPERIENCES

Based on this general structure, from Agareso we propose a **five-step model** that can be applied in the design of any educational activity, whether in-person or online. This model was developed within the framework of the [EpDLab project](#) and has been adapted for Red Compás:

1. SCAN THE GROUP

Before starting any activity, it is important to know the group: its emotional state, its level of trust, its interests, skills, and expectations, degree of cohesion, barriers to participation, etc..

GOAL

To adapt the pace, tone, and methodologies to the real group (and not the ideal group).

SUGGESTED TOOLS

- Emotion maps (e.g., mapping, the group thermometer)
- Creative presentation dynamics (e.g., "the object that represents me," "my favourite place," "Hero's Journey")
- Quick surveys with tools like Mentimeter.

2. ACTIVATE KNOWLEDGE

Emotions and prior knowledge are activated through activities that connect with real experiences, awaken curiosity, and motivate the group.

Questioning, critical thinking, and personal connection with the topic are encouraged here.

GOAL

To generate emotional involvement and initial reflection that drives learning.

SUGGESTED TOOLS

- Brainstorms with post-its or digital whiteboards like Jamboard.
- Express role-playing with nearby situations.
- Wall of affirmations: participants position themselves according to what they think ("I totally agree / Not at all / I don't know...").

2.3 FIVE STEPS FOR DESIGNING EDUCATIONAL EXPERIENCES

3. UNDERSTAND

This is the time to introduce key content: information, tools, references, practical cases... Dialogue, critical reading, and guided exploration are promoted. Brief presentations can be combined with participatory activities, debates, or material analysis.

GOAL

To understand the topic from multiple approaches and develop critical thinking.

SUGGESTED TOOLS

- Brief content capsules (can be videos, infographics, podcasts, texts).
- Collaborative concept maps with tools like Padlet or Miro.
- Critical media reading (analyzing headlines, biases, language...).
- Brief presentations on a topic.
- SWOT analysis of a problem.

4. PROTOTYPE

In this phase, a collective product is created, physical or digital, that reflects the learning and generates a proposal for transformation. Group work, role distribution, and shared decision-making are key. The important thing is not so much the result as the process of creation and decision-making for which the **sociocratic model** is used.

GOAL

To shape a common proposal that connects reflection with action.

SUGGESTED TOOLS

- Quick prototyping with paper, cardboard, apps, or digital tools.
- Storyboards to plan visual messages or narratives.
- Collective creativity workshops with the aim of group-designing the communicative products.
- Design of campaigns or actions (guerrilla communication, manifestos, street interventions).

2.3 FIVE STEPS FOR DESIGNING EDUCATIONAL EXPERIENCES

5. EVALUATE

Evaluation is conceived as a **participatory and horizontal activity**. It allows reviewing lessons learned, detecting difficulties, and planning the next steps. More than grading, it is about understanding the process. It is not about evaluating learning, but evaluating for learning. Evaluations can be oral, written, visual, with analog or digital tools.

GOAL

To close the learning cycle and generate shared proposals for improvement.

SUGGESTED TOOLS

- Exit ticket.
- Learning wall: each person writes something they take away.
- Visual evaluation with emojis or colour thermometers.
- Video and/or audio reflective diaries.
- Online tools like Google Forms or JotForm to collect impressions.

2.4 TRANSVERSAL KEYS OF THE METHODOLOGY

Throughout the project, a series of methodological principles are also applied that make it an innovative and inclusive proposal:

PEER-TO-PEER AND INCLUSIVE LEARNING:

Mutual support is promoted so that no one is left behind, taking advantage of the group's diversity and multiple intelligences so that each person finds a relevant role from which to contribute, avoiding the frustration of following a single pace.

IN-PERSON AND DIGITAL HYBRIDISATION:

In-person activities are complemented by an online itinerary or digital tools to overcome geographical barriers, ensuring flexible participation methods adapted to the availability of young people.

MULTI-LEVEL AND INTERDEPENDENT PARTICIPATION:

By combining large and small groups, an interdependent production of results is fostered, where the work of some feeds that of others. This allows each participant to be involved with different levels of commitment according to their capacities.

SUPPORT AND CONNECTION WITH THE ENVIRONMENT:

A fluid and horizontal dialogue is maintained with each group and its community. The facilitating team ensures a consistent presence and personalized support, fostering trust and adapting to each group's rhythm and needs. This ongoing interaction strengthens collective learning and a sense of shared purpose.

DIVERSE AND CREATIVE EVALUATION:

Varied formats and languages characteristic of digital narratives (video, audio, image) are used to ensure that all people, regardless of their learning style or written expression ability, can actively participate in the evaluation of the process.

This pedagogical approach allows young people not only to participate but to **lead change processes** in their environments, developing key competencies for the exercise of an active, critical, and transformative citizenship.

3. PEDAGOGICAL ITINERARY



3.1 ACTIVITY 0 – PRESENTATION AND COLLECTIVE MAPPING OF THE GROUP

SUMMARY SHEET

MAIN OBJECTIVE

To introduce the Red Compás project, create an initial space for dialogue, and collectively map resources, challenges, and strategies based on the experience of the participating youth.

METHODOLOGICAL STEP

Introduction to the Participation Cycle (Expectation Alignment).

AUDIENCE/PARTICIPANTS

Volunteer groups of young people (students from the participating Secondary Schools).

CONTEXT/PLACE

Participating Secondary Schools or community spaces, requested by the educational centres to form the groups.

METHODOLOGY/DYNAMICS

DURATION

Project presentation and collective mapping activity based on 4 key questions (Strengths, Dreams, Challenges, and Strategies). Necessary Materials: Flip chart paper, markers, and Post-its.

KEY RESULTS/OUTPUT

A visual map of common challenges (housing, salaries, climate change) and a list of strategies proposed by the young people (mobilizations, dialogue with authorities, organization).

EVALUATION/HIGHLIGHTED VOICES

- Visualization of youth as an active collective, aware of their difficulties, but with a clear will for collective action.
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-
-

3.1 ACTIVITY 0 – PRESENTATION AND COLLECTIVE MAPPING OF THE GROUP

ACTIVITY DESCRIPTION AND LOCAL CONTEXT

JUSTIFICATION AND DURATION:

Before starting with Activity 1 of the itinerary, this Session 0 was carried out, which was not initially planned in the original project design. This action was requested by the participating Secondary Schools as a tool to introduce Red Compás to the students and facilitate the **formation of volunteer groups** in each centre. This decision was key to generating interest and commitment from the start. The session duration was **50 minutes**.

La duración de la sesión fue de **50 minutos**.

OBJECTIVES

The session focused on four main objectives:

Present the project, its objectives, and the youth collectives participating.

Facilitate the identification of the project's purpose and its relevance for Galician youth.

Conduct a collective mapping to identify local resources, goals, challenges, and strategies based on the experience and vision of the participating youth.

Create an initial space for dialogue and mutual understanding to strengthen group cohesion.



Youth in Silleda during the Red Compás presentation activity.

3.1 ACTIVITY 0 – PRESENTATION AND COLLECTIVE MAPPING OF THE GROUP

IMPLEMENTATION OF THE METHODOLOGY

The session was divided into two parts:

1. GENERAL PROJECT PRESENTATION

Key questions were addressed: What is Red Compás about?, Who participates? and What do we seek? (Forming youth groups to connect, give visibility to their demands, and exert collective political pressure), in addition to a presentation of the training itinerary.

2. COLLECTIVE MAPPING ACTIVITY

Participants were invited to capture their ideas on flip chart paper (with markers and Post-its) by answering four key questions:

- Characteristics and strengths of the locality and its youth.
- Dreams and future goals for 10 years.
- Challenges and difficulties in achieving these goals.
- Proposals and strategies to overcome obstacles and make their demands heard.

RESULTS AND LESSONS LEARNED

The responses to the collective mapping reflected the concerns and commitment of the participating youth.

IDENTIFIED CHALLENGES

Systemic problems such as **inflation, housing prices, low salaries, and social pressure** were highlighted. Emotional themes like "fear of not knowing how to face life" and "lack of resources" were recurrent. In the rural context, **uncertainty, climate change**, and the **distance** to university centres were added.

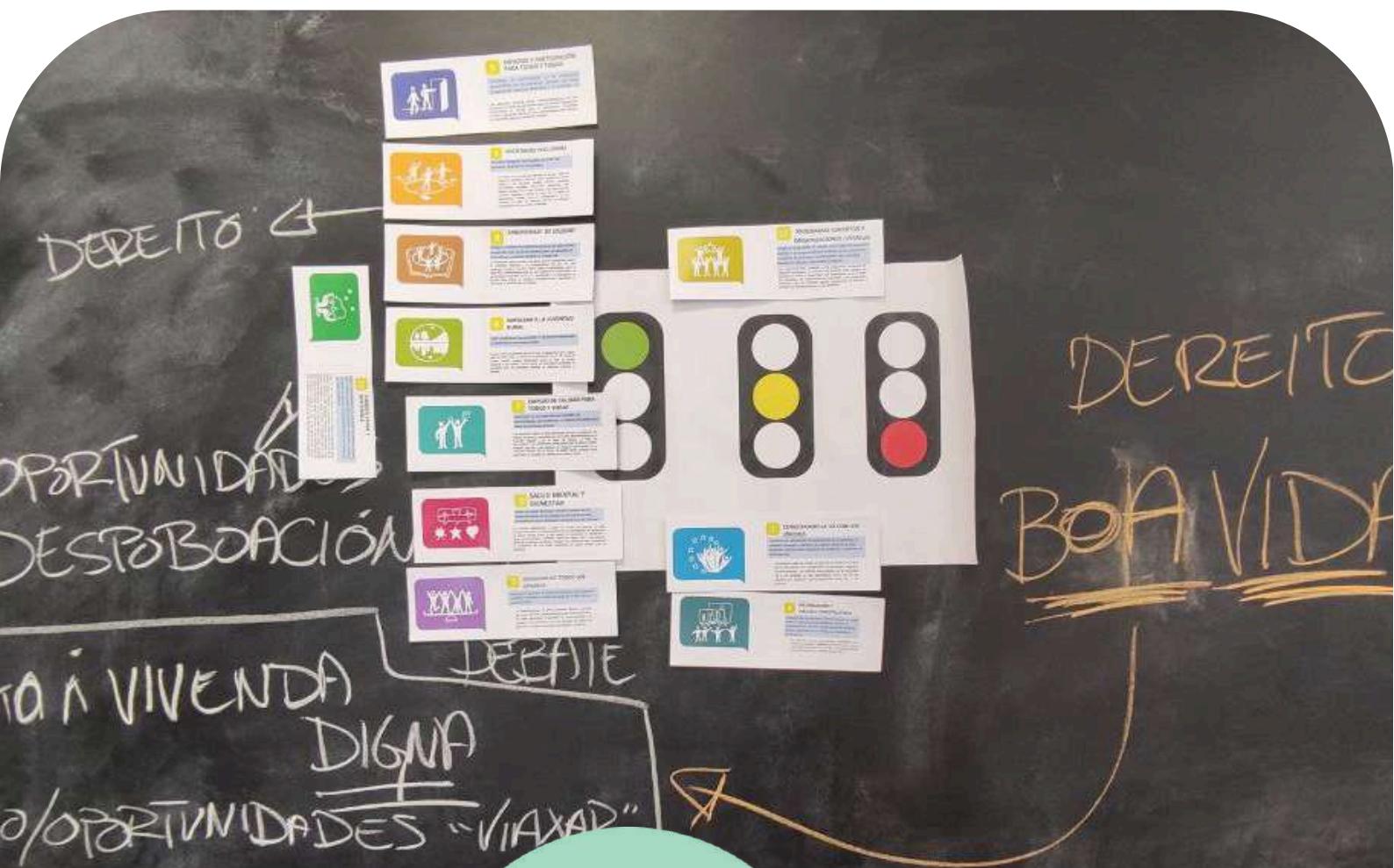
PROPOSED STRATEGIES

The youth showed a clear will for action, proposing **mobilizations, distribution of advocacy leaflets, organization, and dialogue with local authorities**. The importance of **mutual support** and the need for **new, more practical and effective study methods** were also emphasized.

This exercise allowed the visualization of youth as an active collective, aware of their difficulties, but with a clear will to transform their reality through collective and organized strategies. Session 0 was consolidated as a fundamental space for strengthening commitment and youth participation from the beginning of the project.

3.2 ACTIVITY 1 · LOCAL MEETINGS FOR EXPERIENCE AND REFLECTION

Once the team is cohesive and expectations are aligned with **Session 0**, the itinerary delves into the first key step of the Red Compás methodology: **Scanning the Reality**. This phase consists of guiding the youth to critically analyze their environment in a participatory manner, identifying local problems, strengths, and weaknesses to lay the foundations for their future campaign.



3.2 ACTIVITY 1 · LOCAL MEETINGS FOR EXPERIENCE AND REFLECTION

SUMMARY SHEET

MAIN OBJECTIVE

To explore previous experiences, activate collective reflection, and define thematic priorities for intergroup work and the hackathon.

METHODOLOGICAL STEP

Scan the Reality (Diagnosis, Challenge Identification, and Prioritization).

AUDIENCE/PARTICIPANTS

65 young people (from the four initial localities: Monfero, Brión, Silleda, and Bueu), exceeding the initial forecast of 25 participants.

CONTEXT/PLACE

Participating Secondary Schools or community spaces, requested by the educational centres to form the groups.

METHODOLOGY/DYNAMICS

DURATION

Icebreaking and collective reflection; Prioritization Dynamics (use of the A3 Traffic Light template); Presentation of the Youth Goals as a European framework; Sociocracy and Group Work dynamics. Key Materials: Youth Goals sheets, A3 Traffic Light sheets, Exit tickets.

KEY RESULTS/OUTPUT

Thematic priorities identified and agreed upon by each group; Initial work role assignment (spokesperson, communication); Initial multimedia products (video-letters/audios) to share on the platform.

EVALUATION/HIGHLIGHTED VOICES

- Exit tickets collecting a high degree of connection and learning about the importance of working together ("That you can unite many people to do something together...").

3.2 ACTIVITY 1 · LOCAL MEETINGS FOR EXPERIENCE AND REFLECTION

ACTIVITY DESCRIPTION AND LOCAL CONTEXT

INTRODUCTION AND SCOPE OF THE ACTIVITY

This first activity marked the beginning of the shared journey for the Red Compás youth groups. It was developed in **simultaneous local meetings** in the localities of Monfero, Brión, Silleda, Viana do Bolo and Bueu. Participation was a success, gathering **65 young people** (more than double the initial forecast), which already demonstrated the high demand for youth participation spaces in rural areas.

The objective was to create community, identify collective priorities, and **activate critical thinking**. It was the first contact with the key concepts of the project: **communication for social change**, political advocacy, and mechanisms of youth participation at the European level.

In this phase, the groups explored who they were, what motivated them, what angered them, and what they expected from this process, generating an atmosphere of trust that led to profound reflections.



Youth from Bueu collectively prioritize the European Youth Goals.

3.2 ACTIVITY 1 · LOCAL MEETINGS FOR EXPERIENCE AND REFLECTION

IMPLEMENTATION OF THE METHODOLOGY

The 100-minute session was designed following the Red Compás five-step pedagogical model:

1. SCAN THE GROUP

Through icebreaking dynamics (Make a line), participants grouped themselves according to their tastes and values (favourite food, causes that anger them, dreams for the Red Compás). The goal was to build trust and break the ice.

2. ACTIVATE KNOWLEDGE

The project was presented, along with the concept of hackathon and the idea of advocacy through **guerrilla communication**. The key questions guiding this part were: What challenges do we want to change in our community? and What role can communication play in giving them visibility?. **The Youth Goals** were then introduced as a common European reference framework.

3. UNDERSTAND

In small groups, the **Youth Goals** were classified using a **traffic light dynamic** (green: most important; red: least priority). The contrast of the results generated a rich debate on how these European objectives related to their local context, aligning the learning process with their realities and interests.

4. PROTOTYPE (INITIAL)

To collect the conclusions and practice content production, each group was invited tp create an initial multimedia product (video-letters or podcast-type audios). The **assignment of roles** inspired by real social movement functions (spokesperson, communication, management, facilitation) also began.

5. EVALUATE

The session ended with **Exit Tickets**, which allowed collecting individual lessons learned and feelings. This tool was fundamental for designing the next session.

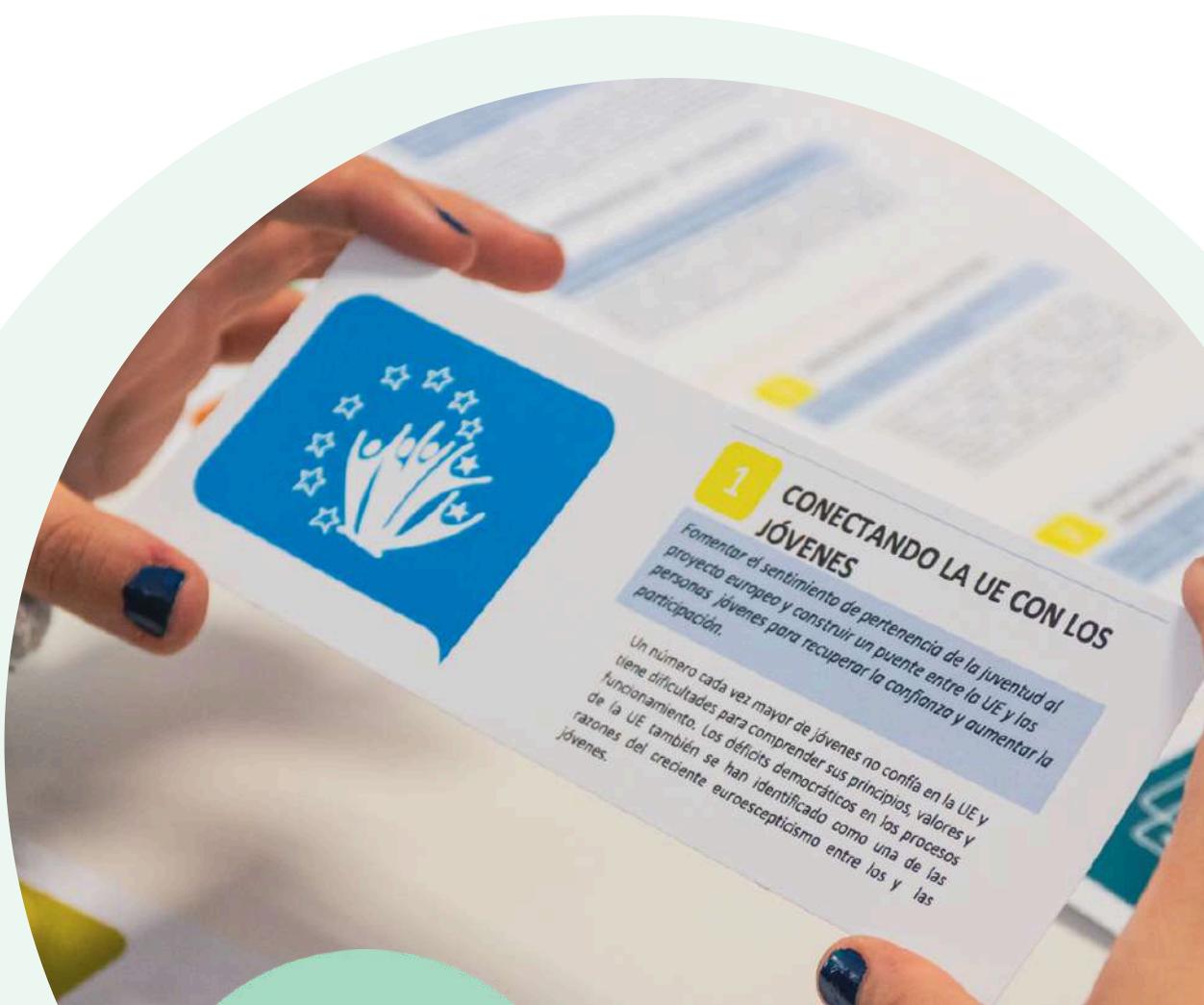
3.2 ACTIVITY 1 · LOCAL MEETINGS FOR EXPERIENCE AND REFLECTION

RESULTS AND CONCLUSION

The **Exit Tickets** showed a high degree of emotional connection with the project: "*I get a better idea of what we are going to do and how we are going to work together*" (Silleda); "*Fun and desire to return*" (Brión), "*That you can unite many people to do something together regardless of differences*" (Bueu).

While typical doubts about the Erasmus+ programme arose ("*Which countries can we go to?*"), deeper and necessary concerns were also raised, such as the lack of time to debate feminism ("*I think there wasn't enough time in the feminism discussion, but it is necessary*").

This first activity laid the methodological and emotional foundations of the project: **educating in active citizenship from listening, emotional connection, and collective commitment**. Through participatory dynamics and accessible tools, critical thinking was activated, which will accompany the group in the subsequent phases of the itinerary.



3.3 ACTIVITY 2 · LOCAL MEETINGS FOR DIALOGUE AND ACTION

Once the group has succeeded in **Scanning the Reality** and has identified a clear communicative gap (our step 1), the itinerary moves towards action and planning. **Activity 2: Activate and Understand** focuses on a deep understanding of **communication for social change** and collaborative planning, laying the organizational, thematic, and methodological foundations for the future hackathon.



3.3 ACTIVITY 2 · LOCAL MEETINGS FOR DIALOGUE AND ACTION

SUMMARY SHEET

MAIN OBJECTIVE

To understand **guerrilla communication** as an advocacy tactic, identify objectives and priority themes to work on in the hackathon, distribute tasks, and elect representatives from each group.

METHODOLOGICAL STEP

Activate and Understand (Critical Analysis of Communication and Planning).

AUDIENCE/PARTICIPANTS

62 young people from the different local groups.

CONTEXT/PLACE

Participating Secondary Schools or community spaces, requested by the educational centres to form the groups.

METHODOLOGY/DYNAMICS

DURATION

Icebreakers and initial reflection; Analysis of cases and inspiring examples of guerrilla communication; **Rotating dynamic by work tables** (collaborative planning); Optionally recording of multimedia materials (video-letters).

KEY RESULTS/OUTPUT

A **collective plan** with concrete proposals for the hackathon; Distribution of organizational tasks and roles; Election of local representatives; Understanding of communication for social change and youth advocacy.

EVALUATION/HIGHLIGHTED VOICES

- Qualitative evaluation using **Exit tickets** and Video-letters. Awareness of advocacy is highlighted: *"I had never thought that communication could be a way of doing politics"*.

3.3 ACTIVITY 2 · LOCAL MEETINGS FOR DIALOGUE AND ACTION

ACTIVITY DESCRIPTION AND LOCAL CONTEXT

GUERRILLA COMMUNICATION, YOUTH ADVOCACY, AND COLLECTIVE PLANNING

After the first local diagnostic meetings, this second session (*We Design Together*) marked a key advance in the learning and organization process. The focus now shifted to **communication as a tool for social transformation, through a critical and creative perspective** that invited youth to imagine new ways of participating and influencing public spaces.

The session began by revisiting the lessons learned from the previous day and collectively sharing the results and reflections of all the groups. This sharing allowed the identification of a **common message** (the right to a good life) as a starting point for the design of collective actions.

KEY CONTENT AND IMPLEMENTATION OF THE METHODOLOGY

The bulk of the activity focused on **communication for social change** and **political advocacy and active citizenship**. Participants discovered what **guerrilla communication** is, why it can be effective in youth advocacy campaigns, and how it relates to our rights as active citizens. With the help of visual materials, real cases, and group debates, the young people elaborated their own concept maps, crossing inspiring examples with ideas that connected to their own realities.

The second half of the session was dedicated to **collaboratively planning** the key elements of the hackathon:

- **Themes and objectives** that would be worked on in the campaigns.
- **Organizational tasks** necessary for the event's logistics.
- **Resources and support** with whom it would be necessary to collaborate in each territory.

Through a **rotatory dynamic by tables**, each group contributed ideas, assumed **roles and tasks**, and reached consensus on proposals.

3.3 ACTIVITY 2 · LOCAL MEETINGS FOR DIALOGUE AND ACTION

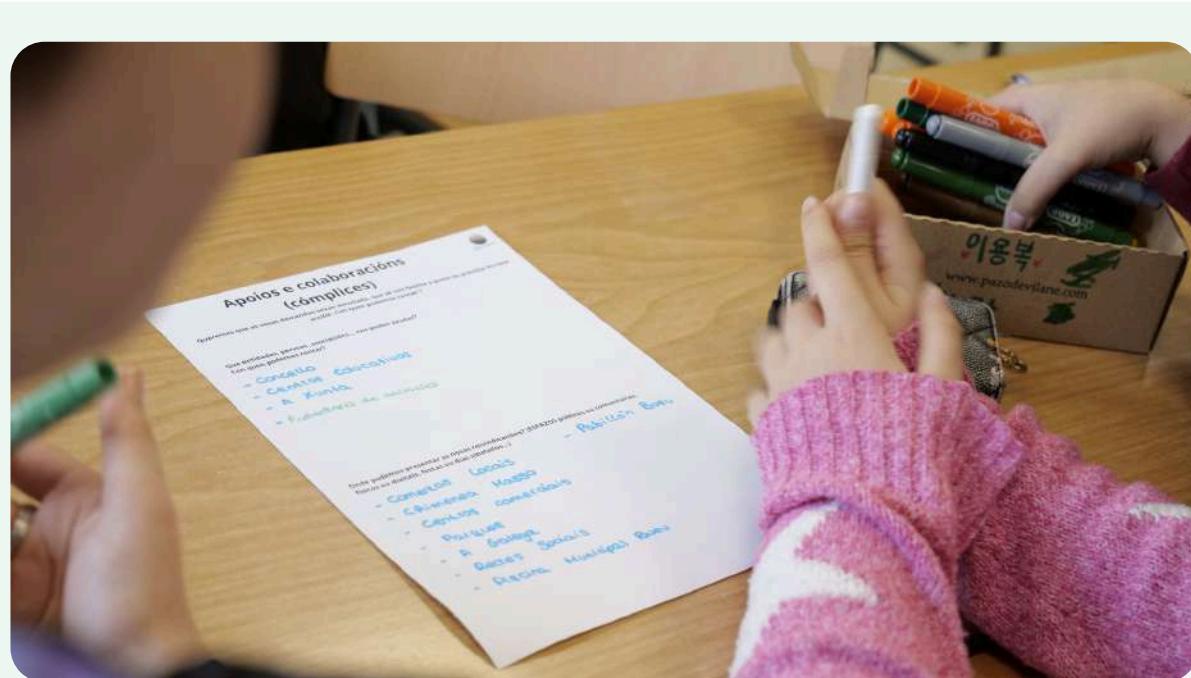
ACTIVITY DESCRIPTION AND LOCAL CONTEXT

RESULTS AND CONCLUSIONS

The closing of the day was dedicated to the creation of multimedia products. Each group recorded a video letter for young people in other territories, and the main conclusions were gathered, which would serve as a basis for the preparatory meeting of the hackathon, along with the election of the representatives for each group.

The evaluation was carried out qualitatively, through exit tickets and video diaries that captured feelings, learnings, and commitments. The results confirmed the success of the methodology: the youth not only understood the tactics but also redefined their own civic role. Among the key ideas highlighted by the participants was: ***"I had never thought that communication could be a way of doing politics"***, demonstrating a shift in the perception of their own capacity for advocacy.

The activity reinforced the consolidation of the group as a collective subject with the capacity for advocacy, successfully formulating concrete proposals and organizing autonomously into working teams, while simultaneously strengthening their confidence to act as agents of change, laying the foundations for a common strategy that integrates creativity, organization, and commitment.



Stakeholder mapping activity



3.4 ACTIVITY 3 • HACKATHON

Following the activation and understanding of advocacy tactics (Activity 2), the itinerary leads us to the core of production and action: **Prototyping and Testing**. **Activity 3** focuses on the **Intergroup Hackathon**, an intensive cohabitation space where young people gather to convert their ideas into tangible campaign proposals, following the agile and collaborative work model to ensure messages are impactful, functional, and ready for implementation.

3.4 ACTIVITY 3 · HACKATHON



SUMMARY SHEET

MAIN OBJECTIVE

Strengthen bonds and the sense of network; reflect on the rights and needs of rural youth; experiment with guerrilla communication methodologies; and design impactful campaigns, drafting a collective manifesto.

METHODOLOGICAL STEP

Prototyping and Testing (creation, production, self-management, and validation).

AUDIENCE/PARTICIPANTS

54 young people from five rural Galician localities (intergroup cohabitation), 5 teachers, and 2 facilitators.

CONTEXT/PLACE

3-day cohabitation in Allariz (Ourense), Espazo de Natureza O Rexo, designed as a participation laboratory.

METHODOLOGY/DYNAMICS

Hackathon Methodology; Organization based on Self-Managed Commissions and Horizontal decision-making; Work in mixed groups; Flexible and situated pedagogical support.

DURATION

3 days.

KEY RESULTS/OUTPUT

Five guerrilla communication campaigns ready for implementation; A collective manifesto for the future of rural Galician youth, publicly read; Reinforcement of youth autonomy and confidence.

EVALUATION/HIGHLIGHTED VOICES

- Exit tickets focused on empowerment and freedom of expression: “*Here I learned to trust myself*” and “*I never felt so free to talk about what worries me*”.

3.4 ACTIVITY 3 · HACKATHON

ACTIVITY DESCRIPTION



Hackathon group photo.

INTRODUCTION: A LABORATORY OF PARTICIPATION AND COHABITATION

Red Compás Hackathon was one of the most intense and transformative experiences of the itinerary. During **three days of cohabitation** in Allariz (Ourense), more than fifty young people gathered to share ideas and proposals, with the common goal of creating guerrilla communication campaigns that could drive social change in their territories.

Beyond the methodologies, what defined this activity was the cohabitation: working in groups, proposing, dissenting, laughing, and connecting. The Hackathon was not just a space for creation, but a true **laboratory for youth participation** where forms of self-organization and shared leadership were rehearsed.

The activity combined spaces for training, collective work, and shared care. Participants assumed leadership of the process, organizing into self-managed commissions (content, cohabitation, communication, and logistics), making decisions, and managing time. This **horizontal and participatory approach** was key for every young person to find their place, putting their abilities into play and moving towards autonomous, conscious, and transformative participation.

3.4 ACTIVITY 3 · HACKATHON

ACTIVITY DESCRIPTION

METHODOLOGICAL DEVELOPMENT: THE INTENSIVE THREE-DAY EXPERIENCE

The Hackathon was structured as a **three-day cohabitation experience** at the Espazo de Natureza O Rexo (Allariz, Ourense), with the participation of 54 young people, 5 teachers, and 2 facilitators. It was conceived with a **fundamental dual purpose**: on the one hand, to **consolidate the bonds** and sense of network among the participating youth; and on the other, to facilitate a **space for collective creation** and **self-organization** to put acquired learnings into practice.

The methodological proposal was intentionally designed to be playful, experiential, and transformative, combining structured dynamics with spaces for cohabitation and leisure. The planning started from a key premise: guaranteeing horizontality and co-responsibility through an organization that fostered youth autonomy.

HORIZONTAL STRUCTURE AND SELF-MANAGEMENT:

To ensure that every participant found a **meaningful place** in the process, the work was based on:

1. SELF-MANAGED COMMISSIONS

Young people assumed the leadership of the process, organizing into commissions (covering tasks of facilitation, communication, emotional care, logistics, and organization). This practice allowed them to rehearse **horizontal decision-making**, conflict resolution, and the assumption of real responsibilities.

2. FLEXIBLE PEDAGOGICAL SUPPORT

The facilitating team provided methodological and technical accompaniment **on demand**, promoting autonomy at all times, instead of directing the process.

3. WORK IN MIXED GROUPS

Collective reflection was promoted among young people from different localities and experimentation with guerrilla communication methodologies, reinforcing skills in teamwork, mediation, and content production.

3.4 ACTIVITY 3 · HACKATHON

SCHEDULE BY DAY:

1. ACTIVATION AND COHESION DAY

The first day focused on strengthening group cohesion and establishing a shared vision. Through activation and icebreaking dynamics, participants worked on **mutual recognition** and the sharing of motivations and references. The methodological milestone was the collaborative design of the “**ideal village**”, an exercise in rights reflection starting from the concept of “good life.”

3. CLOSING AND EVALUATION DAY

The last day was dedicated to **the public presentation** of the campaign prototypes. The culminating act was the **joint reading of the Manifesto**, an exercise in public expression that symbolized the collective stance and commitment to local action. The activity concluded with a **participatory and symbolic evaluation**, closing the collective learning cycle.

2. CREATION, PROTOTYPING, AND MANIFESTO DAY

This was the heart of the process. The morning was dedicated to **drafting the collective manifesto** using a methodology based on problem identification, objective definition, and proposal formulation. The afternoon focused on **designing the five guerrilla communication campaigns**, where groups applied lateral thinking and creativity to convert local issues into impactful actions. This phase functioned as a space for **progressive validation** (continuous testing) of what had been learned.

The methodology embraced an experiential approach, recognizing youth as protagonists and active agents of change, successfully enhancing key skills in leadership, content production, and emotional management.

3.4 ACTIVITY 3 · HACKATHON

RESULTS AND LEARNINGS: COMMUNICATION CAMPAIGNS AND MANIFIESTO

The Hackathon culminated in the creation of **five guerrilla communication campaigns**, conceived as small-scale advocacy actions, and the collective drafting of the Manifesto for the Future of Youth in Galicia. These campaigns, conceived as small-scale advocacy actions, combined disruptive messages, provocative visual languages, and accessible formats, with the aim of engaging citizens and making visible the demands of rural youth. Each group committed to implementing their campaign in the following months within their locality.

In addition to the communicative outputs, one of the great achievements of the activity was the collective drafting of the “Manifesto for the Future of Youth in Galicia”, read aloud by the participants on the final day. This political document, addressed to institutions, gathers the main

concerns of rural youth (transport, access to education, housing, employment, protection of the Galician language) and proposes concrete solutions. It represented an exercise in political synthesis, public expression, and collective position-taking.

Beyond the communicative outputs, the process left profound learnings: cohabitation reinforced the sense of belonging to the network, and self-management through commissions allowed them to rehearse leadership, communication, and conflict resolution skills.

The experience demonstrated the transformative potential of generating safe and inspiring spaces where youth feel like protagonists, recognized, and supported. Through creative and collaborative work, participants not only developed campaigns but also confidence in their capacity to influence the reality around them.



3.4 ACTIVITY 3 · HACKATHON

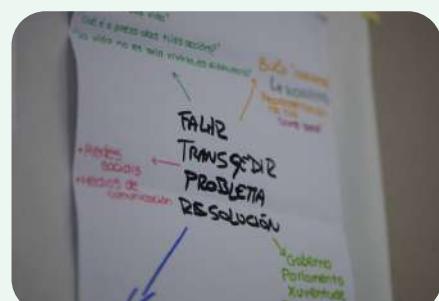
CONCLUSIONS

The Hackathon was much more than a punctual activity: it became a turning point within the pedagogical and participatory process of Red Compás. It functioned as a laboratory for collective learning, where participating youth could connect their concerns with concrete tools for action, express themselves freely, and build transformative proposals based on their own experience.

The intensity of the format, combining experiential dynamics, group work, and the creation of real campaigns, allowed for the integration of learnings from previous phases and advancement towards more autonomous participation. By assuming roles of leadership, mediation, and production, young people ceased to be passive agents and became active agents of change.

Furthermore, the inter-center cohabitation generated a collective energy difficult to reproduce in other contexts. The diversity of perspectives, the emotional richness of the encounter, and the trust built among peers strengthened the sense of network and the long-term commitment to the project. The true value of the process resides in the empowerment it awakened: the conviction that rural Galician youth have their own voice, know how to organize, and are ready to be heard.

"I never felt so free to talk about the things that worry me without anyone judging me." "I didn't think I was capable of presenting in front of so many people. Here I learned to trust myself." "There should be more spaces like this to be able to do real things." "I carry with me the pride of being part of a generation that does want to change things."



3.5 ACTIVITY 4 · YOUTH PARTICIPATION CAMPAIGN THROUGH COORDINATED LOCAL ACTIONS

Following the prototyping and testing work carried out in the Hackathon (Activity 3), the pedagogical itinerary reaches its **Implementation phase**. Activity 4 marks the culmination of the local cycle, testing the capacity of young people to put their guerrilla communication strategies into real action in their communities and generate a direct impact.



3.5 ACTIVITY 4 · YOUTH PARTICIPATION CAMPAIGN THROUGH COORDINATED LOCAL ACTIONS

SUMMARY SHEET

MAIN OBJECTIVE

To put the guerrilla communication campaigns devised in the prototyping phase into practice, generate direct impact on the target audience, and culminate the local work, serving as a laboratory for participation and social advocacy.

METHODOLOGICAL STEP

Implement (autonomous organization and execution of campaigns).

AUDIENCE/PARTICIPANTS

The five participating groups of the Red Compás Network + the local population of each of the 5 localities.

CONTEXT/PLACE

Physical or digital public spaces in the five participating localities (Brión, Bueu, Monfero, Silleda, Viana do Bolo).

METHODOLOGY/DYNAMICS

Self-management of the process by the youth; guerrilla communication, arte povera and multimedia creation; symbolic intervention on the territory; dialogue with social agents and local institutions.

DURATION

Several weeks (between May and June 2025) for organization, execution, and dissemination.

KEY RESULTS/OUTPUT

Five guerrilla communication campaigns implemented locally; **local advocacy actions** with public and media impact; reinforcement of the youth's **autonomy and**

- **institutional interlocution skills.**

3.5 ACTIVITY 4 · YOUTH PARTICIPATION CAMPAIGN THROUGH COORDINATED LOCAL ACTIONS

ACTIVITY DESCRIPTION

Following months of learning, meetings, and shared creation, Activity 4 represented the definitive step: going out into the public space. It consisted of the organization and execution of local transformative communication campaigns, devised, led, and developed autonomously by the five groups. The facilitation team took a step back so that the youth could assume full prominence: from defining messages and producing content to choosing channels, logistical organization, and dialogue with social agents or local institutions.

These actions, carried out between May and June 2025, became a true laboratory for youth participation and social advocacy. Each group adapted its campaign to the local context, drawing inspiration from the aesthetics of guerrilla communication and arte povera, with a strong emphasis on creative recycling and symbolic intervention on the territory. In addition to the action itself, the campaigns included meetings and public presentations, serving as a real exercise in intergenerational dialogue. This final phase had double value: it functioned as the practical culmination of everything learned and left a real footprint in their contexts of origin.

Below, the five actions developed in the respective towns are briefly collected, with their motivations, objectives, and most outstanding results.



3.5 ACTIVITY 4 · YOUTH PARTICIPATION CAMPAIGN THROUGH COORDINATED LOCAL ACTIONS

1. LOCAL ACTION: BRIÓN



LOCATION: Brión



DATE: June 19, 2025



WHERE: Town Hall and Monte Balado shopping center



FORMAT: Symbolic intervention + creative performance



DISSEMINATION CHANNELS: In-person action + social media [@mocidadebrion](https://www.instagram.com/mocidadebrion)



OBJECTIVE OF THE ACTION:

To claim more cultural and leisure spaces for rural youth, and to denounce the lack of alternatives for socializing and expressing themselves outside the school environment.



DESCRIPTION OF THE ACTION:

Symbolic intervention with a dual focus: protest in front of the Town Hall and a "party of non-leisure" in the shopping center, denouncing cultural abandonment. A manifesto was delivered proposing a Municipal Youth Space, opening an institutional dialogue.



RESULTS:

- Visibility of cultural abandonment in rural areas
- Direct dialogue with the municipal government
- Creation of a collective identity through social media



KEYWORDS:

Rural youth · Culture · Dignified leisure · Political participation · Critical creativity

3.5 ACTIVITY 4 · YOUTH PARTICIPATION CAMPAIGN THROUGH COORDINATED LOCAL ACTIONS

1. LOCAL ACTION: BRIÓN

No rural without culture



In Brión, the youth group decided to raise their voices to make visible one of their main concerns: the lack of cultural and leisure spaces in the rural environment. Tired of not finding real alternatives to socialize, express themselves, or develop creative activities outside the High School (IES) and school hours, they organized a symbolic and impactful public action to serve as a turning point.

On June 19, 2025, they carried out a **guerrilla communication action** with two key moments. The first, in front of the Town Hall, served to highlight the need for cultural policies that take new generations into account. The second, in the “Monte Balado” shopping center (the only covered socialization space in the municipality), became a performative intervention: a "**party of non-leisure**" which, through humor and staging, denounced the situation of cultural abandonment experienced by youth in rural areas. Direct messages, symbolic elements, and a lot of creativity came together in this action that sought to stir consciences and visualize a key idea: **without culture and without leisure, there is no future in the countryside either.**

The process also had an important institutional dimension. Days before the action, the group delivered a **manifesto with their demands to the mayor**, in which they proposed transforming one of the empty premises in the shopping center into a **Municipal Youth House** (Espazo Xuvenil Municipal). The local government's response was immediate: the mayor publicly committed to studying the feasibility of the proposal and looking for ways to implement it, positively valuing the initiative and recognizing the youth as active interlocutors in the design of local policies. Additionally, the group created the Instagram account **@mocidadebrion**, which, together with the IES library account **@bibliobrion**, was used to amplify the message.

The action in Brión managed to **open a real intergenerational dialogue** and establish a roadmap for future improvements, demonstrating that when youth speak up, the territory listens.

3.5 ACTIVITY 4 · YOUTH PARTICIPATION CAMPAIGN THROUGH COORDINATED LOCAL ACTIONS

2. LOCAL ACTION: BUEU

-  **LOCATION:** Bueu
-  **DATE:** June 19, 2025
-  **WHERE:** Town Hall Square (*Praza do Concello*)
-  **FORMAT:** Art installation + performance + manifesto reading
-  **DISSEMINATION CHANNELS:** In-person action + social media → [@mocidadebrion](#)

 **OBJECTIVE OF THE ACTION:**
To claim the creation of a Casa da Mocidade (Youth House) in Bueu, a space self-managed by young people to develop cultural, creative, and leisure activities.

 **DESCRIPTION OF THE ACTION:**
Protest action in the Town Hall Square with an art installation, live song, and manifesto reading to claim a space of their own. As a result of prior dialogue, the City Council committed to setting up a *Casa da Mocidade*.

 **RESULTS:**

- Visibility of the lack of youth spaces
- Open institutional dialogue with the municipal government
- Public commitment to enable a Casa da Mocidade

 **KEYWORDS:**
Youth space · Self-management · Local participation · Culture and leisure · Real advocacy

3.5 ACTIVITY 4 · YOUTH PARTICIPATION CAMPAIGN THROUGH COORDINATED LOCAL ACTIONS

2. LOCAL ACTION: BUEU

A Youth House to transform the town



In Bueu, the youth group decided to raise their voices to claim a space of their own: a place managed by and for young people, from which to activate cultural processes, create community, and foster participation. Thus was born the proposal to create a ***Casa da Mocidade***, an initiative they articulated through a public and symbolic action in the center of the town.

On June 19, 2025, the *Praza do Concello* became the stage for a **guerrilla communication** intervention that combined artistic expression, music, and political discourse. The action developed in three key moments: a **symbolic installation** to visualize the lack of meeting spaces, a **song** performed live as a collective voice, and the reading of the **manifesto** shared by all Red Compás groups.

This intervention was the result of a **broader dialogue process** with the local government, with whom the group held several prior meetings to share proposals and collaboratively design a possible youth space. As a result of this dialogue, the local government showed its willingness to set up the future *Casa da Mocidade* in the premises of the old agrarian chamber. Among the ideas proposed by the group were rooms for music and theater, meeting spaces, and healthy leisure.

Beyond the action in the square, the youth of Bueu promoted a communication campaign through social media, producing videos and creating their own profile on Instagram [@activismoiesilladeons](https://www.instagram.com/activismoiesilladeons) to amplify their message.

This action made it clear that the youth of Bueu not only have ideas but also **concrete proposals, creative energy, and a capacity for dialogue**. The *Casa da Mocidade* is not just a building, but an opportunity to build community from the youth.

3.5 ACTIVITY 4 · YOUTH PARTICIPATION CAMPAIGN THROUGH COORDINATED LOCAL ACTIONS

3. LOCAL ACTION: MONFERO



LOCATION: Monfero



DATE: June 21, 2025



WHERE: Closing ceremony of the cultural and sports activities of the Council of Monfero



FORMAT: Staging + art installation + public reading



DISSEMINATION CHANNELS: In-person action



OBJECTIVE OF THE ACTION:

To denounce the invisibility of rural youth and demand a greater presence of this reality in local policies and public discourse.



DESCRIPTION OF THE ACTION:

Symbolic intervention during the closing ceremony of Council activities, consisting of a critical dramatization with banners and the reading of the manifesto. The action made the lack of opportunities visible and generated positive dialogue with the community.



RESULTS:

- Public vindication of rural youth
- Local repercussions at a public event
- Positive reception by the community and institutional representatives



KEYWORDS:

Rural youth · Visibility · Intergenerational action · Popular culture · Participation

3.5 ACTIVITY 4 · YOUTH PARTICIPATION CAMPAIGN THROUGH COORDINATED LOCAL ACTIONS

3. LOCAL ACTION: MONFERO

For the right to stay: dignity and future in the countryside



The local action of the group from CPI Virxe de Cela, in Monfero, focused on a structural problem that conditions the lives of rural youth: **the lack of dignified working conditions** in the primary sector. The group reflected on how precariousness in agricultural and forestry work limits professional development opportunities and forces many young people to migrate to urban environments. This reflection materialized in **two differentiated actions**.

The first was a **symbolic intervention** held on June 21, 2025, during the closing ceremony of the municipality's cultural and sports activities. Taking advantage of this intergenerational event, the intervention consisted of a **critical dramatization** with banners and a staging that visualized the lack of opportunities. They culminated the action with the **public reading of the collective Red Compás manifesto**. The proposal was very well received by neighbors and opened a dialogue with representatives of the council present at the event.

The second took place on June 19, when a delegation of young people was received at the Monfero Town Hall by the mayor with whom they shared concerns and proposals regarding the future of rural youth.

The proposal launched from Monfero was clear: to **revalue work in rural areas** and guarantee the necessary conditions so that youth can stay and live with dignity in their territory. With this action, they emphasized that without employment, without access to resources, and without real possibilities for autonomy, one cannot speak of equal opportunities. Since their participation in Red Compás, this group has worked actively on political advocacy, summarizing their vision with a prominent voice:

"If there is no work, if there is no future, there is no way to stay. And without youth, the countryside has no future."

3.5 ACTIVITY 4 · YOUTH PARTICIPATION CAMPAIGN THROUGH COORDINATED LOCAL ACTIONS

4. LOCAL ACTION: SILLEDA



LOCATION: Silleda



DATE: May 30, 2025



WHERE: Señor Afranio Square



FORMAT: Art installation + guerrilla action + survey collection + public reading of manifesto



DISSEMINATION CHANNELS: In-person action + social media



OBJECTIVE OF THE ACTION:

To make visible the problem of the lack of accessible, efficient, and sustainable public transport in rural areas, and to claim the right to mobility as an indispensable condition for the future and the permanence of youth in the territory.



DESCRIPTION OF THE ACTION:

Guerrilla action in the Town Hall Square focused on the abandonment of transport infrastructures. It included the installation of the "Casemiro" skeleton and the collection of citizen surveys. The demands were formally presented to the mayor.



RESULTS:

- Public denunciation of the abandonment of transport infrastructures in rural areas.
- Concrete proposals to recover and reuse disused transport spaces.
- Citizen participation through surveys.
- Opening of dialogue with the city council and commitment to follow-up.
- Inclusion of the claim in the local and European political agenda.



KEYWORDS:

Rural mobility · Public transport · Youth participation · Guerrilla communication · Symbolic action · Political advocacy

3.5 ACTIVITY 4 · YOUTH PARTICIPATION CAMPAIGN THROUGH COORDINATED LOCAL ACTIONS

4. LOCAL ACTION: SILLEDA

For rural mobility that guarantees the future of youth



On Friday, May 30, 2025, the Señor Afranio Square in Silleda became the epicenter of a **symbolic and creative action** led by eleven young people from IES Pintor Colmeiro. This intervention aimed to make visible a key problem for the future of rural areas: the **lack of accessible, efficient, and sustainable public transport** that allows youth to travel without depending on private vehicles.

The students launched a **guerrilla communication** action focusing on the abandonment of train stations (Taboada, Abades, and O Castro) and the low frequency of buses. To do this, they created a central element: a skeleton named "**Casemiro**", symbolizing the eternal wait for transport. Photos of Casemiro traveling through the parishes were used to make a central panel brought to the square.

The action consisted of an **art installation** and a public denunciation regarding the abandonment of infrastructures, accompanied by **concrete proposals**, such as recovering deactivated stops and reusing disused spaces to create meeting points. During the day, the young people collected **surveys** with the citizens' opinions on public transport in Silleda.

The results and demands were formally presented on June 9 in a meeting with the mayor and councilors. In this instance, the **joint manifesto** drawn up with other centers of the Red Compás was also read, which demands guaranteeing the right to mobility as an indispensable condition for the permanence of new generations in rural areas.

The initiative managed to make youth participation visible, open channels of dialogue, and establish the claim in the local political agenda.

3.5 ACTIVITY 4 · YOUTH PARTICIPATION CAMPAIGN THROUGH COORDINATED LOCAL ACTIONS

5. LOCAL ACTION: VIANA DO BOLO



LOCATION: Viana do Bolo



DATE: June 16, 2025



WHERE: Main Square (*Plaza Mayor*)



FORMAT: Artistic performance + public reading of manifesto + institutional interventions



DISSEMINATION CHANNELS: In-person action + social media



OBJECTIVE OF THE ACTION:

To denounce the lack of public transport in rural counties and demand an accessible and sustainable mobility network that guarantees the right to travel for youth and the population as a whole.



DESCRIPTION OF THE ACTION:

Symbolic and performative intervention in the Main Square to denounce the lack of transport (buses and trains). It included the reading of the manifesto and collaboration with the Platform for the Right to the Train.



RESULTS:

- Visibility of the rural mobility problem.
- Institutional and neighborhood support for youth demands.
- Collaboration with the “Plataforma polo Dereito ao Tren” (Platform for the Right to the Train).
- Opening of spaces for dialogue with local authorities.
- Reinforcement of the Red Compás political agenda at local and European levels.



KEYWORDS:

Mobility · Public transport · Youth participation · Symbolic action · Defense of the rural world · Political advocacy

3.5 ACTIVITY 4 · YOUTH PARTICIPATION CAMPAIGN THROUGH COORDINATED LOCAL ACTIONS

5. LOCAL ACTION: VIANA DO BOLO

The youth of Viana do Bolo takes the square for mobility and the future of the countryside



On Monday, June 16, 2025, the Main Square of Viana do Bolo was transformed into a space of **creative protest**, a symbol of the youth's demand for the right to move and live with dignity in the countryside. Fourteen young people carried out a **guerrilla communication action** focusing on the lack of efficient, accessible, and sustainable public transport in their territory.

The intervention consisted of an **artistic and symbolic performance** denouncing the low frequency of buses and the reduction of rail connections, especially long-distance trains. During the action, the group publicly read the **collective Red Compás manifesto**, sharing their demands alongside neighbors and institutional representatives, including the deputy mayor.

The “*Plataforma por el Derecho al Tren*” (Platform for the Right to the Train) also joined the event, demanding the restoration of the canceled rail frequencies. The action made visible a structural problem affecting the future of youth in rural areas: **without mobility, there is no access to education, employment, or culture**. Without mobility, there are no options to stay.

The event thus became an example of how youth can lead change processes through **active participation, creativity, and direct dialogue with administrations**. It was also an opportunity to build alliances with other local organizations and for the community to listen to, recognize, and support their demands.

3.6 ACTIVITY 5 · ACTIVE CITIZENSHIP, TRANSFORMATIVE COMMUNICATION, AND EUROPEAN YOUTH

Following the implementation of the campaigns at the local level (Activity 4), the Red Compás itinerary moves towards its **maximum level of scaling**, testing the impact of local action in an international forum. **Activity 5: Active Citizenship, Transformative Communication, and European Youth** took a group of representatives to Brussels to present their improvement and communication proposals directly to **MEPs and key stakeholders**, taking the concept of **active participation** to its highest expression and transforming the project's **feedback** into a direct **political advocacy action**.



3.6 ACTIVITY 5 · ACTIVE CITIZENSHIP, TRANSFORMATIVE COMMUNICATION, AND EUROPEAN YOUTH

SUMMARY SHEET

MAIN OBJECTIVE

To **scale the demands** of the Collective Manifesto to the European level, linking them to recent territorial reality (including crisis management); to generate a **direct dialogue with MEPs**; and to validate the experience as a **real exercise in European citizenship**.

METHODOLOGICAL STEP

Scaling and Advocacy (Institutional Advocacy, Political Reflection, and Historical Contextualisation).

AUDIENCE/PARTICIPANTS

15 young people selected as Network representatives, along with MEPs and European stakeholders.

CONTEXT/PLACE

Trip and institutional meetings in Brussels (European Parliament and surroundings).

METHODOLOGY/DYNAMICS

DURATION

Internal argumentation and organisation meeting; Establishment of **Internal Commissions**; Discussion about the **2025 forest fire crisis**; Guided visit to the **European Parliament** and the **House of European History**.

KEY RESULTS/OUTPUT

Formal presentation of the **Collective Manifesto** with an updated argument document; Practical understanding of political interlocution; **Follow-up commitments** (visits to Secondary Schools and Galician Parliament); **Strong personal impact** on participants.

EVALUATION/HIGHLIGHTED VOICES

- Assessment of the experience of **being heard**; Analysis of the differences in the political approach of the various parties.

3.6 ACTIVITY 5 · ACTIVE CITIZENSHIP, TRANSFORMATIVE COMMUNICATION, AND EUROPEAN YOUTH

ACTIVITY DESCRIPTION AND LOCAL CONTEXT

FROM GALICIA TO EUROPE: ADVOCACY ACTIVITY IN THE PARLIAMENT

Activity 5 represented the highest point of advocacy in the entire itinerary. It was the opportunity for the **15 young people** selected as representatives by their peers to take the **Collective Manifesto** and the experiences of local action to the highest European institutional level.



PREPARATION, CRISIS CONTEXT, AND TRAINING VISITS

Although there was no pre-scheduled in-person training, the preparation was rigorous. A previous online session was held, and the document "**Keys for the meeting with political institutions**" was provided. Furthermore, the organisation was completed in Brussels with a **working session** and **internal meeting** dedicated to refining the **argument document** for the presentation.

In this meeting, the agenda was adapted to the situation to include reflection on the **2025 forest fires** that had affected some Red Compás localities. This discussion allowed the group to link their structural proposals (employment, depopulation) with **crisis management and resilience** in rural Galicia. To manage the travel tasks, they self-organised by creating the **Communication Commission** and the **Representation Commission**. The programme in Brussels included two key training visits: a **guided and sponsored visit to the European Parliament** and a visit to the **House of European History**. These spaces allowed the group to reflect on the historical context of the EU before their advocacy exercise.

This trip had a value that transcended the political: for several people, it was the **first time they had left Galicia or Spain**. They especially valued **being heard and recognised** in such a symbolic context, which generated a high degree of **empowerment**.

3.6 ACTIVITY 5 · ACTIVE CITIZENSHIP, TRANSFORMATIVE COMMUNICATION, AND EUROPEAN YOUTH

ACTIVITY DESCRIPTION AND LOCAL CONTEXT

POLITICAL ADVOCACY

The political advocacy focused on meetings with political representatives from the three Galician forces with European representation, offering a **practical lesson in communication and politics** of high value due to the contrast in the accessibility and format of the meetings.

The group experienced three different approaches to interlocution first-hand. In some cases, the meeting was more formal, brief, or with the political figure carrying the weight of the discourse. In others, the **interlocution was exceptionally open and close**, with a political figure who dedicated extensive time, invited them for a coffee in an informal setting, and showed a genuine and detailed interest in the project.

The group itself highlighted this difference as a fundamental learning point about the forms of political advocacy, teaching them that the approach can vary drastically and that empathy in dialogue is key.



Group photo at the entrance of the European Parliament.

3.6 ACTIVITY 5 · ACTIVE CITIZENSHIP, TRANSFORMATIVE COMMUNICATION, AND EUROPEAN YOUTH

ACTIVITY DESCRIPTION AND LOCAL CONTEXT



RESULTS AND COMMITMENT TO CONTINUITY

The action generated **tangible commitments**. One of the political representatives offered to visit the different Secondary Schools that form Red Compás and to facilitate the group's presence in the **Galician Parliament** to follow up on their demands (an action currently under development).

Activity 5 led to a final empowerment, confirming that the rigorously prepared voice of youth is relevant and capable of influencing the highest instances.



3.7 ACTIVITY 6 · EVALUATION, TRANSFER, AND SUSTAINABILITY

Following the European advocacy experience (Activity 5), the Red Compás itinerary concludes with **Activity 6: Evaluation, Transfer, and Sustainability**. This final activity was dedicated to synthesising lessons learned, rigorously measuring the impact achieved, and **co-creating a roadmap** that guarantees the **sustainability of alliances** and the **demands of Galician youth** beyond the project's duration.

3.7 ACTIVITY 6 · EVALUATION, TRANSFER, AND SUSTAINABILITY

• • • • • • • • • • • • • • • • •

SUMMARY SHEET

MAIN OBJECTIVE

To **consolidate personal and social learning**; to **measure the impact** of the training itinerary; and to **co-design the strategy** for the **sustainability** and continuity of the Red Compás Network, validating the experience at the European level.

METHODOLOGICAL STEP

Evaluation, Transfer, and Sustainability.

AUDIENCE/PARTICIPANTS

All youth participating in the project.

CONTEXT/PLACE

Participating IES (Secondary Schools) or community spaces requested by the educational centers to form the groups.

METHODOLOGY/DYNAMICS

DURATION

Recall of actions and impact; **Learning Mural** ("What I take away..."); Mapping of local key actors ("Map"); Qualitative evaluation; Elaboration of **Improvement Proposals**; Definition of **Sustainability Commitments**; Emphasis on **Youthpass certification**.

2 hours.

KEY RESULTS/OUTPUT

Consolidated responses on the **personal value** of the experience; Mapping of **key actors** for future alliances; Improvement proposals for the process; **Commitments to continuity** per group; Issuance of **Youthpass certificates**.

EVALUATION/HIGHLIGHTED VOICES

- **High impact on personal and social development** ("*I learned that youth can also be heard and that their opinion also counts*"); Recognition of the capacity for **self-management** and the need for **resources** for continuity.
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3.7 ACTIVITY 6 · EVALUATION, TRANSFER, AND SUSTAINABILITY

DESCRIPTION AND LOCAL CONTEXT

Activity 6 represents the **formal culmination** of the itinerary, dedicated to **evaluation, knowledge transfer, and the co-creation of sustainability strategies**. The session began by recalling the **concrete actions** carried out by the groups (Activity 4) and the **impact** generated, including the advocacy in Brussels (Activity 5), to contextualise the experience and measure the evolution of the participants.

THE VALUE OF THE EXPERIENCE (WALL OF LEARNINGS)

One of the central moments was the **Common Wall of Learnings**, the result of which is the sheet "**What are my takeaways from Red Compás**". The individual responses demonstrated the enormous **personal, political, and social impact of the project**. The youth not only highlighted the creation of friendships or unforgettable experiences, but focused on the **validation of their capacity for advocacy and participation**:

I learned that youth can also be heard and that their opinion also counts.

An unrepeatable experience in which we managed to give our opinion on current problems... and have that space to express ourselves freely without feeling judged.

I take away a great experience of how a group of young people can fight and achieve things we want in our towns.

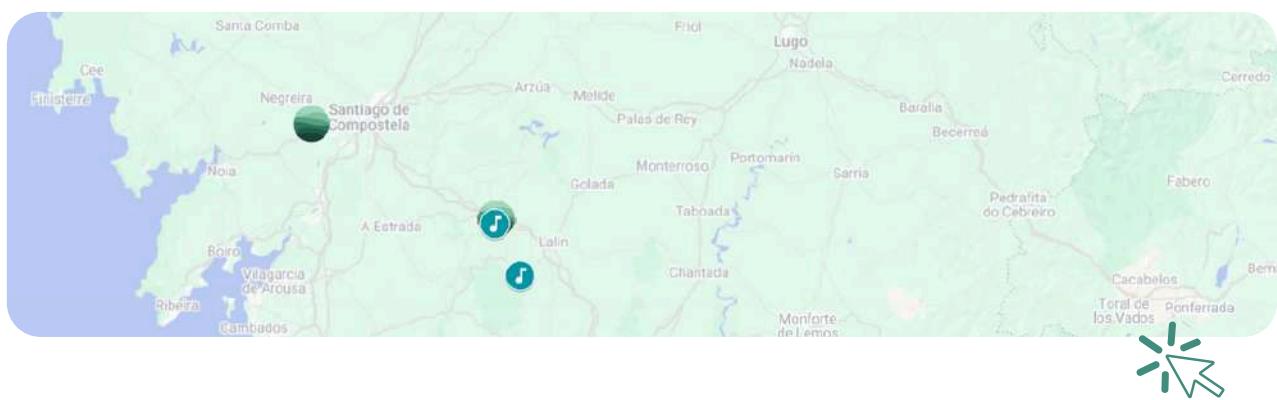
I take away the opportunity to express ourselves in front of political forces and see how adults listen and take ideas into account.

3.7 ACTIVITY 6 · EVALUATION, TRANSFER, AND SUSTAINABILITY

DESCRIPTION AND LOCAL CONTEXT

MAPPING LOCAL ALLIANCES ("MAP")

The "Map" section focused on the **transfer of the experience to the local context**. The objective was twofold: first, to identify those **key actors** (institutions, associations, public figures) in each municipality with whom an alliance should be established to ensure the continuity of the demands. Second, to contrast whether the initial alliance ecosystem had changed after the experience and institutional advocacy.



EVALUATION, IMPROVEMENT, AND YOUTHPASS

Various models were used for evaluation:

1. COMPARATIVE SURVEY

An identical Final Questionnaire to the initial one was carried out to obtain data for a Pre-Post impact analysis on the knowledge and capacities of the participants.

2. IMPROVEMENT PROPOSALS

The groups created feedback sheets where they identified challenges in the process (lack of initial clarity, need for more meetings, problems with digital tools) and proposed practical solutions for the future.

3. YOUTHPASS

As an essential element of European certification, the importance of the Youthpass tool was explained to the participants to validate and formally recognise the **non-formal learning** acquired throughout the itinerary. **Special emphasis** was placed on the fact that these certificates would be issued to all participants, underlining the value of their participation at the European Union level and the transfer of the **key competencies** acquired.

3.7 ACTIVITY 6 · EVALUATION, TRANSFER, AND SUSTAINABILITY

DESCRIPTION AND LOCAL CONTEXT

SUSTAINABILITY AND COMMITMENTS TO CONTINUITY

Finally, the "Sustainability" section put the learning into action. Each group committed to carrying out **concrete actions** to guarantee the continuity of the Red Compás Network in their local context, from **creating active groups in the IES** and seeking **new allies** to **making the manifesto visible in other forums**.

The collective conclusion of **Activity 6** was clear: **Red Compás** planted a seed in the youth. Participants affirmed that they saw themselves as "*capable of organising social projects*" and having "*initiative and many ideas*", reinforcing the key lesson of the itinerary: "*This experience showed us that change can be achieved*".

However, this high motivation was accompanied by a critical reflection on the structural challenges: *"if the organisation's help were diluted, we would be left blank, we wouldn't be entirely clear how to continue or, if we were, we wouldn't have resources"*. This conclusion underlines the need to ensure **structural support** for the generated initiative to remain alive, but the project closes with the **potential for change** and **consolidated community ties** as its main result.

This experience showed us that change can be achieved

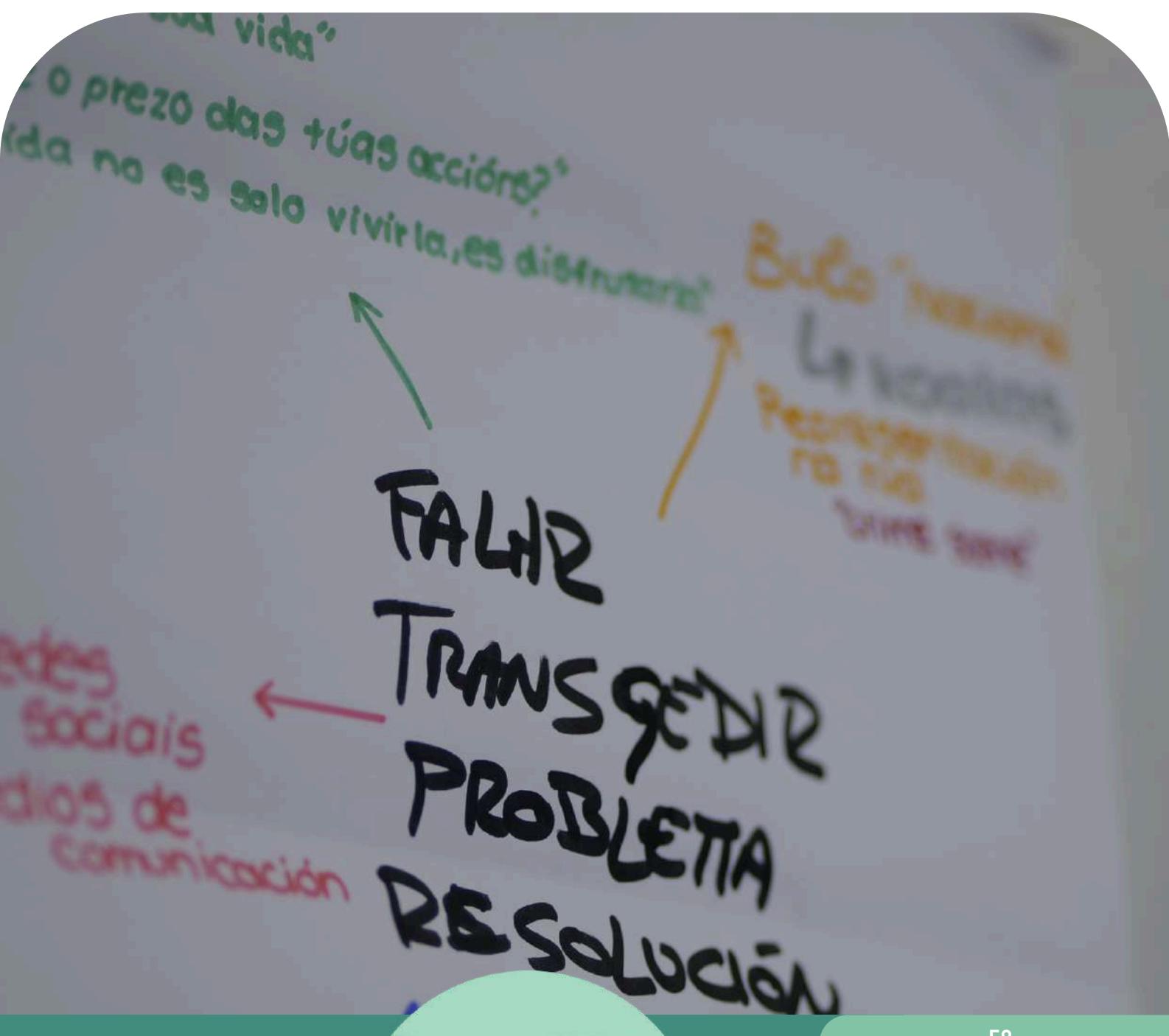
If you want to learn more, listen to the reflections of the participants

Audio Diaries

Video Diaries

3.8 CHALLENGES AND LESSONS LEARNED

Although the pedagogical itinerary culminated successfully, generating empowerment, local action, and European advocacy, the final evaluation (Activity 6) and follow-up between phases revealed structural challenges that offer crucial lessons for the replicability and improvement of the model.



3.8 CHALLENGES AND LESSONS LEARNED

1. THE DIGITAL CHALLENGE AND NETWORK CONNECTIVITY

The biggest challenge was found in the implementation of the **hybrid support model**. A constant and secure communication channel was sought after the in-person meetings, but the strategy encountered a dilemma:

PRIVACY VS. IMMEDIACY

Initially, the use of instant interaction tools (such as WhatsApp) was considered, but due to **privacy and data protection** concerns for minors, formal platforms were chosen (**a dedicated Virtual Classroom and Padlet**). The feedback was clear: these tools "**were not used**." Paradoxically, after the in-person meeting in Allariz, the youth themselves did establish **informal channels (WhatsApp/Instagram)** among themselves, confirming that the tool works.

RESISTANCE AND FORMAT

The youth identified a natural resistance to using platforms that require opening links or a computer. Asynchronous tasks (recording audios/videos) also did not work entirely, either due to discomfort expressing themselves on camera or lack of time outside the classroom. Even when convening **online meetings with representatives** to seek solutions, their limited habit with this open format made participation in digital environments difficult.

KEY LEARNING

The digital strategy in projects with youth populations must resolve the dilemma between **privacy and communication flow**. For asynchronous support, it is recommended to radically simplify the channel (e.g., more accessible broadcast channels) and convert follow-up tasks into **assisted activities with reserved time in the classroom** if inserted into the educational context.



3.8 CHALLENGES AND LESSONS LEARNED

2. CLARITY, COHESION, AND STRUCTURAL LIMITATIONS

Challenges were identified in the structure and pace of the itinerary:

CLARITY IN OPEN PROJECTS

The feedback suggested that the **"first sessions did not make the practical application of the project very clear"**. This is a key lesson in open design thinking or advocacy projects, where youth are not accustomed to their **participation and the process determining the final result**, instead of following a rigid objective. A methodological effort is required to articulate this creative freedom more concretely from the beginning.

TIME AND CONTEXT LIMITATIONS

The high valuation of the in-person meetings contrasted with the feeling that the **"available time was very limited"**. The unanimous proposal was **"More Hackathon days"** and **"More meetings"**. This limitation, as well as the impossibility of conducting a **"short tour of the various localities"** (requested for greater **"contextual understanding"**), was due to **budgetary limitations**, reinforcing the need for greater funding for complete immersion.

3. THE CHALLENGE OF AUTONOMY AND STRUCTURAL SUSTAINABILITY

The project succeeded in empowering youth, but the conclusions revealed a dependence on the organisational structure.

LEADERSHIP AND SELF-MANAGEMENT

The need for external facilitators was debated. Although most felt "accustomed to being guided by a 'superior' figure," the discussion generated proposals for internal mechanisms for task transfer, such as the idea of choosing internal delegates to distribute leadership (a sub-group proposal).

SUSTAINABILITY WITHOUT RESOURCES

The biggest challenge looking towards the future is the dependence on the external structure. Despite seeing themselves as "capable of organising social projects" and having "initiative and many ideas," the honest conclusion was: "if the organisation's help were diluted, we would be left blank, we wouldn't be entirely clear how to continue or, if we were, we wouldn't have resources."

3.8 CHALLENGES AND LESSONS LEARNED

MAIN LESSON AND THE VALUE OF THE RED COMPÁS MODEL:

The youth's conclusion is a **reaffirmation of the potential for change**. Participation projects like Red Compás are the ideal vehicle for **building the capacity** necessary for self-management and resilience in the rural environment. The model **demonstrates the urgency of youth demand and their potential for advocacy** when given the structure and a voice. The project thus becomes proof that, once the "seed" of the initiative has been planted, a **sustained political and institutional commitment** is needed so that these projects, already self-managed by the youth, can access the necessary **resources and alliances** and become a lasting engine for change.



4. CONCLUSIONS AND RECOMMENDATIONS

The Red Compás project is consolidated as a model of **decentralised youth participation with real advocacy capacity in the rural Galician environment**. The final evaluation (Activity 6) and the feedback collected throughout the itinerary confirm both the success of the model and the urgency of providing it with a structure that guarantees its sustainability.

The following conclusions and recommendations are offered as a strategic roadmap for future implementations of the Red Compás model presented in this toolkit.

4.1. CONCLUSIONS ON THE MODEL'S IMPACT

The main conclusion is the validation of the model as an effective vehicle for the civic empowerment of youth. The impact manifests in two key spheres:

1. IMPACT ON PERSONAL AND SOCIAL DEVELOPMENT

The itinerary not only trained on communication and participation but also generated a profound personal and relational transformation, specially through meeting peers in the rural area. The youth's conclusions are eloquent:

SENSE OF BELONGING AND NETWORK

"I'm taking away very good friends and a new experience, where I learned a lot, including from my classmates." / "A lot of experiences and anecdotes, I learned to debate and put ideas together with people I didn't know".

VALIDATION AND EMPOWERMENT

The project demonstrated the value of the youth voice, an essential change in mindset for civic participation: *"I learned that youth can also be heard and that their opinion also counts". / "Red Compás planted a seed in our youth".*

KEY COMPETENCIES

The acquisition of practical skills was achieved: *"I learned to work better in a group" and "Learning how to express our claims as youth and, likewise, make them reach far".*

4.1. CONCLUSIONS ON THE MODEL'S IMPACT

2. POLITICAL IMPACT AND ADVOCACY

The scaling of the demands of the **Collective Manifesto** to Brussels (Activity 5) and the local actions (Activity 4) confirmed that rural youth can generate tangible impact:

POTENTIAL FOR CHANGE

The feeling of little practicality that often accompanies social criticism was overcome: "*This experience showed us that this is not the case and that change can be achieved*".

ECOSYSTEM KNOWLEDGE

The experience provided a practical lesson in political advocacy and institutional negotiation: "*I'm taking away the opportunity to express ourselves in front of political forces and see how adults listen and take ideas and thoughts into account*".



Meetings between youth and the mayors of Monfero and Bueu.

4.2. STRATEGIC RECOMMENDATIONS FOR REPLICABILITY

Based on the challenges encountered, the following recommendations are proposed to optimise the design and structure of future youth participation projects:

1. PRIORITISE IN-PERSON REINFORCEMENT AND METHODOLOGICAL CLARITY

INCREASE IN-PERSON TIME

The creation of bonds and the cohesion of the Network depend on meeting. It is emphatically recommended to increase the duration or number of meetings, as the "*available time was very limited*".

ENSURE INITIAL CLARITY

It is crucial to dedicate more time in the first sessions to explain the non-directive methodology, articulating the objectives in more concrete and less ambiguous terms for youth who are not accustomed to their participation determining the final result. A methodological effort is required to articulate this creative freedom more concretely from the beginning.

IMPROVE CONTEXTUAL UNDERSTANDING

For greater effectiveness in the demands, it is suggested to integrate dynamics that allow youth to know the problems of other localities, to achieve greater empathy and "*have a little more tact with their demands*".

2. RESTRUCTURE THE DIGITAL STRATEGY: FOCUS ON IMMEDIACY

The digital strategy must move from **formality to immediacy and accessibility** to resolve the communication dilemma with minors:

ADOPT DIRECT BROADCAST CHANNELS

For reminders and announcements, the creation of an easily accessible broadcast channel should be used (avoiding formal platforms that are not used).

INTEGRATE TASKS INTO THE ACTIVITY

Abandon sending asynchronous individual tasks for homework. It is preferable to "*give time during the activity to do them and not at home*."

4.2. STRATEGIC RECOMMENDATIONS FOR REPLICABILITY

3. ENSURE SUSTAINABILITY THROUGH RESOURCES AND ALLIANCES

The main long-term challenge is not the lack of initiative, but structural support. Youth demonstrated having "**initiative and many ideas**", but felt vulnerable due to the lack of resources: "**if the organisation's help were diluted, we would be left blank... we wouldn't have resources**".

RESOURCE MANAGEMENT MENTORING

Future projects must include a specific training component on **resource management, grant applications, and establishing solid alliances** to transfer the **know-how** to the youth.

INSTITUTIONAL COMMITMENT AND YOUTHPASS

It is imperative that the **Youthpass** is used to validate the acquired competencies and that **local political institutions** formalise alliances to support the **commitments to continuity** assumed by the groups, allowing the Network to access the necessary resources and spaces to transform the "**potential for change**" into **permanent action**.

With these adaptations, the Red Compás model can move from being a one-off project to becoming a **self-sustainable youth participation ecosystem** and replicable in other rural contexts.

This guide was prepared and implemented within the framework of the Red Compás project, a youth participation project coordinated by Asociación Galega de Comunicación para o Cambio Social (AGARESO) in partnership with Brión Secondary School, Illa de Ons Secondary School (Bueu), CPI Virxe da Cela (Monfero), Pintor Colmeiro Secondary School (Silleda), and Carlos Casares Secondary School (Viana do Bolo).

The project is funded by the Erasmus+ Programme of the European Union, through Key Action 154 for youth participation activities, managed in Spain by Instituto de la Juventud (Injuve).

The content has been developed by the technical team of Agareso based on the results and conclusions of the project, and has been validated by the partners and participants.



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RED COMPÁS TOOLKIT

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