



CRITICAL CHANGE LAB

Deliverable D1.3

Youth Perspectives on Everyday Democracy



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Glossary

AE	Ars Electronica
ALTEREURO	European Alternatives
Critical ChangeLab	Democracy meets arts: Critical change labs for building democratic cultures through creative and narrative practices
D	Deliverable
DHI	Democracy Health Index
DHQ	Democracy Health Questionnaire
ISRZ	Institute for Social Research in Zagreb
KERSNIKOVA	Kersnikova Institute
LATRA	LATRA
PAR	Participatory Action Research
T	Task
TCD	Trinity College Dublin
TT	Tactical Tech
UB	University of Barcelona
UOULU	University of Oulu
WAAG	Waag Futurelab
WP	Work Package





Executive Summary

Critical ChangeLab (Democracy Meets Arts: Critical Change Labs for Building Democratic Cultures through Creative and Narrative Practices) is Horizon Europe research and innovation project addressing democratic erosion trends by strengthening youth participation in society. The project is carried out by 10 partner institutions and examines the current state of democracy in learning environments across Europe, generating a robust evidence base for the design of a participatory democratic curriculum. Critical ChangeLab develops a model of democratic pedagogy using creative and narrative practices to foster youth's active democratic citizenship at a time when polarisation and dwindling trust in democracy are spreading across Europe. At the Critical ChangeLabs, diverse actors from formal and non-formal education and civic organisations work together with youth to rethink European democracy and envision futures that are justice oriented.

Deliverable D1.3 *Youth perspectives on everyday democracy* is an output of task T1.2 *Understanding and comparing youth perspectives on everyday democracies in challenging contexts* under the work package WPI *Map & Design*. Continuing the work described in previous deliverables, D1.3 describes how comparative qualitative research was conceptualised and carried out in 10 countries.

More specifically D1.3 describes:

- Planning of comparative case study research with a description of the case study approach, selection of cases, participant structure, protocol development for focus groups and individual interviews and the process of setting up the studies in national contexts.
- Implementation of the case studies in different contexts.
- Comparative overview of the case studies.
- Description of ten case studies.
- Future steps regarding the use of collected data.





1 Introduction

1.1 About Critical ChangeLab

Critical ChangeLab (*Democracy Meets Arts: Critical Change Labs for Building Democratic Cultures through Creative and Narrative Practices*) is a Horizon Europe research and innovation project addressing democratic erosion trends by strengthening youth participation in society. The project is carried out by 10 partner institutions and embraces a transdisciplinary approach combining expertise from Arts and Humanities, Social Sciences, as well as Science and Technology.

Specifically, Critical ChangeLab develops a model of democratic pedagogy using creative and narrative practices to foster youth's active democratic citizenship at a time when polarisation and dwindling trust in democracy are spreading across Europe. The Critical ChangeLab Model for Democratic Pedagogy fosters learners' transformative agency and strengthens democratic processes in education through collaborations across formal and non-formal education and local actors around global/local challenges relevant for youth. The Model promotes creative and narrative practices to explore the historical roots of local and EU-wide challenges, understanding the value-systems and worldviews underlying distinct types of relations (human-human, human-nature, human-technology). At the Critical ChangeLab, young people are introduced to approaches such as theatre of the oppressed, transmedia storytelling, as well as speculative and critical design to rethink European democracy and envision democracy futures that are justice oriented.

Throughout the project lifespan, Critical ChangeLab:

- examines the current state of democracy within educational institutions;
- analyses youth perspectives on everyday democracy;
- designs a scalable and tailorable model of democratic pedagogy in formal and non-formal learning environments;
- co-creates and implements the model with youth and stakeholders;
- evaluates the model, generating recommendations for policy and practice;
- develops strategies to sustain the model and its outcomes over time.





Critical ChangeLab combines in-depth quantitative and qualitative research on democracy and youth with participatory action research cycles to generate a robust evidence base to support democratic curriculum development using participatory, creative and critical approaches.

1.2 Deliverable within Work Package Map & Design (WP1)

Deliverable D1.3 is a part of Work Package *Map & Design* (WP1) which has three main goals:

- to map democratic practices and values in institutions providing both formal and non-formal educational programmes;
- to explore youth perceptions of everyday democracy;
- to design a model for democratic pedagogy.

This WP brings insights on democracy education at the institutional (macro), organisational (meso), and individual/group (micro) level.

By mapping and designing, this WP seeks to:

- advance knowledge on the current state of democratic practices in formal and non-formal learning environments within Europe;
- assess democratic cultures in various learning environments, improving institutions' and organizations' capacity for self-assessment and identification of opportunities to promote democracy values;
- understand and compare youth perspectives on everyday democracy in contexts which are challenging for fostering of democratic competences;
- formulate and test a framework, together with creative tools and methods, to develop critical literacies for democracy in diverse learning environments and interaction modes, in conjunction with learners, educators and civic stakeholders.

More specifically, D1.3 is linked to the WP1 objective *Understand and compare the youth's perspectives on everyday democracy in the contexts which are challenging for the fostering of democratic competences.*





1.3 Relationship of the Deliverable to Other Work Packages

D1.3 continues on the work presented in D1.1 and D1.2 and informs the T1.3 phase related to the development of the framework of Participatory Action Research (PAR) Cycles. WP1, and D1.3 as its deliverable, also inform activities in WP2 *Implement*. Consequently, it is also a base of the work done in T2.2 *PAR Cycle 2* and T2.3 *PAR Cycle 3*. D1.3 also provides the groundwork for WP3 *Evaluate*, T3.3, by defining the opportunities and challenges associated with different contexts of implementation. T3.3 evaluation will draw on the data collected during the design (WP1) and implementation (WP2) of the Critical ChangeLab Model. WP4 *Communicate, Disseminate and Implement* is also informed by D1.3 and the implementation of its findings, as giving learners, educators, and direct beneficiaries a voice is at the core of the communication strategy. For example, based on the findings of D1.3., T4.3 includes community empowerment activities for a sustained take-up of methods as well as teacher education, professional development, and youth mentoring for sustainable future leadership. Results from D1.3. will be used in various dissemination activities, including conference presentations, seminars, expert panels, and scientific papers in T4.4 *Dissemination activities*.





2 Understanding and Comparing Youth Perspectives on Everyday Democracies in Challenging Contexts

The qualitative research segment of the Critical ChangeLab project aimed to advance knowledge of how young people across Europe perceive their lives, the contexts they live in and democracy at different levels. To achieve this aim, case studies on groups of young people (target community group) living in challenging contexts (target community location) for the development and practice of democracy were conducted. The methodological decision to conduct case studies was based on the need to gain insights into perspectives, obstacles, and opportunities of the target community group to participate in activities fostering democratic competences. Commonly agreed methodology allowed for the comparison of these perspectives in different contexts.

2.1 Case Study Approach

The comparative case study approach was agreed upon at the consortium level at the General Assembly in Amsterdam (April 2022). The approach was further developed and refined in 10 online consortium meetings held between October, 2023 and January, 2024.

The comparative case study included the participation of partners from 10 European countries. In each of the 10 countries the in-depth case study consisted of:

- focus groups with members of the target community group;
- semi-structured interviews with individuals working with/for the target community group;
- a mini ethnography consisting of analysis of secondary sources, reflective journals and visual data collected by researchers.

These data collection methods are presented in Table 1.





Table 1. Elements of case studies

Focus group with youth		Interviews with 5 individuals
Reflective journal	Visual data	Analysis of secondary sources

Case study participants were all information-rich individuals, offering multiple perspectives on the target community group and the issues they face in the target community location. All interviews and focus groups were organised in authentic settings. In addition, a mini ethnography (also known as focused ethnography) was employed in order to gain perspectives based on secondary data sources (history, statistical data), visual data collected by the researchers and the researchers’ reflective journal based on observations and field notes. Each project partner was responsible for target community selection, participant recruitment and data collection.

2.2 Case Selection

The process of case selection demanded precise coordination among project partners to ensure maximum variation of target community groups and target community locations. Partners selected national cases based on their knowledge and understanding of specific challenges related to youth groups in their communities.

Table 2 presents the selected cases in each national context.

The cases selected capture the substantial variation and different facets of young people’s identities. The cases are geographically diverse, including rural settings, small towns, national capitals, locations on the southern and eastern borders of the European Union, and European metropolises like Paris, Berlin, and Barcelona. The cases also reflect the diversity of young people’s life circumstances and the hardships some face.





Table 2. Selected target community groups/location in 10 countries

Country	Partner	Target community group	Target community location
Austria	AE	Female teenage STEM students	Leonding, Austria
Croatia	ISRZ	Youth at the borders of European Union	Ilok, Croatia
Finland	UOULU	Youth living in substitute care (children's home)	Oulu, Finland
France	EUROALTER	Youth in Parisian suburb	Villeneuve-la-Garenne, suburb of Paris, France
Germany	TT	Migrant/refugee youth in North-Rhein Westphalia	North-Rhein Westphalia
Greece	LATRA	Youth in geographically remote and rural area	Mytilene, Lesvos, Greece
Ireland	TCD	Youth in rural settings involved in the crime prevention project	Kildare, Ireland
Netherlands	WAAG	Youth who have been in contact with the law with a risk of recurrence	Rotterdam, Netherlands
Slovenia	KERSNIKOVA	LGBTQ youth	Ljubljana, Slovenia
Spain	UB	Youth enrolled in public training and placement program (secondary education)	Barcelona, Spain

2.3 Participant Structure

The focus groups consisted of participants aged 11 to 29 from the target community group. The selection of young people representing the target community group was in most cases conducted in cooperation with an organisation (e.g. school, NGO) from the target community location who had experience or good knowledge of that particular youth group and the challenges they face. Informed consent signed by young people and their guardians (depending on national legislation) was required for participation in the focus groups. The organisation responsible for the selection of participants did not give personal (individual-level) information about participants (other than signed informed consent forms) to the researchers.





The project partners identified five individuals related to the target community group in the target community location based on publicly available information and/or in consultation with the local organisation working with the target community group. The individuals selected for the interviews were typically representatives of local government, educational institutions, NGOs, youth associations, or some significant individuals from the target community location who work with youth (e.g. policemen, clergy members, artists, scientists...). Signed informed consent was required for participation in the interview.

The mini ethnography included visual data created by researchers that depicted the scenes from the target community location and the location where the focus group discussions and interviews were conducted. In addition, researchers kept research journals and conducted analyses of secondary sources related to the target community group and location.

2.4 Achieved Samples across Case Studies

Achieved samples across case studies are presented in Table 3.

Table 3. Achieved samples across case studies

Country	FOCUS GROUP YOUTH	INDIVIDUAL INTERVIEWS	MINI ETHNOGRAPHY
Austria	8	6	+
Croatia	7	5	+
Finland	9	5	+
France	12	5	+
Germany	6	5	+
Greece	7	5	+
Ireland	12	3	+
Netherlands	3	5	+
Slovenia	6	5	+
Spain	9	5	+

All partners successfully completed their case studies. The focus group numbers ranged from 6 to 12, with the exception of the Netherlands, where a lower number of participants was allowed due to the specific nature of the target community group. In total, 79 young





people and 49 individuals working with/for youth participated in this research segment. All partners successfully completed their mini ethnography.

2.5 Research Themes and Protocol Development

The protocols for the focus group discussions and individual interviews were devised in collaboration with all project partners. Semi-structured protocol formats were agreed upon at the outset, as this method allows space for questions related to the specific context alongside common themes for all partner countries. This methodological decision allowed a comparative perspective while also enhancing the authenticity and relevance of the research to the target community locations.

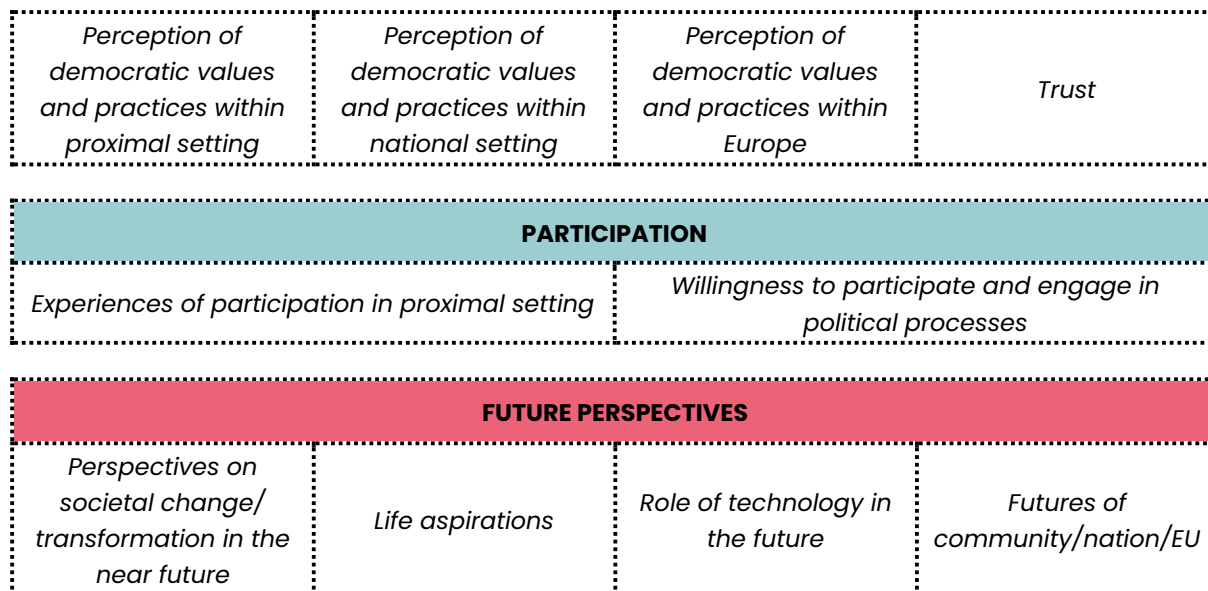
Participants in all case studies were presented with commonly agreed general information about the research project, data privacy issues and consent for participation in the study.

The protocol for the focus group discussion was designed to offer insights into the experiences and perspectives of the members of the target community group. The individual interview protocol was designed to gather information on the perspectives of different stakeholders working within the target community location with/for youth

The process of the protocol construction was informed by the conceptual framework prepared by ISRZ based on an extensive literature review. The conceptual framework included five larger themes and 18 subthemes which are presented below.

YOUTH IN THE COMMUNITY/NATION/EU				
<i>Perception of the status of youth in the community</i>	<i>Perception of the quality of life for youth in the community</i>	<i>Main challenges for the youth</i>		
IDENTITY				
<i>Sense of belonging</i>	<i>Shared values, goals and cohesion</i>	<i>Agency</i>	<i>Connectedness to the wider community/society</i>	<i>Experiences of discrimination and segregation</i>
DEMOCRACY IN PROXIMAL SETTING				





The initial conceptual framework was refined and updated based on discussions with project partners. It was then used as the foundation for developing the questions in focus groups and interview protocols.

Focus Group Discussion Protocol

Focus group discussion protocols included the following topics:

- Being young today
- Community identity
- Democracy
- Participation
- Future perspectives

The questions were open-ended and allowed for further exploration of emerging topics relevant for members of the target community group.

Focus group discussions lasted between 45 and 60 minutes. Immediately after the discussion, the researchers prepared documentation about the focus group and took notes on their first impressions.

Individual Interview Protocol





The topics discussed in the individual interviews were similar to the topics discussed in focus groups and included the following:

- Being young in the target community location
- Experiences with the target community group
- Civic competences and participation of young people from the target community group
- Future perspectives

The individual interviews lasted between 30 and 45 minutes. The researchers took notes on their observations and impressions of how each participant approached the interview and framed their perspectives.

3 Data Collection

Consortium partners had the autonomy to choose and conduct national case studies based on agreed principles of maximum variation of participant perspectives and contexts that are challenging for developing democratic values and practices. The research in all participating countries was carried out between January and March 2024. Due to the sensitive nature and specific locality of selected cases (challenging context, minors as participants, small communities), careful attention was paid to the issues of data privacy and ethics in the research design and planning of data collection and analysis. The study aimed to collect only the minimum amount of personal data necessary to accomplish the research goals and to arrive at an appropriate level of de-identification that will preserve the value and accuracy of the research data. Several measures have been planned and will be executed to ensure the confidentiality, privacy, and good reputation of the study participants and any other third parties or individuals mentioned in qualitative datasets.





4 Positioning the research in the field of comparative education

The methodological design enabled the adoption of a comparative perspective, and thereby allowing the examination of similarities and differences across case studies. The comparative perspective offers valuable insights into the diversity of perspectives of young people living in various challenging contexts and a greater understanding of how variations in contexts and social structures may relate to their experiences, perceptions, and expectations.

The present research applied Bray and Thomas's (1995) framework for comparative education analyses to determine units of analyses. Prior to describing this process further, it is first necessary to consider briefly the specific aims and purposes for conducting comparisons. On a broad level, comparisons were undertaken in order to explore the everyday democracy in ten countries in contexts which are challenging for fostering of democratic competences and to identify common and dissimilar forces and processes in various settings. The general aim of these comparisons are dual. First, the aim is the development of a conceptual understanding of the perception of everyday democracy in these contexts by both members of the target community group and those who work with/for them. Second, in light of the overarching design the research additionally aimed to contribute to the other outcomes of Critical ChangeLab project and feed to the development of PAR Cycles.

The interpretative purpose of the research was characterised by a focus on developing an understanding of perspectives of young people living in ten challenging contexts. Here, the methodological decisions within the project can be tied to Bereday's four-step model for undertaking comparative studies: description, interpretation, juxtaposition and simultaneous comparison (Bereday, 1964). As with other comparative efforts, the juxtaposition phase is of crucial importance, in which there is a need for establishment of so called 'tertium comparationis', or the criteria upon which valid comparisons can be made at different levels and units of analyses. From the outset of the project there was a clear determination in avoiding the mechanical identification of similarities and differences between contexts and stakeholders, but rather establishing parameters for comparison in



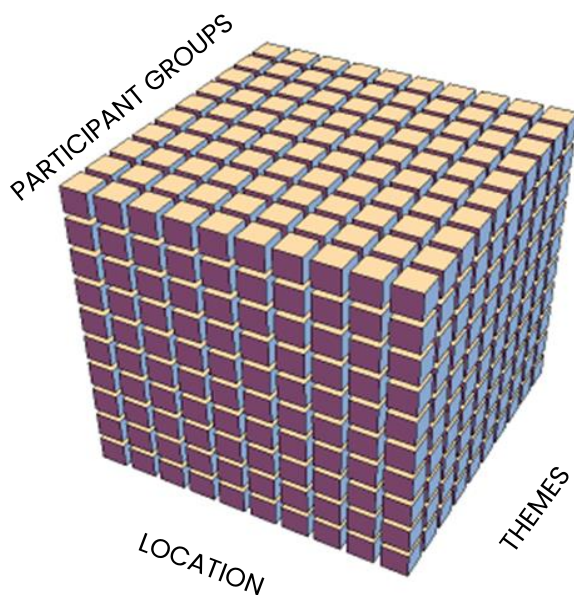


a more contextual manner with special emphasis on the complexities of diverse perspectives.

In addition to its interpretative purpose, some elements in the present research design suggest a more causal-analytic purpose to the use of comparisons. Although the design and methodological choices do not allow for the establishment of true causality, the present research will aim to formulate models of the causal relationship within the conceptual framework and a coding scheme of the research. As such, the three-step approach to conducting causal-analytic research developed by Ragin (1987, p. 47 - 48) is also informative:

- find underlying similarities among units of comparison that have common outcomes;
- determine whether these similarities are causally relevant to the phenomenon of interest;
- on the basis of identified similarities, formulate a general explanation.

In addition to a consideration of the aims and purposes of comparisons, a discussion of the units of analyses is a central element of any comparative research endeavour. As previously mentioned, the present project adopted the three-dimensional approach developed by Bray and Thomas (1995) for categorising foci for comparative research, conceptualized as a cube. In the first, geographic/location dimension, seven comparative levels are





identified ranging from Individuals to World Regions/Continents. The second dimension covers non-locational demographic groupings and includes ethnic, age, religious, gender and other groups as well as whole populations. The third dimension addresses various societal elements and is at the present level of analyses characterised through themes (Bray, Adamson & Mason, 2007).

Geographic/locational dimension – The complexity of the present study and comparative research in general is plainly evident in this dimension. At the most direct level, the aim of this part of the research is to compare perspectives of young people living in various challenging contexts and gain a greater understanding of how variations in contexts and social structures may relate to their experiences, perceptions, and expectations. At a higher level of generalisation, these ten context can be grouped and discussed in several ways. For example, the analytical grouping can be made between rural/urban/metropolitan setting, but also on the dimensions of centrality/periphery within European Union.

Non-locational demographic groupings – The present research was designed in order to collect the views of groups of stakeholders. This allows for a discussion of views of various groups (e.g. youth, professionals working with youth in target community location, professionals in charge of policies for target community group in target community location) both generally and across researched contexts.

Themes – Comparisons can be made on five general themes (Being young today, Community identity, Democracy, Participation, Future perspectives) and 18 subthemes included in conceptual framework.

This multidimensional perspective allows for exploration of various segments of the research. For example, a comparative analysis might focus on a single dimension and explore the variations between different locations or participant groups. However, the analytical lens might also be oriented toward the exploration of one or more sub-cubes within the whole three-dimensional cube. For instance, one might decide to analyse youth perspectives on participation and democracy in three locations or to look at the differences between young participants' and educators' future orientations related to specific locations.

Transcription, Deidentification and Translation

In all countries, with the exception of Germany, focus groups and interviews were audio recorded. In Germany, due to the lack of consent for recording, researchers took verbatim notes of conversations. All recorded material was transcribed in original language(s).





Transcribed materials were deidentified according to T 1.2. Plan for Deidentifying Research Data.

The following de-identification methods were used by all partners in preparation of the transcripts of focus group discussions and individual interviews in order to prevent identification of specific cases¹:

1. REPLACING PERSONAL NAMES

All direct personal identifiers (e.g. real names of the individuals, nicknames used for individual persons) will be removed and replaced with aliases (with the exception of the names of public figures or celebrities who are referred to on a general level or mentioned in relation to their public affairs), or with description that signifies the position of the person in relation to the participant (e.g. Robert might be replaced consistently in the text with [brother]).

2. REPLACING PROPER NOUNS RELATED TO PLACES AND ORGANISATIONS

Proper nouns related to places and organisations (e.g. names of the places, names of the organisation) will be replaced with categories that describe the type of place/organisation (and reflect the significance of the place/organisation in the context of the whole transcript), based on researchers' judgement that the mentioning of specific proper noun might be linked directly to or disclose the identity of an individual participant or third person mentioned during the interview.

3. REPLACING INDIRECT IDENTIFIERS

Indirect identifiers such as occupational details will be replaced with more general occupation category (e.g. principal of the upper secondary school will be replaced with [representative of school]), if it is reasonable to assume that original occupational data might identify a person.

4. CHANGING SENSITIVE INFORMATION

The researchers will inspect other indirect identifiers present in the text (e.g. ethnic or racial background, first language, socio-economic status, household composition, political orientation, sexual orientation, data about health status of individual persons and the like) to judge if this information present sensitive data in the context of each case. Special attention will be devoted to categorising or altering (or even deleting) this sensitive data if it may reveal identity of any individual in particular cases.

¹All changes in the original text will be put in brackets [], to signify where the changes occurred.





5. DE-IDENTIFYING VISUAL MATERIALS

In photo/ video facial images will be blurred and voices distorted.

After the process of de-identification, datasets related to focus group discussion and visual materials are considered anonymous (re-identification of individual study participants or third persons will not be possible with reasonable effort based on the data collected in the study and information available elsewhere). Datasets related to individual interviews are considered pseudo-anonymous (personal data could not be attributed to specific study participant without the use of additional information. Personal identifiers containing names of the participants in individual interviews and pseudonyms codes will be kept separately and protected in line with Data management plan).

Main elements of deidentification process are summarised in Table 4.

Table 4. Summary of deidentification process

Research participant group	Personal identifier	Type (direct, strong indirect, direct)	Sensitive information (yes, no)	Method for de-identification
FG with young people/ individual interview	Name of the participant (mentioned during the discussion)	Direct	Potentially yes	Replace with alias
Individual interviews	Occupational details of the participant	(Strong) Indirect	No	Replace with (more general) category
FG with young people/ individual interviews	Name of third person (other than public figure or celebrity)	Direct	Potentially yes	Replace with alias
FG with young people/ individual interviews	Name of organisation or place (mentioned during FG/ interview)	Indirect	Potentially yes	Replace with (more general) category, if there is a reasonable risk related to the disclosure of the information
Individual interviews	Information about participant's ethnic or racial background, first language, socio-economic status, household composition, political orientation, sexual orientation, data about health status of individual persons	Indirect	Potentially yes	Categorise/ alter/delete if estimated as sensitive in the context of the case study
Visual materials (photos and videos)	Facial images	Direct	Potentially yes	Blurring of the faces





Upon thorough process of deidentification and anonymisation, transcribed materials from focus groups and interviews were translated to English by researchers from each partner. All partners deposited both original transcripts and translations in consortium database.

Data analysis

The data collected from all ten countries were deposited into a database and will subsequently be analysed using the NVivo software. The coding scheme will be developed by all participating research teams and applied to the data from all ten contexts. Some codes are determined based on the project's conceptual framework and data collection instruments, while others will be developed in response to the collected data itself. The coding process will be conducted in three waves. The first wave will be based mainly on thematic coding of the data at higher, more general levels of the coding scheme, while a more interpretative approach to coding will be adopted in the latter two waves. From the outset of the analytic process, research teams agreed that data could be multiply coded, or that the same data could be coded under more than one code within the coding scheme. The basis for this decision is the fact that codes did not represent orthogonal structures and, as such, there existed significant overlap between different elements of the coding scheme. Arguably, the use of multiple coding will allow for a more complex and intricate representation of the data and the manner in which varying elements represented in the coding scheme are related to one another.

Examples of Collected Data

Below is the excerpt from the collected data on the personal perspectives of democracy from 5 countries. The source of data are focus groups with target community groups. Data is presented in Table 5.





Table 5. Examples of data from focus groups of youth on perspectives on democracy

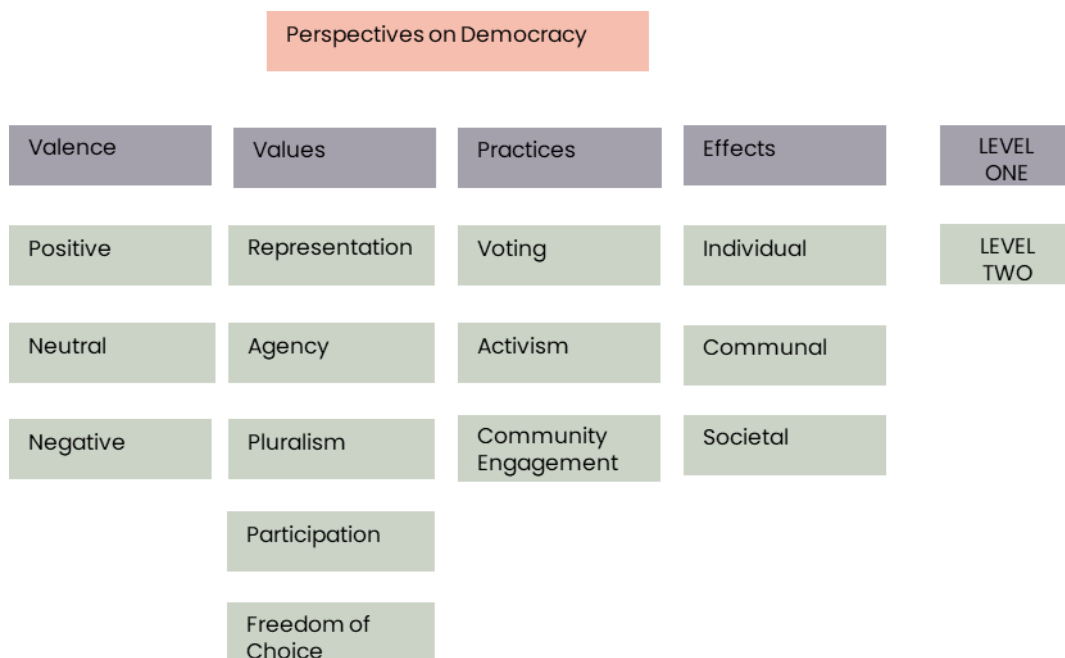
FINLAND Youth living in substitute care (children's home)	CROATIA Youth at the borders of European Union	AUSTRIA Female teenage STEM students	FRANCE Youth in Parisian suburb	SPAIN Youth enrolled in public training and placement program (secondary education)
<p><i>Yeah, it's like freedom of choice. For example, if we as a group are thinking about whether to go skiing or sledding, then everyone gets to say which one they want. And then usually it goes that whichever gets more votes or is more popular, that's what we do. Or we make a compromise and some go to one and others to the other.</i></p>	<p><i>Like, I'm 18 now and I can vote, but still, no one asks for my opinion because they think I'm inexperienced and still immature, so... I don't know. ... (incomprehensible) they don't ask for young people's opinions. And it's supposed to be democracy.</i></p>	<p><i>Yes, most people have a pretty fixed opinion from home or from friends or something like that without informing themselves further. They just accept it and go and vote. And I think that's often the majority. And in a democracy, that's a disadvantage. So the people who would be more open-minded towards other groups or something like that are often outnumbered</i></p>	<p><i>No, I disagree, well, you were talking about France? in France? (yeah, I was talking about France) but I find that, on the contrary, um, France, well, democracy isn't really respected, so if I take the example of the 49.3, eh, this opposition, for example, to laws that aren't voted for by the people, which then go through the Senate, the National Assembly, etc., and which are supposed to pass, and which just because of the opposition, um, of the politicians in power, don't pass, so, um, for me, that's not democracy.</i></p>	<p><i>Well, in my case I'd not use the word democracy but, for example, in class it is used a lot. For instance: who votes to do this or who votes to do something else... the majority wins, because they have voted. Same with your parents, when deciding what to do when going out. Maybe my dad doesn't want to do it, but in the end he's going to have to do it because we voted. I mean, it's a fair way, so to speak.</i></p>





Examples of Coding Scheme

Based on the conceptual framework, existing knowledge in the field and the protocols developed for this project, a possible hierarchical coding scheme consisting of two levels is presented below.



Verification procedures used in the research

The verifiability of the research findings will be considered in future publications by ensuring and examining trustworthiness, confirmability, transferability, credibility and dependability as qualitative equivalents for the psychometric indicators of reliability and validity in quantitative data (Lincoln & Guba, 1985). First, the strength of the argument enclosed in the results should demonstrate both transferability and credibility (Strauss & Corbin, 1998). Here, transferability of data occurs at two levels: the level to which the findings are transferable to other elements of the specific contexts, and the degree to which the results are transferable to other contexts. Extensive interview excerpts in future research academic and professional publications should further contribute to data verification in





that, due to the high level of provided detail, the reader will be permitted to make decisions regarding the transferability of the findings to other settings (Lincoln & Guba, 1985). The dependability of results relates to the issue of ensuring data collected is stable and consistent over time, a condition enhanced through the use of audio-recording and verbatim transcriptions (Maxwell, 1996). Arguably, confirmability is also evident in the manner in which sufficient details of the research design will be presented to allow for external assessment and reproduction of the data. The trustworthiness of the data is strengthened by the use of multiple methods (Patton, 1990) and by the inclusion of a relatively large number of interview participants, both which serve to provide supporting evidence (Miles & Huberman, 1994). Finally, the credibility of the results will be strengthened by the consideration, analysis and exposure of cases opposite to the general patterns emerging from the findings (Miles & Huberman, 1994).





5 Case Studies per Countries

5.1 Austria

CASE: GIRLS IN STEM CAREERS IN UPPER AUSTRIA

DESCRIPTION OF THE TARGET COMMUNITY GROUP

The target community group is female teenage STEM (Science, Technology, Engineering and Mathematics) students in Upper Austria.

In this case study, the target community group includes students between the ages of 15 and 18 who are enrolled at HTL Leonding, an upper secondary school for technical studies, (the acronym stands for Höhere Technische Lehranstalt), a common type of school in Austria. The HTL Leonding focuses on 4 branches: computer science, media technology, electronics and medical technology.

DESCRIPTION OF THE TARGET COMMUNITY LOCATION

Leonding is an Austrian town with a population of almost 30,000 inhabitants.

As it is located on the surroundings of Linz, Upper Austria's main city, it is a preferred place for families working in the area.

Thus, as with many other residential communities, Leonding has a reduced city centre and mainly consists of closed urbanizations. People take either private or public transport to reach most of the services they might need and are very much oriented towards Linz in terms of leisure, work and services.

Upper Austria is itself the second wealthiest state in the country, only after Vienna, being also the main industrial region of the country.

RATIONALE FOR THE SELECTION OF TARGET COMMUNITY GROUP AND LOCATION

The selection can be justified according to the following reasons:

- According to several reports, gender is one of the main causes of inequality in Austria. One of the reasons for this inequality is lower income, which is closely linked to the careers women choose.
- Austria also has the second highest gender pay gap in the EU.





- Ars Electronica has already developed several projects regarding this Target Community Group, which has become one of its lines of action.

CASE STUDY STRUCTURE

FOCUS GROUP WITH YOUTH

DATE: March 15th 2024

LOCATION: Ars Electronica Center, Linz

DESCRIPTION OF COMPOSITION:

The focus group consists of 8 girls between the ages of 15 and 18. All of them are currently studying different branches of IT such as computer science or media technology at the HTL Leonding. (High School for Technical Studies)

INTERVIEWS WITH INDIVIDUALS

NUMBER OF INTERVIEWS: 6

ROLE OF INTERVIEWEES:

- Girl's counsellor/teacher at secondary school
- Project manager for outreach programs for vocational training for young women in STEM
- Project manager for outreach programs for young women in STEM education (formal education institution)
- 2 project managers for mediation and education programs (non-formal education institutions)
- Professor at a higher education institution specialising in STEM

GENERAL IMPRESSION OF THE CASE AFTER THE DATA COLLECTION

There seems to be a divide between the professionals working with girls in STEM and the girls themselves. While the focus group was, with a little prompting, happy to answer more general questions about being young and their STEM education – they seemed very aware of the issues facing girls in STEM – they had very little to say about participation or democracy and were also very reluctant to talk about their imagined future lives. The interviewees on the other hand, were very eager to talk about their experiences of working with girls in STEM in formal and non-formal education settings and, with a little prompting, also about participation. Most of them have been in the field for decades and drew their observations not only from their work but also from their personal lives. The common conclusion seems to be that there are a lot of initiatives for girls in STEM, but not the desired outcome (which would be the same percentage of girls as boys in STEM and girls in STEM as





a matter of course). Several interviewees also pointed out the importance of mental health and the feeling of being overwhelmed in today's society, which they believe many students have.

VISUAL DOCUMENTATION OF THE CASE



HTL Leonding and its surroundings



Leonding city centre





Many local initiatives are trying to visualise the role of women in IT and to encourage others to be part of it



Poster for a help hotline for mental health issues (Is everything too much? Do you feel lonely?)





5.2 Croatia

CASE: YOUTH AT THE BORDERS OF THE EUROPEAN UNION

DESCRIPTION OF THE TARGET COMMUNITY GROUP

The target community group are youth living on the borders of the European Union in Ilok, a Croatian town, and nearby villages located at the border with Serbia. In this case study, the target community group encompasses students enrolled in Upper Secondary School Ilok, the only upper secondary school in the town.

DESCRIPTION OF THE TARGET COMMUNITY LOCATION

The target community location is Ilok, the easternmost settlement of the Republic of Croatia, in Slavonia, a rural and underdeveloped region. Five border crossings in the town area lead to Serbia (Vojvodina), with the Serbian city Bačka Palanka across the natural border formed by the river Danube. Today, Ilok has just around 5,000 inhabitants, with large emigration rates and tendencies in the whole region. Viticulture and winemaking have been the main economic branches of this region.

RATIONALE FOR THE SELECTION OF TARGET COMMUNITY GROUP AND LOCATION

In this case study, we decided to focus on youth living at the borders of the EU. More precisely, in the community of Ilok, the easternmost town of the Republic of Croatia, bordering the Republic of Serbia. Besides the specifics related to the fact that Ilok is located on the border, we also found this community worth exploring because Ilok is rather detached from other Croatian towns and regions. We were interested in what it is like to be young in Ilok, including the youth viewpoints, experiences, are visions of community and personal futures, etc.





CASE STUDY STRUCTURE

FOCUS GROUP WITH YOUTH

DATE: 27.2.2024.

LOCATION: Ilok, Croatia

DESCRIPTION OF COMPOSITION:

The group consisted of 7 upper secondary school students aged 17-18 enrolled in Upper Secondary School Ilok. 6 were female students (attending grammar school programme) and 1 was a male student (attending a 4-year vocational programme for the computer technician). Only 2 of the students were over 18 at the time of interview, but they had not yet had the opportunity to vote in an election.

INTERVIEWS WITH INDIVIDUALS

NUMBER OF INTERVIEWS: 5

ROLE OF INTERVIEWEES:

- 1 school professional associate
- 1 police department employee
- 1 member of clergy
- 2 sport club employees

GENERAL IMPRESSION OF THE CASE AFTER THE DATA COLLECTION

Overall, the impressions from the fieldwork are very positive. The students participating in the focus group were eager to participate in the discussion, and they all seemed interested in the topic. Some of them were more talkative than others, but they all shared their opinions and participated to a considerable amount. Their experiences and viewpoints seemed very much alike, only one student seemed to be holding a somewhat different position than others. The interviewees were very willing to participate in the research. The school professional associate was well-versed in the issues that young people encounter in school and was familiar with opportunities outside of the school. Sport staff employees, member of clergy and police department employee were also knowledgeable about the position of young people. One of them was somewhat less familiar with the issues of youth activism in the community, mainly associating it with individuals becoming active in politics. In sum, the identity of a small/rural/remote town seems to be much more pronounced than the identity of a border town. The pros and cons of being young in Ilok are also mostly related to the fact that Ilok is the small, easternmost town of Croatia, rather than to the fact it lies on the border with Serbia.





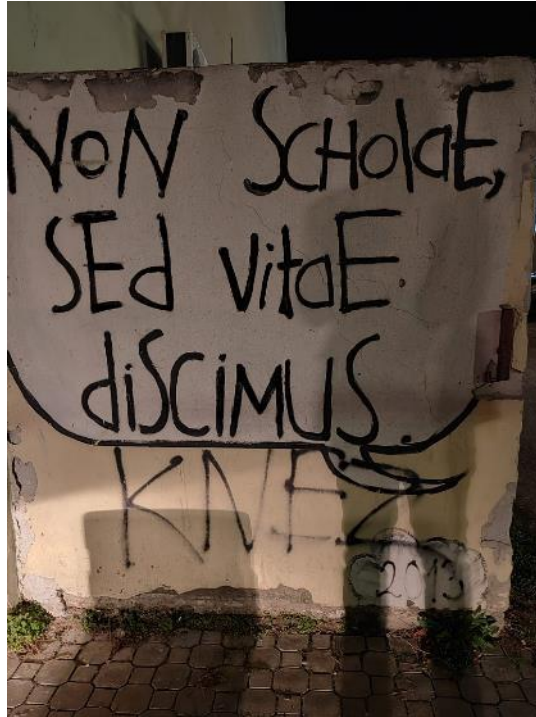
VISUAL DOCUMENTATION OF THE CASE



Upper-secondary school Ilok



Danube river, border. View on Bačka Palanka.



Graffiti-art in Bačka Palanka



5.3 Finland

CASE: YOUTH LIVING IN A CHILDREN'S HOME IN OULU

DESCRIPTION OF THE TARGET COMMUNITY GROUP

Youth aged 15-17, living in Oulu that have been taken into substitute care for different reasons. Taking into care is the last resort to safeguard a child's growth and development. Taking into care entails the transfer of responsibility for the child's care and upbringing to the authorities. If a child's health or development is jeopardized by their growth environment or by the child themselves, and if the supportive measures available in open care are deemed unsuitable, unavailable, or insufficient, the child may be placed in substitute care. (<https://thi.fi/julkaisut/kasikirjat/lastensuojelun-kasikirja/tyoprosessi/huostaanotto>)

DESCRIPTION OF THE TARGET COMMUNITY LOCATION

The case study was conducted in a children's home in Oulu that offers replacement care for children with two wards and 14 beds. The educational work is carried out by a multi-professional work group, which includes the director, deputy director, team manager and instructors. The support staff includes a caretaker, cleaner, office manager, office secretary and kitchen staff. In addition to their basic training, the staff have acquired special skills, e.g. special-level family therapy training, family intervention clinician training, therapeutic adherence training, and management and work supervision training. In addition, the staff have participated in coping with child trauma training and Aggression Replacement Training. Employees working in educational work have the 'functioning child and family' - method training. (The children's home website)

RATIONALE FOR THE SELECTION OF TARGET COMMUNITY GROUP AND LOCATION

In this case study, we decided to focus on youth living in substitute care. In every country in Europe, and no doubt all over the world, young people that have been taken into substitute care can be considered to be living in a challenging context for the purpose of the development and practice of everyday democracy and otherwise. Finland is no exception here. We chose to conduct our case study in Oulu. The city is located quite centrally within the country and gathers residents from a large geographic area. With a population of approximately 215,000, it is one of the 5 largest cities in Finland.





CASE STUDY STRUCTURE

FOCUS GROUP WITH YOUTH

DATE: 20.2.2023

LOCATION: Children's home in Oulu, Finland

DESCRIPTION OF COMPOSITION:

9 youths, between the ages of 15-17, all white Finnish youth (+1 researcher and 1 instructor from the facility)

INTERVIEWS WITH INDIVIDUALS

NUMBER OF INTERVIEWS: 5

ROLE OF INTERVIEWEES:

- 4 instructors
- 1 director of the children's home

GENERAL IMPRESSION OF THE CASE AFTER THE DATA COLLECTION

During the focus group with the youth, the discussion was lively as a few participants had an interest in, and experience of civic engagement. Even the quieter youth offered opinions when they saw it necessary. The youth brought up many positives in growing up in Oulu (and Finland) concerning, for example, free education, free school meals, and opportunities for career paths. They found Oulu big enough to easily find friends and be yourself. Culture, nature, and safety (absence of war) were also mentioned. Concerns included long waiting times for possible mental health problems. Regarding possible prejudices encountered, the youth brought up situations where others assume youth in care are troublemakers or addicts even though being in care doesn't necessarily have anything to do with the youth themselves. The youth liked the children's home as it was different from larger facilities in the area in that they felt heard by peers and instructors. After the session, the instructor expressed pride in the youth for engaging. The instructor explained that, even though they were nervous, the youth had been excitedly waiting for this chance to make an impact.

The individual interviews with the adults repeated many similar themes but also included additional concerns (e.g. drugs, social media-related issues, sexual violence, legal issues), that they were more clearly able to identify based on their years of experience working with this demographic (not necessarily related to this same group of youth). Overall, however, despite challenges, both the youth and adults were positive about the future of the youth, and their opportunities to have their voices heard and make an impact.





VISUAL DOCUMENTATION OF THE CASE



Idea box for the children's home youth council (youth submit ideas and suggestions etc, the instructors go through them, write them on post-it's that hang from the tree, all ideas are discussed in weekly youth council meetings and recorded)



The common spaces in the children's home are decorated with art created by the youth





The children's home includes multiple spaces where the youth and instructors can spend time playing games, watching TV, playing pool, etc.

5.4 France





CASE: YOUNG VOICES FROM THE WIDER PARISIAN METROPOLITAN AREA

DESCRIPTION OF THE TARGET COMMUNITY GROUP

A group of 12 high school students, aged from 16-18, from the Lycée Michel-Ange in Villeneuve-la-Garenne visited our offices at the Maison de l'Europe along with their teacher, in order to discuss the position(s) and perspective(s) of young people in democracy today. These young members of the Villeneuve-la-Garenne community represent the diversity of this part of the wider Parisian metropolitan area. Coming from a majority racialised, migrant-background population, they are witness to the social stakes at play for these intersecting identities in French socio-political and cultural spheres today.

DESCRIPTION OF THE TARGET COMMUNITY LOCATION

Villeneuve-la-Garenne is situated in the north-western Parisian metropolitan area, and has a population of around 25,000 inhabitants. It shares its *département* (French administrative division), the Hauts-de-Seine department, with the wealthier western suburbs of Paris. Its residents have the second lowest median household income of the *département*. Geographically, it neighbours one of the most disadvantaged suburban areas, that of Seine-Saint-Denis, to the northeast. Villeneuve-la-Garenne is categorised by the French government as a QPV (*Quartier de la politique de la ville*), the state's urban policy which collates the poorest areas in need of public intervention through investment and urban renewal actions.

RATIONALE FOR THE SELECTION OF TARGET COMMUNITY GROUP AND LOCATION

Due to it being in one of the most marginalised communities in the wider Parisian metropolitan area, we imagined that the perspectives from this group of students, as well as other members and figureheads of their community, would provide insight into the lived experiences of disadvantaged communities in France. We sought first-hand accounts to counterbalance the dominant discourse concerning the "bad reputation" of the Parisian *banlieues* (suburban neighbourhoods). The above-average presence of migrant and migrant-background populations in this area provides us with a diverse ethnographic profile and leads us to often unheard (or ignored) voices and testimonies. The latest census data (from 2020) reveals that the unemployment rate of the target community (12.9%) was around 5% higher than the national average rate at the time (7.8%), and these figures are particularly prominent among the younger population.





CASE STUDY STRUCTURE

FOCUS GROUP WITH YOUTH

DATE: 29.02.2024

LOCATION: Maison de l'Europe, Paris

DESCRIPTION OF COMPOSITION:

12 students, aged between 16 and 18 years old. Mostly from migrant-background and or racialised families. Discussion was guided by prompts & questions from the researcher present.

INTERVIEWS WITH INDIVIDUALS

NUMBER OF INTERVIEWS: 5 (TBD)

ROLE OF INTERVIEWEES:

- Youth municipal council leader (TBD)
- School teacher (TBD)
- Municipal librarian (TBD)
- Sports club employee (TBD)
- Local government representative notably involved with these students (TBD)

GENERAL IMPRESSION OF THE CASE AFTER THE DATA COLLECTION

The students' responses gave rise to a variety of topics covered throughout the Focus Group. In particular, a noticeable lack of social support for these students outside of their family structure concerning their future careers and extra-curricular activities. They discussed their opinions of their local area compared to the country as a whole, as well as France within the context of the European Union. Some members of this group reported being involved in student activism, notably a campaign to access funding in response to a lack of money for sports facilities in their town. Others contrasted their experience with elected officials, including an experience with the town mayor where they felt he was disinterested and "didn't want to hear about it" when some students had presented a project. On the other hand, a deputy of the National Assembly has on multiple occasions met with them and other students at their school; they attest to being pleased to see this engagement. Several times throughout the discussion students mentioned not feeling *listened to* by government institutions. The above topics are to be explored further once the interviews with other community members have taken place.





VISUAL DOCUMENTATION OF THE CASE



View of the town hall in Villeneuve-la-Garenne



Street view on rue Henri Barbusse





Local tramway under construction

5.5 Germany

The Case study "Migrant/refugee youth in North-Rhein Westphalia"





5.6 Greece

CASE: YOUTH IN THE REMOTE ISLAND OF LESVOS

DESCRIPTION OF THE TARGET COMMUNITY GROUP

The target community group are young people:

- Between the ages of 16-25 years old
- University students both native to Lesvos, as well as from other Greek cities and/or in their last year of high school with aspirations of attending university
- Natives of Lesvos who are either early school leavers or with no plans of attending university including NEETs (not in education or training)
- Middle or lower socio-economic class

Our target group included young people:

- With physical disabilities
- With diverse sexual and gender orientation
- Natives of Greece but from minority religious and racial backgrounds

DESCRIPTION OF THE TARGET COMMUNITY LOCATION

The community is based in Lesvos which is:

- In the region (North Aegean) with the second lowest GDP per capita in Europe
- Rural and agrarian
- Geographically-remote
- On the European border with Turkey
- Difficult and expensive to access, as there are few and expensive options with often limited available seats

Our target community members primarily live in Mytilene, which is the capital of Lesvos.

RATIONALE FOR THE SELECTION OF TARGET COMMUNITY GROUP AND LOCATION

The topic of our case study examines the recent introduction (March 2023) of private Higher





Education Institutions (HEIs) in Greece. The University of the Aegean (UoA) headquartered in Lesvos, is one of the greatest assets for the local economy in this otherwise rural, remote and impoverished island on the EU border with Turkey. It is thought that private HEIs will disproportionately affect universities in peripheries such as Lesvos, and it was critical to capture in our case study the views of young people who will be affected by these measures early in the implementation of the law and the transformation of society at the local and national level.

CASE STUDY STRUCTURE
FOCUS GROUP WITH YOUTH
DATE: 08/03/2024
LOCATION: Mytilene, Lesvos, Greece
DESCRIPTION OF COMPOSITION:
University students
<ul style="list-style-type: none"> • 1 Lesvos native (F, LGBTQ) • 1 Lesvos native (M) • 1 non-Lesvos native (M, PwD) • 1 non-Lesvos native (F, Racial minority) • 1 non-Lesvos native (F)
Non-university students
<ul style="list-style-type: none"> • 1 early school leaver and NEET (M, Religious minority) • 1 student in the last year of high-school who plans to attend university (Non-binary, F)
INTERVIEWS WITH INDIVIDUALS
NUMBER OF INTERVIEWS: 5
ROLE OF INTERVIEWEES:
<ul style="list-style-type: none"> - 1 primarily school teacher and former UoA employee - 1 associate UoA researcher - 1 representative of NGO for young people with disabilities - 1 representative of research institute in Lesvos - 1 local businesswoman

GENERAL IMPRESSION OF THE CASE AFTER THE DATA COLLECTION

Our case study focused on investigating to what degree private HEIs assist in the democratisation of access to higher education, and examining the impacts for HEIs in Greek peripheries such as Lesvos. Privatisation of HEIs in Greece is a deeply polarising subject





amongst citizens, which draws positions along partisan lines. The law that came in effect in March 2023, was promoted by the right party of 'New Democracy', while parties in the centre and left opposed it. Thus, youth came into the session with formed opinions on the subject which also reflected their political beliefs. Even those not attending a HEI had formed an opinion. The group dynamic was good, and the conversation was civil with participants respecting each other's opinions and positions. That helped them to also better understand each other's views and also to embrace some positions that were divergent from their own. Participants showed good will and tried to identify both benefits and drawbacks to both sides of the argument. Some of the participants new each other, which made them more talkative and social in the early stages of the process.

VISUAL DOCUMENTATION OF THE CASE



LATRA's venue where case study & interviews were held





Warm up exercise



Group prior to session





5.7 Ireland

CASE: THE CAN (CURRAGH AND NEWBRIDGE) PROJECT

DESCRIPTION OF THE TARGET COMMUNITY GROUP

The focus group was comprised of twelve young people aged 16-18 involved in the Curragh/Newbridge Youth Diversion Project (CAN-YPD).

The CAN-YPD is a community-based, multi-agency crime prevention initiative which seeks to divert young people from becoming involved or further involved in anti-social and/or criminal behaviour by providing suitable activities to facilitate personal development and promote civic responsibility.

The CAN-YPD aims to prevent young offenders from entering into the full criminal justice system. The purpose of youth crime prevention work is to engage young people who have offended in a process of learning and development that will enable them to examine their own offending and to make positive lifestyle choices that will protect them from involvement in criminal, harmful or socially unacceptable behaviours.

The CAN-YPD is based in based in Charlotte's Mall in Newbridge Town and serves villages and townlands in the wider Curragh and Newbridge area. The CAN-YPD is managed by In Sync, an organisation which provides a wide range of youth and family services across Kildare and West Wicklow and is co-funded by the Government of Ireland and the European Union.

DESCRIPTION OF THE TARGET COMMUNITY LOCATION

The location of the target community is important in the context of understanding the group. Kildare is a neighbouring county to Dublin, which has experienced a population explosion in the past number of decades. According to census data, the population of Kildare doubled between 1991 and 2022. While every county in Ireland recorded population growth between 2016 and 2022, in line with trends in neighbouring counties in the east of the country (Meath and Fingal), growth was particularly strong in Kildare at 11% (Source: Census 2022). This rapid increase in population has put severe pressure on community services and resources, and in some instances has contributed to gentrification of areas. It has also fostered a community in which many parents in families face a long commute to work and may be absent from the home for longer periods each day.





RATIONALE FOR THE SELECTION OF TARGET COMMUNITY GROUP AND LOCATION

The majority of young people involved in the CAN-YPD project are experiencing disadvantage and live in challenging contexts for the development and practice of democracy. The target group was also identified as at high risk of disillusionment with democracy. Ireland’s democracy was recently ranked the seventh highest in the world (EIU Global Democracy Index, 2023) but recent events in Ireland, including in Kildare, have highlighted how frustrations are pushing a minority in society to pursue undemocratic actions, e.g. burning buildings intended to house refugees in protest at immigration policy.

CASE STUDY STRUCTURE

FOCUS GROUP WITH YOUTH

DATE: 23-01-2024

LOCATION: InSync Youth & Family Services offices, Newbridge, Kildare.

DESCRIPTION OF COMPOSITION: There were twelve participants (two male, ten female), three youth workers, and three Trinity College researchers present. One researcher conducted the focus group while the other two observed and took notes. The focus group lasted approximately 85 minutes and covered a range of topics. Most of the young people were very engaged, with a few quieter individuals who were less active participants in the discussion.

INTERVIEWS WITH INDIVIDUALS

NUMBER OF INTERVIEWS: 3

ROLE OF INTERVIEWEES:

- Youth Worker (on the CAN Project)
- Youth Worker (area manager)
- Gardaí Síochána Juvenile Liaison Officer

GENERAL IMPRESSION OF THE CASE AFTER THE DATA COLLECTION

Participants did not know democracy was and could not see relevance to their daily life. There was a general feeling of disconnect with politics, e.g. only ‘rich’ or educated people vote. While participants recognised the importance of their voice, it was notable that none felt it was heard or that they could change anything. Promoted by InSync staff, youth could give examples of their active involvement in their local community.





The young people shared their perspectives on the hardships they had encountered. They repeatedly expressed strong distrust of the main institutions in the town (schools, hospitals, police), which they felt were discriminating against them.

A few individuals repeated hard-right anti-immigration slogans and had been involved in protests in the area. InSync project staff were keen to clarify to researchers that this was not a view shared by the organisation, and that they were actively working to combat hate, bigotry, and extremism.

Another recurring theme that came from a number of different participants was a nostalgic desire for a life less entwined with technology. Many of them attributed technology and social media as contributing to a breakdown in societal relationships and in mental health issues.

VISUAL DOCUMENTATION OF THE CASE



Photographs of the focus group





Newbridge, Co. Kildare. Mural.



InSync facilities: Activity room (focus group took place here); note: there is another room used for pizza after the focus group (no images of)





5.8 Netherlands

CASE: VULNERABLE YOUTH IN LARGE CITY ENVIRONMENT

DESCRIPTION OF THE TARGET COMMUNITY GROUP

Target community group is youth who live in Rotterdam and have been in contact with the law with a risk of recurrence. These young people are at school, MBO 1 (level 1: assistant training) and are following a training course that teaches them self-confidence and entrepreneurship

DESCRIPTION OF THE TARGET COMMUNITY LOCATION

The setting is a gym just outside the city of Rotterdam. We are visiting STEALL (SMile, Train, Elevate and Love Life). On Mondays, these boys are required to attend training sessions at this location all day long so that they can learn basic work skills and provide for their daily maintenance. The boys all come there by tram. Officially the day starts at 10:00 am, but the first boy arrives at 10:30 am and the other two around 11 am. There are four who do not come at all.

RATIONALE FOR THE SELECTION OF TARGET COMMUNITY GROUP AND LOCATION

In this case study we focus on young people in the big city who follow a so-called 'low form of education'. The entry-level MBO 1 is the basis for compulsory education. These boys have been in contact with the law and are at risk of reoffending. They often come from families with problems and spend a lot of time on the streets. The boys in this case study are training to become sports assistants. We chose this target group because they are vulnerable and not well represented in our democratic processes.





CASE STUDY STRUCTURE

FOCUS GROUP WITH YOUTH

DATE: 26.2.2024.

LOCATION: Cappele aan den IJssel, Rotterdam

DESCRIPTION OF COMPOSITION:

The group consisted of 3 students (age 15/16) and two coaches

INTERVIEWS WITH INDIVIDUALS

NUMBER OF INTERVIEWS: 5

ROLE OF INTERVIEWEES:

- 1 teacher in secondary school
- 1 employee at Young in Prison
- 1 lecturer in Agency in Highschool
- 1 researcher of youth culture
- 1 employee of a youth prison

VISUAL DOCUMENTATION OF THE CASE



S.T.E.A.L.L





5.9 Slovenia

CASE: LGBTQ YOUTH IN SLOVENIA

DESCRIPTION OF THE TARGET COMMUNITY GROUP

The target community group is young adults from different groups of the LGBTQI+ community. They come from different geographical areas in Slovenia but the community is based in the capital, Ljubljana.

DESCRIPTION OF THE TARGET COMMUNITY LOCATION

The target community location is Ljubljana, however, the members of the community come from different metropolitan and rural areas in Slovenia.

RATIONALE FOR THE SELECTION OF TARGET COMMUNITY GROUP AND LOCATION

The LGBTQI+ community in Slovenia, like in many other countries, faces both challenges and advancements in terms of representation and rights. Slovenia, a relatively progressive country in Europe, has made significant strides in LGBTQI+ rights in recent years, but there are still areas for improvement.

Discrimination, stigma, and violence against LGBTQI+ individuals persist in Slovenia, as in many parts of the world. Legal recognition of same-sex partnerships exists. Hate speech and political opposition to LGBTQI+ rights are also issues faced by the community.

CASE STUDY STRUCTURE

FOCUS GROUP WITH YOUTH

DATE: 19.02.2024

LOCATION: Likozarjeva 1, 1000 Ljubljana, Slovenia

DESCRIPTION OF COMPOSITION:

6 participants, 20–30 years old, bisexual cis man, asexual cis woman, gay cis man, queer person, lesbian cis woman, lesbian cis woman

INTERVIEWS WITH INDIVIDUALS

NUMBER OF INTERVIEWS: 5

ROLE OF INTERVIEWEES:

- informal queer-focused event organiser and LGBTQI+ server moderator
- youth worker at the LGBTQI+ organisation DIH
- two youth workers at the LGBTQI+ organisation Legebitra
- youth worker and LGBTQI+ activist at the youth organisation Škuc





GENERAL IMPRESSION OF THE CASE AFTER THE DATA COLLECTION

The impressions from the fieldwork were very positive. The participants in the focus group were eager to participate in the discussion and they all seemed interested in the topic. They all shared their opinions and participated to a considerable degree and engaged in deeper conversation with the researcher/moderator.

Young LGBTQI+ people from rural areas have a harder time being open and finding a community and often have to “escape” to metropolitan areas to live freely.

Online communities are an essential first step for many, but a healthy community has to meet in person as well.

Young people from the community try to be politically active, but are often overwhelmed or have to focus on providing for themselves financially instead.

There’s a noticeable uptick in radical right-wing ideologies that threaten the community, stemming from online communities, propaganda and other radical elements.

Most systemic discrimination comes from the educational and healthcare systems, with police being a third. Schools in Slovenia tend to completely skirt the idea of a queer community existing, apart from being briefly and unsuitably mentioned during STD discussions. The gender transition process is overly long and draining on patients, gynaecologists are anecdotally not trained to deal with trans, lesbian or asexual individuals. Reporting on hate crimes is often futile, can result in police harassment and the vast majority of cases get dropped before reaching a conclusion.

The Slovenian government isn’t listening to LGBTQI+ groups enough when it comes to addressing these themes, more funding for youth centres and inclusion of informal workshops and education into the school system was seen as beneficial.





VISUAL DOCUMENTATION OF THE CASE



Miha Satler, International IGLYO meetup, 2023, Montenegro



"Activities at Ljubljana pride parade", 2023, Ljubljana





5.10 Spain

CASE: TRAINING AND PLACEMENT PROGRAM GROUP

DESCRIPTION OF THE TARGET COMMUNITY GROUP

The case study took place in a public training and placement programme (so-called *PFI* by its acronym in Catalan) in Barcelona, Spain.

PFI are programmes designed and coordinated by the Department of Education as a response to early-school leavers. These programmes are aimed at young people aged between 16 and 21 who have not completed compulsory secondary education. They are voluntary and the duration is that of an academic course (1,000 hours). The main aim of this programme is to offer these students basic training to access the labour market and, eventually, help them in returning to the regulated education system by providing students with the possibility of rejoining to continue their studies in formative cycles. In PFI programmes students receive support and teaching to achieve the programme's objectives and carry out business internships. Furthermore, the programmes are designed to facilitate a reduced number of students and tutorship constitutes a key cornerstone of their pedagogical model.

In our specific case, we collaborate with a PFI program that focuses on Commerce and takes place in a public high school in Barcelona.

DESCRIPTION OF THE TARGET COMMUNITY LOCATION

The PFI programme is located in a public school in Barcelona that hosts secondary education (ESO), baccalaureate, training cycles linked to commercial and administrative fields and the PFI programme. The school is located in a middle-class district of the city. In total there are more than 1000 students and 80/90 teaching staff in the school. According to what the director and the tutor explained, there is a relevant social difference between the students who attend ESO and Baccalaureate and the FPI students. The ESO and Baccalaureate students are mainly middle class and come from the neighbourhood. In the case of the FPI, the students come from all over Barcelona and the province.

RATIONALE FOR THE SELECTION OF TARGET COMMUNITY GROUP AND LOCATION

This case was selected for the following reasons:





- PFI programmes often cater to students from various socio-economic backgrounds, including those who may have faced challenges such as academic difficulties, socio-economic disadvantages, or behavioural issues in traditional educational settings. By focusing on this case, we can observe diverse perspectives on democracy
- Several PFI students may have encountered real-life challenges or have experienced feelings of disengagement within mainstream educational systems that may have shaped their perceptions of democracy differently from their peers in traditional educational settings. Their experiences with societal inequalities, discrimination, or marginalization can offer other viewpoints on how democratic principles are perceived and experienced by young people facing adversity.

PFI programmes often serve students who have been marginalized or underserved by the education system. By including these students in a case study on democracy, we acknowledge and address the inequities they face.

CASE STUDY STRUCTURE

FOCUS GROUP WITH YOUTH

DATE: 5/2/2024

LOCATION: Classroom in the school

DESCRIPTION OF COMPOSITION:

Nine students of the PFI programme participated in the Focus Group. Seven of them were girls and two were boys. Their ages were comprised between 16 and 18 years old. The focus group was guided by semi-structured prompts, focusing on participants' experiences and reflections regarding their perceptions of being young, their relations with the institutions, their experiences about democracy and participation and their perspectives regarding their future.

INTERVIEWS WITH INDIVIDUALS

NUMBER OF INTERVIEWS: 5

ROLE OF INTERVIEWEES:

- Main teacher of the PFI program of the school
- Technical teacher of the PFI program of the school
- Coordinator of the PFI program of Barcelona
- Pedagogical coordinator of the school
- President of the neighbourhood association where the students are carrying out a service-learning program





GENERAL IMPRESSION OF THE CASE AFTER THE DATA COLLECTION

Overall, the students expressed satisfaction with their participation in the program, highlighting its positive impact on their educational experience and the good relations that they have with the teachers.

However, students reported feeling discriminated against by both other teachers and students within the school. This perception of discrimination was evident in various aspects, including the physical layout of the school, where PFI students were situated in a relatively isolated area, as well as differences in the school schedule that seemed to segregate PFI students from the rest of the student body.

Importantly, this discrimination was not solely perceived by PFI students themselves but was also acknowledged by the main teachers involved in the program. However, the other members of the school community did not perceive this discrimination.

At the same time, students were not proud of their identity as PFI participants, with many students opting to conceal their affiliation outside of school. Additionally, some students reported additional challenges with external institutions, primarily stemming from their migrant status and documentation issues.

When addressing democratic values, students expressed perceptions of democracy as synonymous with politics, leading to a lack of trust in political systems. Understanding democracy through daily practices was initially challenging. However, students recognized democratic elements in various settings such as classrooms, interactions with friends, and family, albeit not explicitly labelling them as democratic. Their conceptualization of democracy centred on the idea of living together harmoniously rather than formal political structures.





VISUAL DOCUMENTATION OF THE CASE



The classroom where the focus group took place



The school from outside





The outdoor area of the school



The main building of the school





6 Next Steps

Preliminary descriptions of the case studies presented in this report will be continued in our next steps in order to enable further analysis of the data. Translated transcripts will form the basis for subsequent qualitative national analyses and international comparative data analyses, using different qualitative analysis methods (e.g. thematic analyses, content analyses and discourse analyses). Integrated with the findings from ethnographic research methods for each case study, these findings based on qualitative data analyses will be used in various forms of dissemination activities, such as conference presentations, seminars, expert panels, and academic papers, as a part of the task T4.4., as well as a continuation of the dissemination activities after the completion of the project.





Annexes

Annex 1: Participant Informed Consent Form

Annex 2: Focus Group Discussion Protocol

Annex 3: Instructions for Conducting Focus Group Discussion

Annex 4: Documentation of Focus Group Discussion

Annex 5: Individual Interview Protocol

Annex 6: Instructions for Conducting Individual Interview

Annex 7: Documentation of Individual Interview

Annex 8: Documentation of Visual Material

Annex 9: Reflective Journal





Annex 1: Participant Informed Consent Form

Adapted in each country according to the national legislation

Participant Informed Consent Form

In the European wide Critical ChangeLab research project, we are interested in youth perspectives on being young today, as well as in their views on democracy, participation in activities that can impact their lives and surroundings, and future. To gain insight into multiple perspectives on these topics, study participants will participate in **group discussions with young people/ individual interviews.**

The study is conducted by researchers at **<name of the institutions>.**

The study will take place **<describe here place and dates>.**

We ask for consent from **<the study participant / the study participant and their guardian>** to participate in the research. Guardian or the person participating in the study may, at any point, withdraw the given consent by contacting us about the withdrawal. Please fill in and return the part below.

Continues on the next page.



I GIVE MY CONSENT TO PARTICIPATE IN THE STUDY:

Participant's name and signature:
Guardian's name and signature:
Date and place:





Research Material



The research material collected in this study includes researcher notes, audio recordings and transcripts of the **group discussion/individual interview**, and visual materials (photos or videos). All the material (notes, audio recordings, transcripts, visual materials) is archived by the **<name of the institution>** for long-term research use. The materials, gained through these different methods, are combined during the analysis phase and the analysis and findings are reported in scientific research and teaching. In all reporting, the material is processed respecting participants' privacy so that participants cannot be recognized based on the material. Personal data will be processed in following the General Data Protection Regulation (**GDPR**) Article 6(1): participant consent. Material that can be fully anonymized may also be opened in an important national or international archive or storing service.

More information about the processing and archiving of the personal data can be found in the Critical ChangeLab project's data privacy notice: **<add web address here for the data privacy notice and change correct QR code>**

For any question, please contact the researchers

Main contact person		
Name – Title 📞: tel ✉️: email	Name – Title 📞: tel ✉️: email	Name – Title 📞: tel ✉️: email





Annex 2: Focus Group Discussion Protocol

English Version

FOCUS GROUP PROTOCOL

Thank you all for coming. My name is XY and I am one of researchers on European project Critical Changelab which is being carried out in 10 countries.

Part of our project is having conversations with young people like you about topics such as:

- *how is it being young today?*
- *how do you see democracy?*
- *are young people willing to participate in various actions that can impact their lives and surrounding?*
- *how you see future?*

We think that voices of young people are very important, and we are really interested in your opinions and thoughts so please be open in your answers.

There are no right or wrong answers in our conversation.

If it is ok with you, I would like to audio-record our conversation for research purposes. No one else except members of the research team will have access to this recording.

In our conversation you do not have to say your name. Furthermore, if there is something you would not like to share your views or opinions on, just say so.

Do you have any questions at this point?

LET'S START!

1. BEING YOUNG TODAY

1.1. What is it like to be young in a TARGET COMMUNITY LOCATION (e.g. Paris suburbs, Island of Lesbos, rural area in Ireland, small town in Slovenia) today?

- *What do you think is good about being young in a TARGET COMMUNITY LOCATION? What are the main challenges?*

1.2. And what is like to be young in COUNTRY (e.g. France) today?

- *What do you think is good about being young in a COUNTRY? What are the main challenges?*

1.3. How do you think it might be different from being young in other EU countries?





2. COMMUNITY IDENTITY

2.1. What do young people in TARGET COMMUNITY GROUP (e.g. female refugee minors in Paris suburbs, youth in rural areas Lesbos, youth in Kildare/Wicklow, LGBTIQ youth in rural Slovenia) have in common? *(If needed prompt with: What kind of lifestyle? Values? Experiences? Position in the community? Position in the wider society?)*

2.2. How would you describe relationships between young people in TARGET COMMUNITY GROUP?

2.3. Do you feel that you belong to the TARGET COMMUNITY GROUP?

2.4. How are young people from your TARGET COMMUNITY GROUP treated by:

- *individuals and other groups in TARGET COMMUNITY LOCATION*
- *institutions – e.g. education system, health system, social services, employment services, police, justice system, youth services, etc.?*
- *government – e.g. local, national, EU?*

2.5. Have you or someone you know experienced discrimination based on belonging to the TARGET COMMUNITY GROUP? Could you please describe these situations?

3. DEMOCRACY

3.1. In your own words, what is democracy? Do you see it as a positive or negative thing?

3.2. What is your opinion on the state of democracy in a COUNTRY?

3.3. In what ways does democracy appear in your daily life and interactions? *(if not answered directly by participants, mention community, school or work)*

3.4. Do you think that your voice and your opinions matter?

3.5. Do you feel like you can make a difference/change things you care about?

4. PARTICIPATION

4.1. Do you think being an active citizen is important?

4.2. Have you taken part in something that has impacted your TARGET COMMUNITY LOCATION? In what way has this impacted your own life?





4.3. What is needed in TARGET COMMUNITY LOCATION so that you and other young people become (even) more active? *(If not answered directly, mention skills, tools, information, knowledge, services, opportunities)*

5. FUTURE PERSPECTIVES

5.1. What does your life look like in 10 years? *(If needed prompt with: What would you like to see happen? What are you optimistic about? What do you worry about?)*

5.2. What do you think the future of the TARGET COMMUNITY GROUP looks like?

5.3. What do you think are the biggest challenges facing COUNTRY? And EU?

5.4. How do you see interaction between people and the environment in the future?

5.5. How do you perceive the role of technology in the future? *(If needed prompt with: Do you think technology will play a more significant role in causing or solving global problems?)*





Annex 3: Instructions for Conducting Focus Group Discussion

1. BEING YOUNG TODAY	Instructions
<p>1.1. What is it like to be young in a TARGET COMMUNITY LOCATION (e.g. Paris suburbs, Island of Lesbos, rural area in Ireland, small town in Slovenia) today?</p> <ul style="list-style-type: none"> • What do you think is good about being young in a TARGET COMMUNITY LOCATION? What are the main challenges? 	<p>We are interested in participants' opinions on how it is to be young in a TARGET COMMUNITY LOCATION (TCL). Further sharing can be encouraged by asking for positive and negative aspects of being young in TCL, using the prompt in bullets.</p> <p>Beware that this question also functions as an icebreaker, serving to encourage broad and open discussion of all participants. Make sure all participants understand what is the TCL you are referring to in your particular case.</p>
<p>1.2. And what is like to be young in COUNTRY (e.g. France) today?</p> <ul style="list-style-type: none"> • What do you think is good about being young in a COUNTRY? What are the main challenges? 	<p>Following on the previous question, this time with a focus on participants' opinions on how it is to be young in their respective country, prompting participants to think about positive and negative aspects, if needed</p>
<p>1.3. How do you think it might be different from being young in other EU countries?</p>	<p>Following on the previous question, with a focus on comparison with other EU countries.</p>
2.COMMUNITY IDENTITY	Instructions
<p>2.1. What do young people in TARGET COMMUNITY GROUP (e.g. female refugee minors in Paris suburbs, youth in rural areas Lesbos, youth in Kildare/Wicklow, LGBTIQ youth in rural Slovenia) have in common? <i>(If needed prompt with: What kind of lifestyle? Values? Experiences? Position in the community? Position in the wider society?)</i></p>	<p>We are interested to hear what participants perceive as building blocks of community identity of TARGET COMMUNITY GROUP (TCG). Other prompts are welcomed, depending on TCG.</p> <p>Beware that some concepts might be unclear to the participants (e.g., values) – try using the language familiar to the participants, explain the concepts in your own words, use examples if needed.</p>
<p>2.2. How would you describe relationships between young people in TARGET COMMUNITY GROUP?</p>	<p>Here, we are interested in participants' perceptions on the quality of relationships between young people in TCG.</p>





<p>2.3. Do you feel that you belong to the TARGET COMMUNITY GROUP?</p>	<p>We are interested in participants' sense of belonging to TCG. Accept the possibility of an expression of lack of belonging to TCG.</p>
<p>2.4. How are young people from your TARGET COMMUNITY GROUP treated by:</p> <ul style="list-style-type: none"> • individuals and other groups in TARGET COMMUNITY LOCATION • institutions – e.g. education system, health system, social services, employment services, police, justice system, youth services, etc.? • government – e.g. local, national, EU? 	<p>We are interested in participants' experience (direct – their own or indirect – someone else's from TCG) with (i) individuals and other groups in TCG, (ii) different institutions (use prompts relevant to the TCG if they are not mentioned) and (iii) government structures (use prompts relevant to the TCG if they are not mentioned). Be especially sensitive in case participants share negative experiences, such as violence, dehumanisation, marginalisation etc. However, welcome answers denoting positive experiences.</p>
<p>2.5. Have you or someone you know experienced discrimination based on belonging to the TARGET COMMUNITY GROUP? Could you please describe these situations?</p>	<p>Here, we are interested in hearing about possible experiences of discrimination that are directly attributed to the fact that a person is a member of a TCG. Examples of those situations are very valuable, but be considerate about how much details participants are comfortable sharing.</p>

3. DEMOCRACY	Instructions
<p>3.1. In your own words, what is democracy? Do you see it as a positive or negative thing?</p>	<p>If participants really do not succeed in explaining what democracy is in basic terms, offer a very simple definition of democracy, using your own words. This is important so that everyone is able to follow the further conversation. Keep a neutral position, i.e., do not disclose your stance on whether democracy is positive or negative, so you don't affect the direction of the conversation.</p>
<p>3.2. What is your opinion on the state of democracy in a COUNTRY?</p>	<p>We are interested in participants' opinions on the state of democracy in their country. As "the state of democracy" syntagm can be unfamiliar to some of the participants, explain that we mean "current level/quality</p>





	of democratic practices and processes in a specific country”.
3.3. In what ways does democracy appear in your daily life and interactions? <i>(If not answered directly by participants, mention community, school or work)</i>	We are interested in hearing about any democratic practices, principles and values that appear in participants’ everyday life . Focusing on particular contexts (community, school or work) can enhance the recognition of the relevant examples.
3.4. Do you think that your voice and your opinions matter?	Here, we are aiming to hear about participants’ perspectives on how important young people’s input (voice, opinion, viewpoint) is in various occasions/ contexts .
3.5. Do you feel like you can make a difference/change things you care about?	Here, we are aiming to hear about participants’ perception of their own agency (as a prerequisite of their willingness to join any action aiming to make a change).

4. PARTICIPATION	Instructions
4.1. Do you think being an active citizen is important?	As “an active citizen” syntagm may be unfamiliar to some participants, so be ready to explain what we mean by that (use your own words and examples, depending on the context). Keep a neutral position , i.e., do not disclose your stance on whether being an active citizen is important, so you don’t affect the direction of the conversation.
4.2. Have you taken part in something that has impacted your TARGET COMMUNITY LOCATION? In what way has this impacted your own life?	We are interested in hearing if participants have joined any actions (different initiatives, protests, petitions, etc.) in their community so far. Also, we are exploring if this had an impact on them and their surroundings.
4.3. What is needed in TARGET COMMUNITY LOCATION so that you and other young people become (even) more active? <i>(If not answered directly, mention skills, tools,</i>	We want to know what resources are perceived as beneficial in TCL for enhancement of young people’s active involvement.





information, knowledge, services, opportunities)	
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5. FUTURE PERSPECTIVES	Instructions
5.1. What does your life look like in 10 years? <i>(If needed prompt with: What would you like to see happen? What are you optimistic about? What do you worry about?)</i>	We are interested in hearing how participants envision their personal futures . Use prompts to encourage sharing the visions of personal futures.
5.2. What do you think the future of the TARGET COMMUNITY GROUP looks like?	We are now switching to the TCG level, asking for visions of the group's future . If needed, use prompts from the previous question to encourage sharing.
5.3. What do you think are the biggest challenges facing COUNTRY? And EU?	Make sure participants notice we are asking about COUNTRY and EU future challenges . Please try to ask for both.
5.4. How do you see interaction between people and the environment in the future?	We are interested in hearing how participants envision human-environment interaction in the future . If needed, prompt by asking if they are optimistic or pessimistic about it, etc.
5.5. How do you perceive the role of technology in the future? <i>(If needed prompt with: Do you think technology will play a more significant role in causing or solving global problems?)</i>	We are interested in hearing how participants envision human-technology interaction in the future , and whether they see technology as a primarily problem-generator or a problem-solver.





Annex 4: Documentation of Focus Group Discussion

FOCUS GROUP	
Date of FG:	
Time:	
Location:	
Number of participants:	
Description of the composition of the group of the participants (age range/gender/other relevant information, depending on the case e. g. ethnicity, legal status):	
Duration:	
Researcher's immediate reflections related to the focus group discussion (his/her impression about the course of the discussion, participants' reactions etc.):	





Annex 5: Individual Interview Protocol

English Version

INTERVIEW PROTOCOL – INDIVIDUALS

Thank you for your participation. My name is XY and I am one of researchers on European project Critical Changelab which is being carried out in 10 countries.

Part of our project is having conversations with professionals in TARGET COMMUNITY LOCATION about your perspectives and experiences with TARGET COMMUNITY GROUP.

Your perspective is very valuable to us, so please be open in your answers.

Your participation is voluntary and anonymous. Your name or work position will not be revealed in the reports.

If it is ok with you, I would like to audio-record our conversation for research purposes. No one else except members of the research team will have access to this recording.

Do you have any questions at this point?

LET'S START!

1. BEING YOUNG

1.1. In your opinion, what is it like to be young in the TARGET COMMUNITY LOCATION (e.g. Paris suburbs, Island of Lesbos, rural area in Ireland, small town in Slovenia) today?

- *What do you think is good about being young in a TARGET COMMUNITY LOCATION? What are the main challenges?*

1.2. How would you compare being young in the TARGET COMMUNITY LOCATION to being young in COUNTRY today?

2. EXPERIENCES WITH TARGET COMMUNITY GROUP

2.1. How would you describe position and challenges of young people in TARGET COMMUNITY GROUP today (e.g. female refugee minors in Paris suburbs, youth in rural areas Lesbos, youth in Kildare/Wicklow, LGBTIQ youth in rural Slovenia)?

2.2. How would you describe your work/relationship with the young people in the TARGET COMMUNITY GROUP?

2.3. What do you think works well in your work/relationship with young people in the TARGET COMMUNITY GROUP?





2.4. What challenges do you face in your work/relationship with young people from the TARGET COMMUNITY GROUP?

2.5. How do you think young people from the TARGET COMMUNITY GROUP are treated by:

- *Individuals and other groups in TARGET COMMUNITY LOCATION*
- *Institutions - e.g. education system, health system, social services, employment services, police, justice system, youth services etc.*
- *Government - local, national, EU?*

2.6. Do you think young people from the TARGET COMMUNITY GROUP experience discrimination because they belong to the TARGET COMMUNITY GROUP? Could you please describe these situations?

3. CIVIC COMPETENCES AND PARTICIPATION OF YOUNG PEOPLE IN TARGET COMMUNITY GROUP

3.1. In your opinion, do young people from the TARGET COMMUNITY GROUP have opportunities to be active citizens?

3.2. Are the voices and opinions of young people from the TARGET COMMUNITY GROUP taken into account by the wider community and your organisation (*if applicable*)?

3.3. Do you think young people from the TARGET COMMUNITY GROUP participate in actions that impact their TARGET COMMUNITY LOCATION?

- *IF YES - can you share more details?*
- *IF NO - can you explain why not? What are the obstacles?*

3.4. In your opinion, how can youth participation be fostered in the TARGET COMMUNITY LOCATION? (*If not mentioned ask for individual and community level resources, e.g. skills, tools, financial resources, knowledge, services, and opportunities.*)

4. FUTURE PERSPECTIVES

4.1. What do you think the future of the TARGET COMMUNITY LOCATION looks like? (*If needed prompt with: What are you optimistic about? What do you worry about?*)

4.2. What do you think the future of young people from the TARGET COMMUNITY GROUP looks like? (*If needed prompt with: What are you optimistic about? What are the main challenges they will face?*)





Annex 6: Instructions for Conducting Individual Interview

1. BEING YOUNG	Instructions
<p>1.1. In your opinion, what is it like to be young in the TARGET COMMUNITY LOCATION (e.g. Paris suburbs, Island of Lesbos, rural area in Ireland, small town in Slovenia) today?</p> <ul style="list-style-type: none"> • <i>What do you think is good about being young in a TARGET COMMUNITY LOCATION? What are the main challenges?</i> 	<p>We are interested in participant’s opinions on how it is to be young in a TARGET COMMUNITY LOCATION (TCL). Further sharing can be encouraged by asking for positive and negative aspects of being young in TCL, using the prompt in bullets.</p>
<p>1.2. How would you compare being young in the TARGET COMMUNITY LOCATION to being young in COUNTRY today?</p>	<p>Following on the previous question, this time with a focus on the participant’s opinions on how it is to be young in the respective TCL in comparison with the country setting, prompting the participant to think about advantages and drawbacks of living in the TCL, if needed.</p>
2. EXPERIENCES WITH TARGET COMMUNITY GROUP	Instructions
<p>2.1. How would you describe the position and challenges of young people in TARGET COMMUNITY GROUP today (e.g. female refugee minors in Paris suburbs, youth in rural areas Lesbos, youth in Kildare/Wicklow, LGBTIQ youth in rural Slovenia)?</p>	<p>We are interested to hear what the participant says about the building blocks of the community identity of young people from the TARGET COMMUNITY GROUP (TCG). This includes both the position of the TCG in the community and wider society, as well as the possible obstacles members of TCG face today. Other prompts are welcomed, depending on TCG.</p>
<p>2.2. How would you describe your work/relationship with the young people in the TARGET COMMUNITY GROUP?</p>	<p>Here, we are interested in participant’s experiences of working with young people (e.g. scope of work, activities, outreach), as well as the quality of the relationship they have with young people from the TCG.</p>
<p>2.3. What do you think works well in your work/relationship with young people in the TARGET COMMUNITY GROUP?</p>	<p>We are interested in participant’s experiences regarding the good practices and suitable approaches to working with young people from the TCG.</p>





<p>2.4. What challenges do you face in your work/relationship with young people from the TARGET COMMUNITY GROUP?</p>	<p>Following on from the previous question, we are aiming to hear participant’s experiences regarding the challenges which are present in their work or relationship with young people from the TCG.</p>
<p>2.5. How do you think young people from the TARGET COMMUNITY GROUP are treated by:</p> <ul style="list-style-type: none"> • <i>Individuals and other groups in TARGET COMMUNITY LOCATION</i> • <i>Institutions - e.g. education system, health system, social services, employment services, police, justice system, youth services etc.</i> • <i>Government – local, national, EU?</i> 	<p>We are interested in participant’s perceptions of young people’s experiences with (i) individuals and other groups in TCG, (ii) different institutions (use prompts relevant to the TCG if they are not mentioned) and (iii) government structures (use prompts relevant to the TCG if they are not mentioned). Be sensitive in case the participant shares negative experiences, such as violence, dehumanisation, marginalisation etc. However, welcome answers denoting positive experiences. Examples of those situations are very valuable, but draw participant’s attention to the fact that they should not disclose any identifying personal information (like names) about the young people they are talking about.</p>
<p>2.6. Do you think young people from the TARGET COMMUNITY GROUP experience discrimination because they belong to the TARGET COMMUNITY GROUP? Could you please describe these situations?</p>	<p>Here, we are interested in hearing about participant’s perceptions of young people’s possible experiences of discrimination that are directly attributed to the fact that a young person is a member of a TCG. Examples of those situations are very valuable, but draw participant’s attention to the fact that they should not disclose any identifying personal information (like names) about the young people they are talking about.</p>





3. CIVIC COMPETENCES AND PARTICIPATION OF YOUNG PEOPLE IN TARGET COMMUNITY GROUP	Instructions
<p>3.1. In your opinion, do young people from the TARGET COMMUNITY GROUP have opportunities to be active citizens?</p>	<p>“An active citizen” syntagm may be unfamiliar to some participants, so be ready to explain what we mean by that (use your own words and examples, depending on the context).</p> <p>Keep a neutral position, i.e., do not disclose your stance on whether being an active citizen is important, so you don’t affect the direction of the conversation.</p>
<p>3.2. Are the voices and opinions of young people from the TARGET COMMUNITY GROUP taken into account by the wider community and your organisation (if applicable)? ?</p>	<p>We are aiming to hear about the participant’s perspective on how important young people’s input (voice, opinion, viewpoint) is in various occasions/ contexts.</p>
<p>3.3. Do you think young people from the TARGET COMMUNITY GROUP participate in actions that impact their TARGET COMMUNITY LOCATION?</p> <ul style="list-style-type: none"> • IF YES – can you share more details? • IF NO – can you explain why not? What are the obstacles? 	<p>We are interested in hearing participant’s experiences regarding the participation of young people from the TCG in actions (different initiatives, protests, petitions, etc.) in their community so far. Also, we are exploring if this had an impact on them and their surroundings.</p> <p>Regarding the obstacles, if needed, prompt the participant to think about obstacles on an individual and community level, e.g. skills, tools, financial resources, knowledge, services, and opportunities.</p>
<p>3.4. In your opinion, how can youth participation be fostered in the TARGET COMMUNITY LOCATION? (If not mentioned, ask for individual and community level resources, e.g. skills, tools, financial resources, knowledge, services, and opportunities.)</p>	<p>Following on from the previous question, we want to know what resources the participant perceives as beneficial in the TCL for the enhancement of young people’s active involvement.</p>





4. FUTURE PERSPECTIVES	Instructions
<p>4.1. What do you think the future of the TARGET COMMUNITY LOCATION looks like? <i>(If needed prompt with: What are you optimistic about? What do you worry about?)</i></p>	<p>We are interested in hearing how the participant envisions the TCL's future. Use prompts to encourage sharing.</p>
<p>4.2. What do you think the future of young people from the TARGET COMMUNITY GROUP looks like? <i>(If needed prompt with: What are you optimistic about? What are the main challenges they will face?)</i></p>	<p>We are now switching to participant's views on the future of young people from TCG. If needed, use prompts to encourage sharing.</p>





Annex 7: Documentation of Individual Interview

INTERVIEW 1	
Date of interview:	
Time:	
Location:	
Role/Status of participant:	
Duration:	
Researcher's immediate reflections related to the interview (his/her impression about the participant, the course of the interview, participant's reactions etc.):	





Annex 8: Documentation of Visual Material

Each collected photography/video/visual art should be accompanied with the following information:

Date/time of creation:	
Location:	
Title of the photography/video/visual art:	
Short description on the relevance and meaning of photography/video/visual art for the case study:	





Annex 9: Reflective Journal

Objective: Keeping records of the experiences of researcher in the course of field research

Date of entry	Description of task undertaken	What knowledge and understanding has been gained about the case as a result of this task?	What should be explored further? What information are still missing?	Additional thoughts, opinions and reflections on the process of the research and the case

