



IYE-LABS

IYELABS METHODOLOGY

GOOD PRACTICE'S REPLICATION STRATEGY

Coordinator

fundación xul 
para la comunicación social y el desarrollo

Co-funded by the
Erasmus+ Programme
of the European Union



IYE-LABS METHODOLOGY

May 2019

This material was created to the Training Itinerary of the Project IYE-LABs. This project has been co-funded by seven organisations from five countries (Spain, Italy, Croatia, Turkey and Belgium) with support from the European Commission.

Coordinator

Xul Foundation

Authors

Sheila Prado Saraiva with the special collaboration of Fabiana Kuriki

Collaborators, members of IYE-LABs

Project Consortium

Dinamik Gelişim Derneği
Xul Foundation
garagErasmus Foundation
Impact Hub Zagreb
Associazione InCO
Out of the Box International
Plataforma de Voluntariado de España

Thanks

Ana Gómez, Ana Raguž, Ana Rojas, Augustė Taruškaitė, Carlos Moreno, Damir Muzina, Gloria Jurado, José Castillo, Marcel Planagumà, Marko Paunovic, Patricia Dragan, Stella Gelmini, Umut Şaşmaz, Valentina Presa and Zek Dundar.

This publication and all its contents reflect the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

Truly human development
means the joint development
of individual autonomies,
community participation and
the feeling of belonging to
the human species.

(Edgar Morin, philosopher, France)

CONTENTS

Introduction	5	Chapter 3 Preparation to implement IYE-LABS	38
Background	6	3.1 Project Schedule	39
Chapter 1 Introduction to IYE-LABS	7	3.2 Registration and group constitution	40
1.1 What is IYE-LABS?	8	3.3 Dynamizers (Youth Workers)	45
1.2 Concept	10	3.4 Local articulation	48
1.3 Objectives	11	3.5 Training Itinerary	50
1.4 Principles	12	3.6 Checklist	52
1.5 Sustainable Development Goals	13	Chapter 4 What to expect from IYE-LABS	55
1.6 Stakeholders	15	4.1 Openness to results: desirable, possible, probable and unforeseen...	56
1.7 Strategy for action	21	4.2 Indicators and monitoring parameters	57
Chapter 2 IYE-LABS Process	23	Imprint	66
2.1 Our path	24		
2.2 Vision of the process	26		
2.3 Understanding IYE-LABS	30		

INTRODUCTION

Hello!

This material is the welcome and starting point for the implementation of the pilot project **INCLUSIVE YOUTH ENVIRONMENTAL - SOCIAL LAB FOR VOLUNTEERING (IYE-LABs)**, a transnational cooperation at European level, to promote **inclusive youth environments, through direct and voluntary youth participation** in the construction of a positive reality.

This material has been elaborated in collaboration with the **partnership** of the IYELABs project from the analysis of the Xul Foundation's existing experience in **living labs model** (Córdoba Social Lab) and other methodologies, with the aim of **scaling it up** to a European level and adapting it to the fields of Youth, Inclusion and Volunteering.

Living Labs models, according to the European Networks of Living Labs, are open experimentation and innovation ecosystems, which **combines processes that involve users in collaboration with other stakeholders in an exercise of co-creation of solutions**.

In our pilot project IYE-LABs will be implemented simultaneously with young people from **four countries** (Croatia, Spain, Italy and Turkey), between **18 and 30 years old**, with different profiles, through two macro stages:

- a) **Training itinerary (Lab)**, which proposes an individual immersion and reality contextualization, research and co-creation oriented to identify the challenges of their environment and;
- b) **Volunteer Project**, which is a volunteering practice in their communities to propose ideas and solutions developed by local youth groups.

To support local implementation, IYE-LABs has developed this **Methodological Handbook** and also a Toolkit; both have been designed to guide and serve as a reference for the organizations, dynamizers and professionals responsible for the implementation of the activities.

The Methodological Guide frames the concept, and the guidelines for the application of the method and the Toolkit brings activities proposed for each stage. As well as the essence of the *Living Labs*, **both documents are open and flexible proposals to be adjusted at local realities, perspectives, contributions of dynamizers and partner organizations**.

This publication is divided into four chapters:

Chapter 1- Introduction to IYE-LABs where the general guidelines of the initiative are presented;

Chapter 2 - Knowing the IYE-LABs process, which highlights key aspects to consider before starting IYE-LABs;

Chapter 3 - Preparation for implementation, with practical guidelines for implementation; and

Chapter 4 - What to expect from IYE-LABs?, which addresses the expected results and find outs through the project.

We invite you to dive those resources and start your journey through IYE-LABs.

We hope you enjoy this experience.

BACKGROUND

Onboard on the 21st century and looking towards the future, we face enormous challenges: social, environmental, political, economic, cultural that generate concern, uncertainty and often the feeling of powerlessness - as individuals and as a society - in the face of so many hurdles on a global scale.

We face severe inequalities, unprecedented pressure on natural resources, the threat of irreversible climate change, the invisibility and exclusion of minorities, in short, the construction of an unsustainable model and walls - real and imaginary - where there could be doors and bridges towards inclusion and rights.

Youth, a natural driver of change and renewal in different historical moments, is very affected by this context. Education, the lack of security, the high rate of youth unemployment, the difficulty of becoming independent, poverty risk and uncertainty about the future, are some of the concerns that have been turning a particular stage of human development into a moment of doubt, insecurities, frustration and disillusion. Obvious conquests for past generations have become an unachievable dream.

The Emancipation Observatory of the Youth Council of Spain (2016)¹ Report indicates that almost half of people under 25 are unemployed. More than 80% of those up to 30 years old still live with their parents, and one-third of young people are at risk of social exclusion, even those with over-qualification. A similar situation had been verified in other countries.

However, we cannot forget that there are different youths, and some are even more vulnerable and invisible. The so-called "NEET" - young people who are neither in employment nor in education or training - 17% between 18 and 24 years in Spain (25.7% in Italy; 20.2% in Croatia and 29.8% in Turkey), and groups such as young migrants and refugees or those discriminated against, for example due to their social, ethnic, religious, sexual, disability, etc.

So we ask ourselves:

What are we doing **with, to and for** youth? Where are we going, and where should we drive our efforts? How do young people perceive this scenario? How can they create a less hostile, more inclusive and prospects environment for themselves?

Those are some questions that drive IYE-LABs. We know that there are no unique and straightforward answers to such complex challenges, but we believe that youth participation is the first step in building an environment that sets them as a priority.

IN OUR GLOBAL VILLAGE

We face the paradox:
While putting our survival as a
species at risk,
we have developed all the
conditions for relationship and the
gathering as species:
**foundations of peaceful
coexistence.**

(Bernardo Toro, philosopher and educator,
Colombia)

CHAPTER 1 | INTRODUCTION TO IYE-LABS

HOW DO
YOUNG PEOPLE
PERCEIVE THE
DIFFERENT
CHALLENGES
IN THEIR DAILY
LIFE?

WHAT CAN YOU
DO TO
PROMOTE
POSITIVE
CHANGES IN
YOUR
ENVIRONMENT?

WHAT DO THEY
NEED TO BE
ABLE TO ACT?

1.1 WHAT IS IYE-LABS?

Inspired by Living Labs, IYE-LABS is a process to **empower youth to drive positive changes and innovations in their environment.**

In general, the project aims to support youth:

in reflection and the **search for answers** to their challenges;

in **empowering of youth as a protagonist** and in the dialogue with other social actors;

in the development and **improvement of their capacity building** to act and intervene in their environment.

To achieve its goals, IYE.LABS contemplates two macro stages of work:

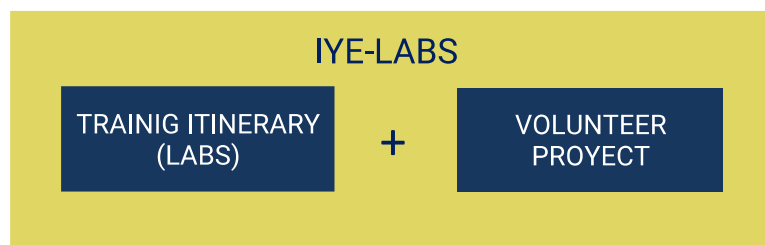


FIG 1

The first - **TRAINING ITINERARY (LABs)** - proposes, through workshops and complementary activities, the **immersion in oneself and an investigation of the realities**, to support the participants to generate ideas and develop their projects, according to their perception.

This itinerary incorporates an **educational vision based on complementary education**, learning by doing exercises, and the promotion of intercultural dialogue as a means to build a culture of peace.

IYE-LABS is a
process, which
empowers youth to
drive positive
changes and
innovations in their
environment.

The second, the **VOLUNTEER PROJECT**, is the **practical dimension of IYE-LABS** and offers experimentation and testing based on the implementation of the solutions planned by the youth groups.

The practical experience is a volunteer action by the participants and, being connected to the environment, **brings the possibility of dialogue and the interaction of young people with different local stakeholders**, such as NGOs, schools, universities, public administration, policy makers, cultural associations, collectives, companies.

The form of a possible collaboration with each involved stakeholder depends on the approach chosen by the groups and the local context. IYE-LABS encourages, guides and seeks to present tools to support this interaction.

IYE-LABS believes in the power of learning by the first-person experience. For this reason, it **stimulates the participation and protagonism of young people from the beginning**, to raise critical awareness and the ability to promote changes. This experience feeds the reflection, broadens the worldview and helps to consolidate knowledge, giving them the basis to act.

Throughout the process, we consciously facilitate and support their leading role, not occupying their space or overcoming their voice. We are the "backstage", coaching the youth groups to play the leading role.

Beyond formal models of training, the participants need to feel their environment, connect action and reflection with a new systemic perspective on life, relationships and interaction with the habitat.

1.2 CONCEPT

IYE-LABS has been designed based on **three main concepts: social inclusion, volunteering and interculturality**, with youth at the centre of the process.

In the perspective of the project, youth is the driving force that can, by its integrated three fronts, promote changes in the environment.

Each concept is connected to an attribute that allows understanding it in a practical way in the project.

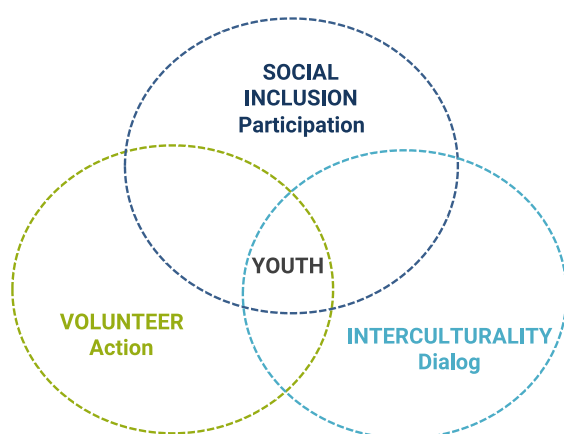


FIG.2

Social Inclusion - Participation

Social inclusion is a means and an end in IYE-LABS. As of encouraging and welcoming the participation among different profiles, we promote inclusion opportunities of diverse backgrounds. It is also a point of reflection, of learning and trajectory's arrival in IYE-LABS, as well as the inspiration for active intervention in the environment.

Interculturality - Dialogue

IYE-LABS is an intercultural project since its development and implementation blends many hands, cultures, languages and world perspectives. In its application, the values of intercultural education are present by promoting dialogue and connections based on mutual respect; in the valorization of different cultures; in the promotion of the exchange; and the incentive of intercultural collaborative action, at a local and transnational level.

Volunteering - Action

According to the UN definition, volunteering is solidarity action to a social and community interest, carried out by individuals, groups or institutions, in a selfless and unpaid form.

In the context of IYE-LABS, we understand volunteering as: the availability of participation and the commitment of youth with a process that runs from reflection to action in their environment, oriented to issues of social and community interest (whether related to the youth themselves or beyond it).

The Volunteer Project - the second stage of IYE-LABS - will enable volunteer actions, which can assume different formats from the traditional (and necessary) relief aid model.

1.3 OBJECTIVES OF THE METHODOLOGY

What are the goals of IYE-LABs?

Raise interest and critical thinking on current challenges, using a systemic approach and a logic of cooperation as necessary principles for transformation.

Stimulate self-knowledge, self-perception and self-management: the broadening of individual consciousness as a transformative cornerstone and the enhancement of connections as path toward empathy and the building of harmonious relationships in their personal, professional and community-based life.

Promote citizen and political participation by developing skills for positive collaboration in their environment

Improve young people's creative and technical capacities in order to find solutions for social and environmental challenges, by exploring new knowledge, inspiring stories, individual tools, or collective and institutional participation.

Promote experimentation on different levels: use of dialogue, active listening and collaborative action as a way to give young people the tools to learn from actual practice but also by their own lives and feelings.

Encourage intercultural dialogue, exchange and conviviality.

Scope of youth action in IYE-LABs

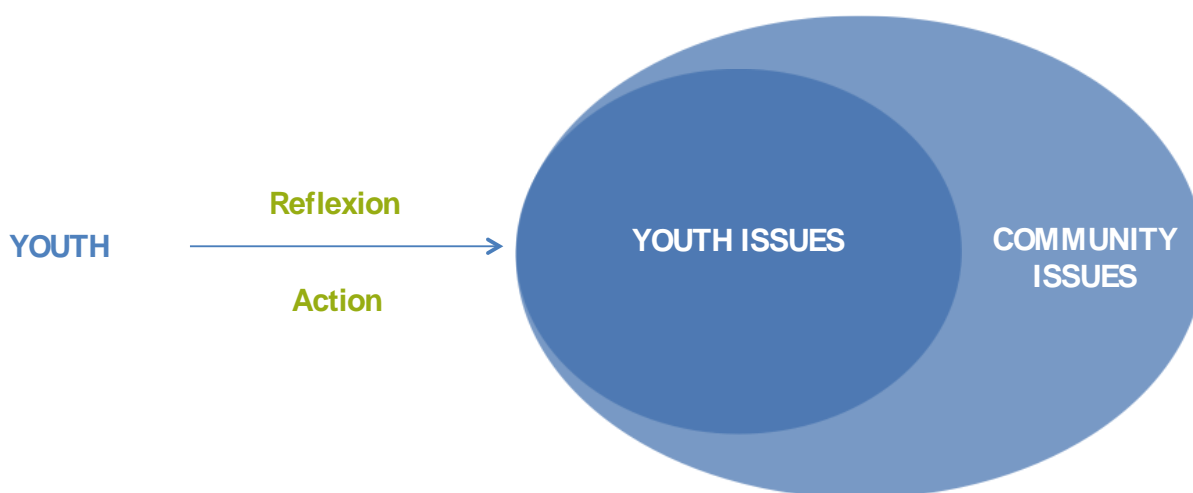


FIG.3

1.4 PRINCIPLES

DIALOGUE

The power of communication

Good talks, casual conversations, in-depth discussions, after-dinner conversations. The conversations can be a source of ideas, of reflections and mutual understanding. We encourage IYE-LABS to be an open space for discussion and promoter of meaningful and empathetic discussions: within the group, with the different actors of the local ecosystem, between countries and with those who join the table!

COMMUNITY

To take part

A group is more than the sum of people. It is a composition formed by life stories. In a group, shared and individual goals should be heard if you intend to build a mutual one. For this reason, it is essential to stimulate connections and strengthen a collective commitment, enabling each person feeling part of a higher purpose.

COLLABORATION

Doing together

Collaborative initiatives allow adding knowledge, skills and ideas to expand the capacity building. However, its value lies in walking together towards the common purpose and raising solutions in a synergistic and cooperative approach.

The collaboration has to be our *modus operandi* and the value present in the practices of IYE-LABS. "We go faster, but together we go further".

CONNECTION

Creating networks

The interaction and strengthening of relationships with the local ecosystem are essential in building collaborative systems that support and legitimize the topics of interest proposed by youth as well as participation in the community. The aim is to broaden the dialogue, influence and dissemination of its proposals together with other strategic stakeholders for the project.

ENGAGEMENT

Commitment, reciprocity and care

IYE-LABS starts with the involvement of each one who is part of the project, from those involved in the management to the young participants. The energy, commitment and quality placed into each moment will reflect the actions, as well as the motivation and care among all the members of our community.

CITIZEN PARTICIPATION

Citizenship, solidarity & public policies

We understand citizen participation as the actions of individuals at the public level, in topics of general interest such as social, environmental, cultural, community, political policies, etc. IYE-LABS consider the context through the "citizenship's glasses" aspect of solidarity and regarding public policies for youth.

1.5 SUSTAINABLE DEVELOPMENT GOALS

The practices introduced by IYE-LABS are based on the **SUSTAINABLE DEVELOPMENT OBJECTIVES (SDG)**, an inspirational and transversal axis, which allows young people approximate to the reality and connect to local and global challenges. For this reason, the SDGs are presented as a methodological proposal and as a practice, through concrete activities described in the Toolkit.

WHAT ARE THE SDGs?

The **SUSTAINABLE DEVELOPMENT OBJECTIVES** are

*"a set of global objectives to eradicate poverty, protect the planet and ensure prosperity for all as part of a new sustainable development agenda."*³

Seventeen goals are symbolising global problems with their corresponding indicators that must be reached until 2030. A small icon with a simple visual form and a number, which identifies it and communicates its purpose, represents each goal.



FIG.4

WHY BRING THE ODS TO IYE-LABS?

First, because youth is an essential target when we think of the SDGs, as the United Nations Organization (UN) makes clear⁴:

"Today, there are 1.8 billion people between the ages of 10-24 - they are the largest generation of youth in history. Close to 90 per cent of them lives in developing countries, where they make up a large proportion of the population. Their numbers are expected to grow- between 2015 and 2030 alone, about 1.9 billion young people are projected to turn 15 years old. Connected to each other like never before, young people want to and already contribute to the resilience of their communities, proposing innovative solutions, driving social progress and inspiring political change. They are also agents of change, mobilising to advance the Sustainable Development Goals to improve the lives of people and the health of the planet."

Second, the roles of youth in relation to the SDGs, specified by the United Nations, have a strong affinity with the objectives proposed by IYE-LABS:

Roles for Youth and the SDGs, according to United Nations

CRITICAL THINKERS

*"Part of being young involves **making sense of personal experiences and asking questions about the world around**. Youth can identify and challenge existing power structures and barriers to change, and to expose contradictions and biases."*

CHANGE-MAKERS

*"Young people also have the **power to act and mobilize others**. Youth activism is on the rise the world over, bolstered by broader connectivity and access to social media."*

INNOVATORS

*"In addition to bringing fresh perspectives, young people often have direct knowledge of and insights into issues that are not accessible to adults. **Youth best understand the problems they face** and can offer new ideas and alternative solutions."*

COMMUNICATORS

*"Outside the international development sector, few people are aware that world leaders have come to a historic, far-reaching agreement to improve the lives of people and the planet by 2030. **Young people can be partners in communicating the development agenda to their peers and communities at the local level**, as well as **across countries and regions**."*

LEADERS

*"When young people are **empowered with the knowledge of their rights and equipped with leadership skills**, they can drive change in their communities and countries. Youth-led organizations and networks, in particular, should be supported and strengthened, because they contribute to the development of civic leadership skills among young people, especially marginalized youth."*

Source: adapted from <https://www.un.org/sustainabledevelopment/en/la-juventud/>

1.6 STAKEHOLDERS

TARGET

Young people are the priority public and the primary beneficiary of IYE-LABS. The training itinerary aims **to prepare, to listen and to support them** in the development of their initiatives in their environment (volunteering).

The general profile required to participate in the initiative are young people:

- # Between 18 to 30 years old;
- # With the interest in addressing the social challenges of their community;
- # With the availability and commitment to participate throughout the process;
- # With the interest in participating in a volunteer initiative.

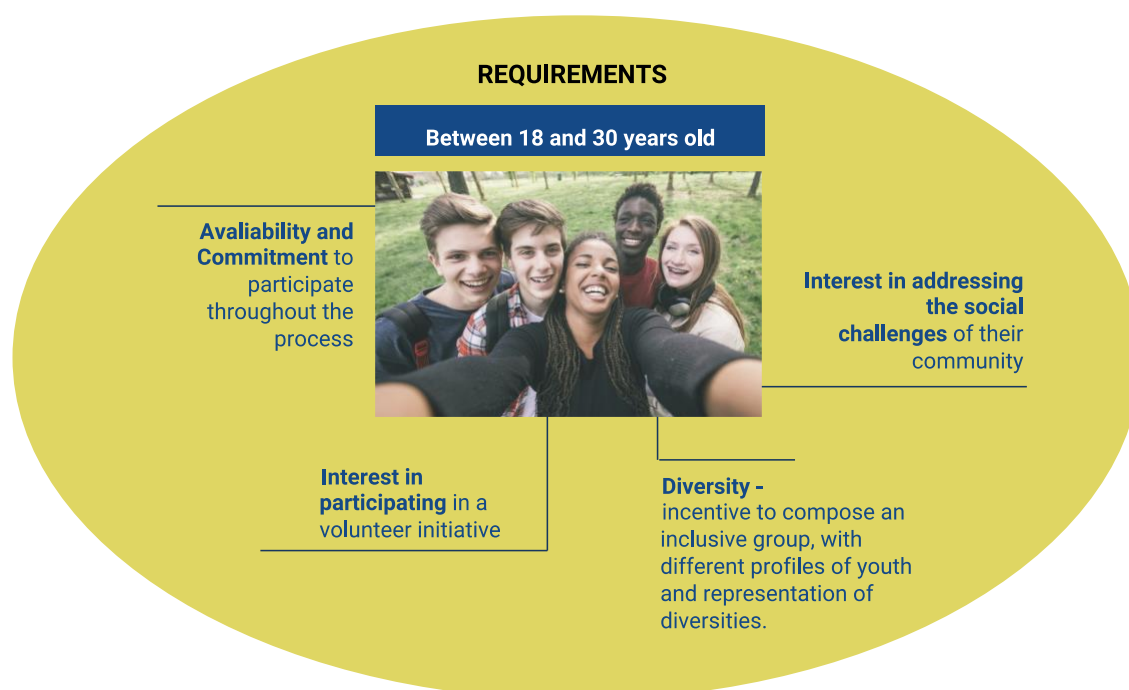


FIG.5

In the context of IYE-LABS, young people represent several "youths and profiles" because:

- # The age range of IYE-LABS is wide (from 18 to 30 years), which involves different moments of life and needs;
- # This project includes four different national realities, with cultural, historical, political, economic and social variables that identify these "youths";
- # Based on the principle of diversity, IYE-LABS promotes the composition of groups of young people with different backgrounds, profiles, seeking the more significant representation of the various groups according to each locality.

Young people "harder to reach"

Following the principles of inclusion and diversity, IYE-LABS emphasizes the importance of engaging young people - "HARDER TO REACH" profile -, which is those with a history of social disadvantage, higher difficulties of integration or victims of discrimination, such as young migrants, refugees, the "NEET", etc.

Harder to reach groups may have different profiles in each country. Thus, in chapter 2, we suggest a mapping and definition of an adequate local approach.



TARGET

The age range from 18 to 30 years old is wide and, in general, represents different moments of life and demands. This could indicate a difficulty for the implementation of activities that may not have the same impact to all.

However, this is not a limitation. It is only an important factor to observe.

Therefore, our suggestion for local implementation is to choose an age range that is relevant to the context, but also closer, such as:

- 18 to 24
- 22 to 28
- 25 to 30

If you opt for the formation of groups from 18 to 30, the suggestion is that the facilitator observes their development and verify if they are working well, to evaluate the necessity of, eventually, dividing them into subgroups of closer ages during the realization of some exercises.

STAKEHOLDERS

In addition, IYE-LABS considers the other four strategic publics:

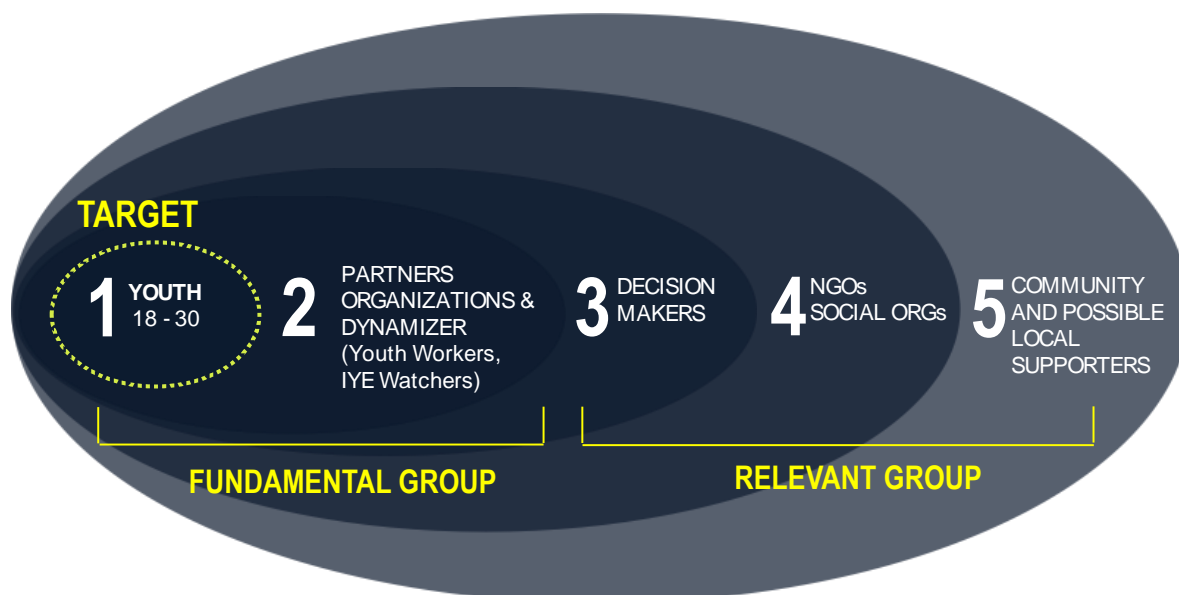


FIG.6

FUNDAMENTAL PUBLIC

They are necessary for the project representing its "builders", either because they are in charge of it and/or have direct participation in the main stages.

- # Young people 18 to 30 years old
- # Partner organizations, facilitators (Youth Workers)
- # Observer organizations (Youth Watchers)

Young people from 18 to 30 years old

They are the young participants of IYE-LABS, going through the training itinerary and carrying out the volunteer project, under orientation by the dynamizers.

Partner organizations

Four organizations represent IYE-LABS at the local level, in Croatia, Spain, Italy and Turkey. They are responsible for the management and implementation of the

project. They respond as much for the formative stages as for the administrative and financial aspects of the project.

Dynamizers (Youth workers)

They are the professionals chosen by the local partner organizations to work directly with young people. This person is in charge of training itinerary and guiding the implementation of the voluntary project. See more in Chapter 4.

Observer organizations (Youth Watchers)

They participate in the development of the project with the leaders, with the responsibility of ensuring quality throughout the process, the proper development of the methodology and activities of the project (quality control). Besides, they play a role multiplying and disseminating purposes and as a link between the beneficiaries and policymakers in Europe.

RELEVANT PUBLIC

They can support, disseminate and help giving legitimacy to the project through their participation and/or recognition. It may have different levels of approach and should be on the radar of communication.

Decision Makers

NGOs and local entities

Community and possible local supporters

Decision Makers

They are the decision makers in the field of youth and social inclusion. As a strategic public for the initiative and indirect beneficiaries of the project, there are proposed actions to engage them, either by invitation to participate promptly or by reports addressed to them.

We can divide “decision makers” into two categories:

DECISION MAKERS - Local

They are the political leaders, coordinators of youth secretaries, organizations and opinion leaders in public policies for young people, at the local level of IYE-LABs.



LOCAL DECISION MAKERS

How do they participate in the project?

They can be involved depending on the context and local articulation, as well as their profile and availability.

We suggest:

- # **Mapping** of those decision makers
- # **Frequent communication** on IYE-LABS
- # **Invitation** to, at least, one activity regarding a direct dialogue with youth
- # **Submission of a document** produced by the group

DECISION MAKERS – European Union

They are responsible for policies in the commissions, organizations and agencies of the European Union, in charge of youth issues and related matters.



EUROPEAN UNION DECISION MAKERS

How do they participate in the project?

It does not have direct participation. However, from an investigation of the "IYE Watchers" organizations, the political recommendation report and a document produced by the participants will be sent to them.

We suggest:

- # **Mapping** of those leaders
- # **Frequent communication** on IYE-LABS
- # **Invitation to the final event** of IYE-LABS
- # Addressing the "**Policy Recommendations**" document of IYE-LABS

NGOs and local institutions

They are organizations associated with different areas, open to support IYE-LABs and, eventually, cooperate with the target group (young people), as host of their initiatives or as local project partners. They can have different roles, such as operating as a collaborator in the implementation of volunteer projects, help in the dissemination and engagement of young people, material support, session of physical space, participation in an activity, etc.

Community and potential local supporters

They are institutions, public or private, from different sectors that must be informed about IYE-LABs. They are potential supporters of the project as local partners, helping with communication, involving young people, offering material or space, attending an activity, etc. It is crucial to analyse the local "ecosystem", to identify those with adherence to the project context. Examples: schools, universities, cultural spaces, community centres, local media, coworking spaces, youth networks, companies, etc.

1.7 STRATEGY FOR ACTION

The strategy of IYE-LABS can be understood from two perspectives: the global approach of the project and from youth acting, as shown in figures 7 and 8:

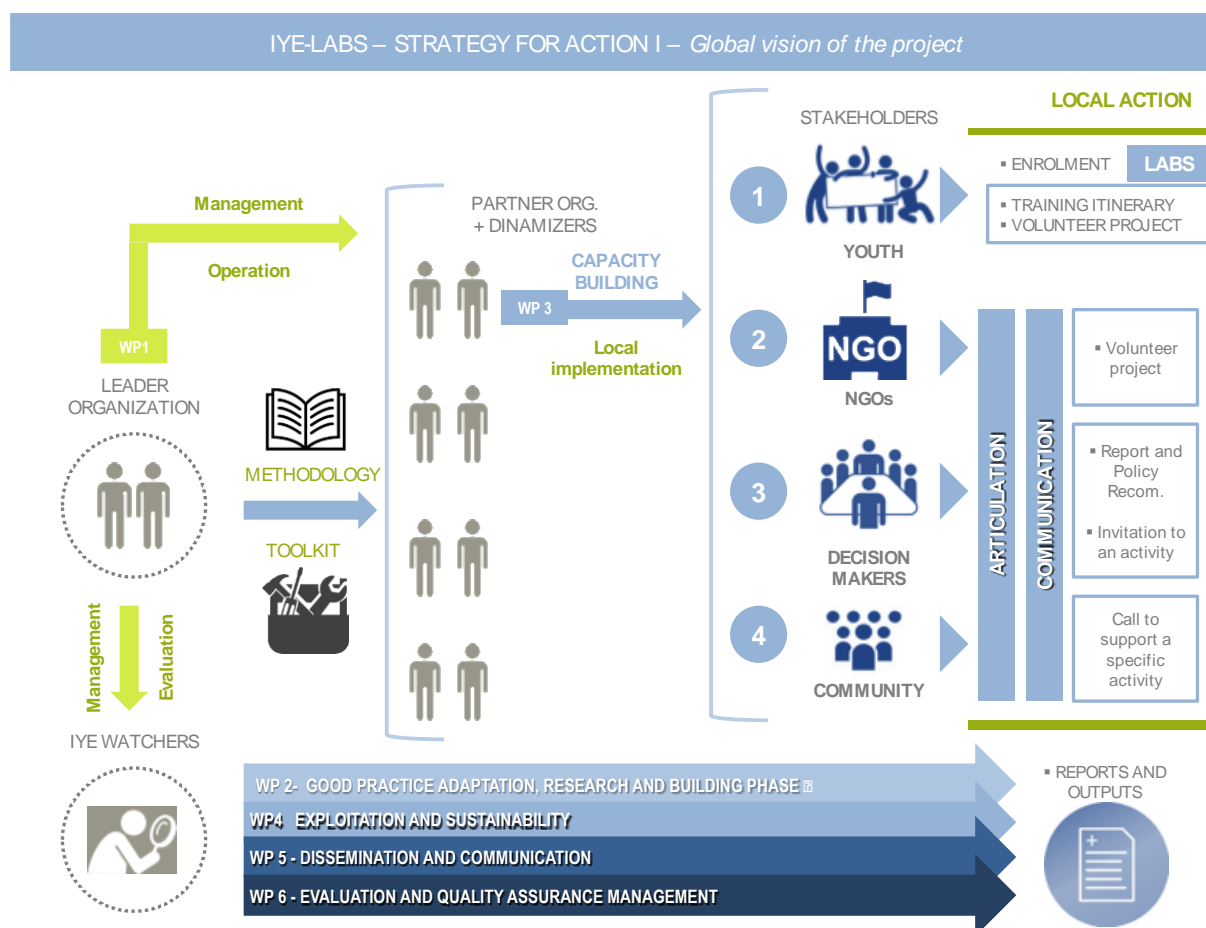


FIG. 7

In the first scheme (fig 7) we can see the design of the strategy around the **priority public** (stakeholders): **Youth, NGOs, Decision Makers and the community in general**, all connected at the local level. The main difference is our priority public, which has a formative process divided by modules. For the others, there is no final product or mandatory activity, except for the Decision Makers, which receives the political recommendations report and the youth demands (based on the activities provided in the Toolkit) at the local and European levels.

Likewise, the articulation and communication with these stakeholders must be continuous with a perspective of strengthening relations with the local ecosystem; building networks of support, collaboration and dissemination and reaching social actors that help to promote the agenda proposed by youth, especially when it refers to the claim of rights and

implementation of public policies. For that reason, we understand the binomial articulation and communication as part of an advocacy strategy from IYE-LABs, since it responds to the principle of citizen participation.

ADVOCACY

"It is the defence and argumentation in favour of a cause. It is a process of claiming rights that aim to include in the formulation and implementation of public policies that meet the needs of the population or a specific group".⁵

In the following image (fig.8) we can visualize the work process with the youth and the centre of the strategy, where the LAB and the Volunteer Project are located and which will be detailed in the methodological guide.

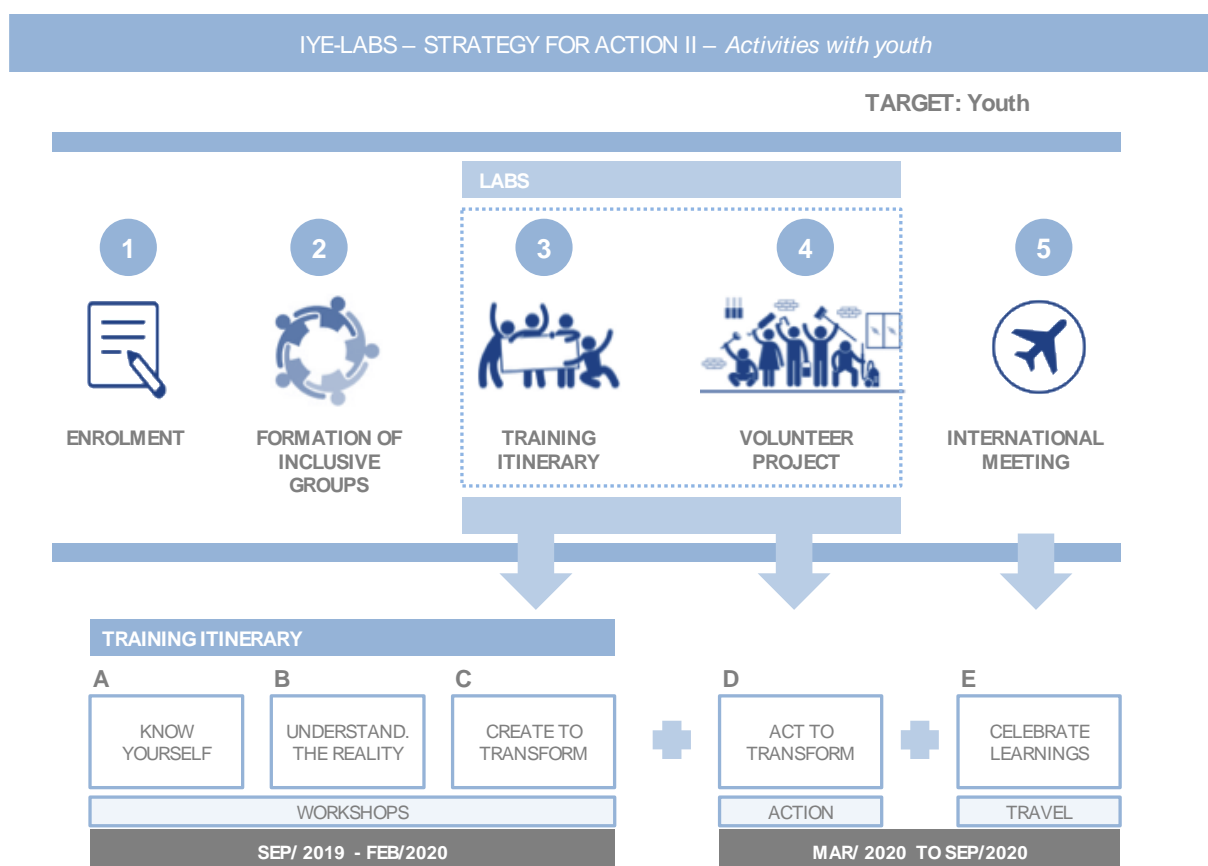


FIG. 8

(...) First, **you have to transform life,**
To sing it right away (...)
It is necessary to carry joy into the future.
In this life, dying is not difficult.
The tricky thing is life and its trade.

(Vladimir Maiakóvski, poet, Russia)

The background of the page features two large, abstract, curved shapes. On the left, a yellow shape curves upwards from the bottom left towards the center. On the right, a dark blue shape curves upwards from the bottom right towards the center, meeting the yellow shape. The top half of the page is white, providing a clean space for the text.

CHAPTER 2 | IYE-LABS PROCESS

Walker, your footprints are
the road and nothing else;
Walker, there is no way,
the route is made by walking.
(Antonio Machado. Spanish Poet)

2.1 OUR PATH

To talk about the process, we have to understand some **basic premises, which are the ground of IYE-LABs**. Based on our knowledge and experience as facilitators of group process, under different collaborative methodologies, we deliver here a collection of learnings to inspire the IYE-LABs journey.

"The process starts in us."

The starting point is to comprehend that every process is dynamic, alive, permeated by uncertainties, surprises and changes beyond our control. Moreover, it is filled with "ourselves", once we are part of the journey: of beliefs, values, memories, experiences and of what we carry in our backpack. It also matters if we walk together, even if we have to take breaks, check routes or reorganize the luggage.

More than the route to follow, it matters how we feel and want to make the trip. It also involves that we walk together, wherever that route takes us. Therefore, we believe that the expected quality at the end begins with each one, who is part of the journey and how we made it. If you are starting the IYE-LABs process, we ask you:

What does bring you here? What is in your backpack? What does invite you to take this or that way?

"How does it matter (and a lot)."

We can choose the daily flow of the project, following protocols and meeting the essential criteria. Alternatively, we can also add a bit of sensibility, charm, generosity, joy, complicity, and what else we suppose necessary. In this sense, the Methodology and Toolkit of IYE-LABS are not quick recipes, but offer ingredients and the step-by-step, to which each locality can add its particularity.

When working with youth, the "how" plays a huge role. The young people are vibrant, irreverent, antagonist. They are the songs of their time; they are the relationships; they want to have fun and to live intensely.

If we aim to engage them, we have to encourage ourselves to incorporate those "pieces of youth" into the process and the workshops, integrating their references and their way of communicating and doing. It does not mean changing everything to fit into "youth mode", but to get in tune with them.

So, we invite you to be in youth shoes and think: **How would my "younger me" like to live that process, that day, that activity? What "piece of youth" do we bring today?**

"Let's trust the process. Let's trust people."

When we start a day, we do not know, and we do not have control over what is going to happen. All possibilities are open. Methodologies⁶ based on collective wisdom teach us that we should trust that, the present people are those who have to be (because they came and brought something with them). It also says that a potential emerges from the sum of experiences and knowledge, which indicates that something exciting is coming. Moreover, what happens is the only thing that could happen. For that reason, in spite of worrying, we must be present, attentive and observing what is happening in the group at the moment, facilitating the rise of the group power.

"We can manage. However, we must first of all CARE."

"Knowing how to care is a permanent challenge". Leonardo Boff⁷ says that care is the opposite of carelessness, negligence, lack of attention and interest. Nevertheless, in addition, caring is an attitude of dealing with it, worrying for, taking responsibility for, and affection. Yes, affection. Even to administer well, we need that emotional bond that links us to what is done.

Through IYE-LABS, we invite you to build a careful and warm-hearted observation from people (inside and outside), processes, and challenges to the reports and templates!

"Paradigm of the Little Prince: we are responsible for what we captivate."

Involving people in a process, articulate, manage support, form teams, and establish connections are a challenge that requires time and dedication. It is also an exercise of reciprocity and care that begins when we get the first "yes, come abroad with us". That is when our responsibility starts with whom we invite to join us, which means all stakeholders, social networks, and participants. Reciprocity, communication and return are part of this care. We have to braid all of the "threads" (stakeholders), and we must guarantee that they remain part of the network.

2.2 VISION OF THE PROCESS

IYE-LABS JOURNEY

The proposed journey by IYE-LABS (see fig.8) can be summarized in five stages:

- 1) **Enrolment**, which begins with the dissemination and invitation to potential participants;
- 2) **Formation of the groups** of young people with whom we will work;
- 3) **Training itinerary (Labs)**, in which a series of training sessions (workshops) and preparation of the practical project in the environment are carried out;
- 4) **Volunteer Project**, which is the implementation of the concrete project;
- 5) **Celebration and learning** that happens in at the local level and finishes with an International Meeting with young representatives from the four countries.

Stages 1 and 2 refer to the gateway in IYE-LABS, where we discuss inclusion and diversity, and where connections with and between the participants begin.

Stages 3 and 4 correspond to what is the essence of IYE-LABS, the Training Itinerary plus Voluntary Project. It is in the fusion of these two stages, which take place over the program of 14 months, learning and the experiences that give life to IYE-LABS are concentrated.

Stage 5 is the closing, the conclusion of the process, which is given through an evaluation of the learning and local celebration and, besides, it offers an opportunity of international meeting and exchange between young representatives of the four countries.

What happens during the day?

The 14 months should be seen as a continuous process, even if they are not daily activities with the participants. However, it is a framework of coexistence where the main experiences are concentrated, continuously moulded, by binding groups and promoting collaboration.

The groups, as the tribes, are **organized and strengthened by their encounters**, their rituals, the symbolism, languages they establish, and their celebrations. That's why the journey of IYE-LABS goes beyond the contents. When we identify and feel comfortable with a group, we want to share time, chat, find them whenever possible. Moreover, that is a construction that takes time. From creative interactions, innovative ideas, deep reflections, we move to act. **We wish those months together to be productive and enjoyable!**

At that time, the group will participate in a series of training sessions where they will learn more about themselves, others and their environment, discover resources and how to use them to change realities, expand their network - between young people and other agents of the community - and implement their volunteer project. Besides, they can try many experiences, such as external activities proposed by the dynamizer or by the group itself, such as a cultural show, a costume party to raise funds or the design of a collective mural in a local square. Everything is possible!

Different from specific courses or workshops, living a 14-month journey with the same group, having the opportunity to reflect, dialogue, know different point of views, build new links is a transformative experience for any person and, especially, to those who are still in full development of themselves, of their ground as a human being and of their relations with the environment.



PLANNING AND DISTRIBUTION OF ACTIVITIES IN THE CALENDAR

Thinking about the long journey, we suggest that the meetings and workshops with the young people be balanced distributed to ensure that there are no long periods without contact, which could lead to a break or disconnection of the participants.

Even if you opt for an intensive itinerary training model, it is essential to keep constant communication with the group and schedule meetings with a certain periodicity that can be once a month, for example.

At the moment in which the group connection becomes stable, you will perceive a collective self-operation and self-management as a natural process.

THE IYE-LABS PROCESS: Training Itinerary and Volunteer Project

The essence of IYE-LABS is its two central frames: the Training Itinerary and Volunteer Project, which is where young people will experience the practical and formative process. We segment it in two parts, to facilitate the methodological understanding and plan them as successive activities:

IYE-LABS = Training Itinerary (LABS) + Volunteer Project (LABS Project)

Thus, when we mention the IYE-LABS process, we refer to the sum of the two frames and to describe them separately to enlighten each one.

Why LABS?

In general, laboratories are places where research, experiments and testing of different fields of study are carried out. It is a place to mix, create, invent, innovate, discover what works or not, to question the possibilities and put them into practice. In general, we associate a lab with science and technology. However, we can also use the model of laboratories for social and creative investigations.

For IYE-LABS, the laboratory reference is the Living Labs, which are, according to the European Networks of Living Labs, open experimentation and innovation ecosystems, aimed at **investigating and proposing community changes in real-life environments**, having users in collaboration with other stakeholders in an exercise of co-creation of solutions.

Considering the **continuous reflection-action process proposed** in IYE-LABS, we understand that its first stage, the Training Itinerary, is a laboratory to investigate and invent solutions about the real challenges of the youth environment and the second, the project, is a continuity of the laboratory, but where the experiment will be applied in the real world.

Also, how does all this happen?

To understand the process of IYE-LABs, we present its architecture and the description of its components.

IYE-LAB ARCHITECTURE

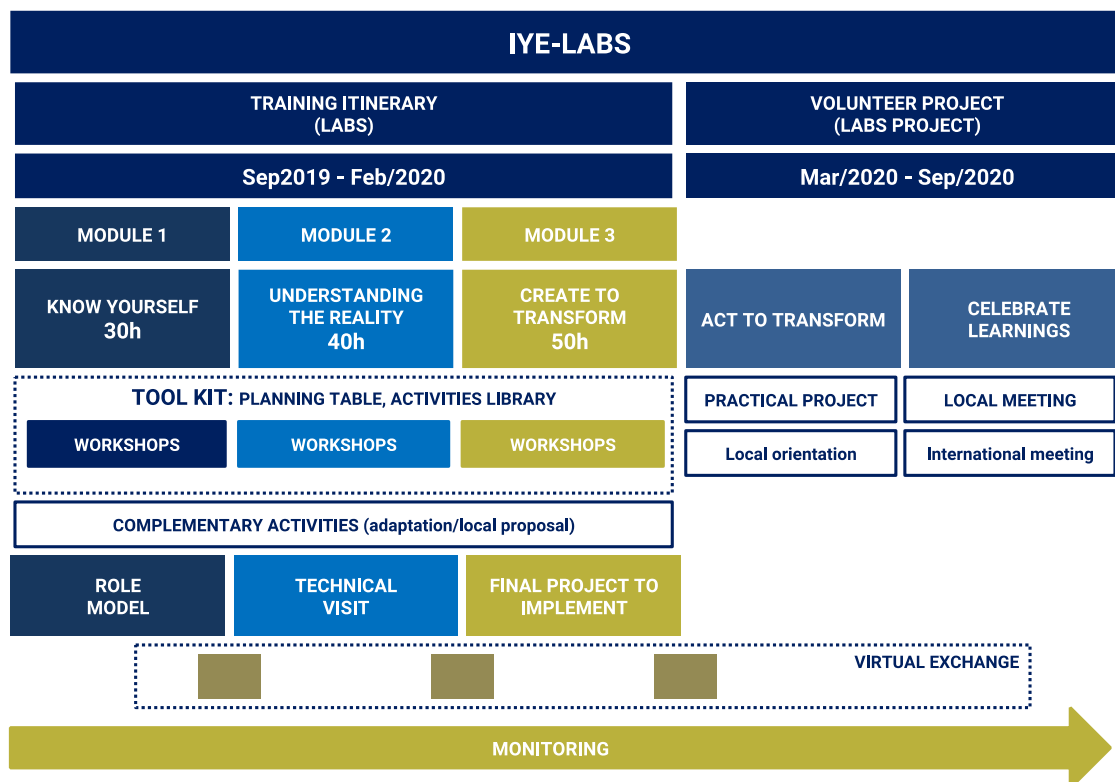


FIG.9

2.3 UNDERSTANDING IYE-LABS

TRAINING ITINERARY

The training itinerary is a learning process that proposes immersion in oneself, investigation and co-creation aimed at identifying community challenges and at developing of a practical project.

Within the methodology, we understand the training itinerary as the social laboratory itself, because it is during this journey that young people can, acquired based on the reflection and knowledge, build solutions together with their peers.

This itinerary is divided into moments that we call modules. **Three modules are proposed, with a total of 120 hours**, and will be carried out through workshops between September 2019 and February 2020.

The modules are:

- # **Module 1** - Knowing yourself (30 hours)
- # **Module 2** - Understanding reality (40 hours)
- # **Module 3** - Create to transform (50 hours)

Below we explain each module:

Module 1 - Knowing Yourself (30 hours)

This frame offers an immersion in oneself and gives insights into the way we interact with our environment, with people, facing differences or conflicts, with our potentialities. The objective is to contribute to a new paradigm for individual action, based on mutual respect and the collection of knowledge, together with diversity and sustainability as guiding values.

Know yourself and create a bridge between the participants are key steps for this training itinerary. From this module, participants will reflect about themselves, connect them, and this will drive to the next phase of this project.

**** **Recommendation: execute between September and October / 2019** ****

KNOW YOURSELF | KEY POINTS

Individual x Collective, Individual responsibility, Collaboration, Conscious communication, Multicultural communication, Active listening and empathy, Culture of Peace.

Module 2 - Understanding reality (40 hours)

The objective of this module is to develop critical interpretation of the world, individual and collective consciousness and to better understand the social dilemmas and challenges at local and global levels, to take innovative and ethical actions and to build up global citizenship.

Here participants will observe their environment, develop the analyse based on the Sustainable Development Goals (SDG) to an understanding of how these indicators are part of their daily lives.

****** Recommendation: execute between November and December / 2019 ******

UNDERSTANDING REALITY | KEY POINTS

Systemic perspective and interdependence, Local challenges, Concepts of sustainability, Sustainable Development Goals, Conscious consumption, Ethic and global citizenship, Inspirational stories and Keys for transformation.

Module 3 - Create to transform (50 hours)

This last module interconnects action and reflection through the design of a project that will be implemented during the next phase.

The projects have to be voluntary, realised preferably in groups, meant to offer a solution to a local challenge that a community or an entity faces, and linked to one or several Sustainable Development Goals.

During the execution period of this phase, the participants will have the opportunity to deepen their knowledge on a particular challenge and to prepare their action with a tutor.

****** Recommendation: execute between January and February / 2020 ******

CREATE TO TRANSFORM | KEY POINTS

Group formation, Technical visit in the community, Diagnostic and insights on challenges and the community, Design and project drafting, Communicative dimension, Tutor guidance.

How to fulfil the schedule program of each module?

The dynamizers must plan workshops and/or activities considering the number of programmed hours, and using the dynamics and contents indicated in the **Toolkit**. See the example below.

In Module 1, 30 hours of training is proposed:

- # The local team (partner organization and dynamizer) must decide how long they want to accomplish these thirteen hours: six workshops of five hours, ten workshops of three hours, three workshops of eight hours, etc.
- # Then, think about how many weeks or months that will be implemented, always respecting the foreseen time for each module. Important: every partner must complete all three modules until February 2020.
- # When defining your schedule, the facilitator should plan each workshop using the instruments available in the Toolkit.
- # The dynamizer does not need to create or adapt activities. They can follow the Toolkit guidelines and implement the indicated exercises.
- # If desired, the facilitators can tailor, the workshops, add complementary activities for a workshop day itself and/or proposing external activities.

To implement each module, the Toolkit offers:

Planning Table - the roadmap to pre-plan each training session.

Dynamic Library - a set of activities for each module, some obligatory and others recommended.

Activity sheets - for those activities that require specific worksheets, the facilitator will find in the Toolkit the model to photocopy or print.



FLEXIBILITY

The **guidelines and objectives** of each module (see Toolkit), as well as **the number of training hours**, will guide us to keep us on track. In this way, it is possible to enable the development of a concomitant training itinerary in the four countries, allowing necessary flexibility at the local level.

Likewise, **in each module, the first session is the same** and must be applied in the same way in all the groups. Then, for the following, the facilitator is responsible for constructing the formative path with the repertoire proposed in the Toolkit.

VOLUNTEER PROJECT

The module "**Act to transform**" refers to the volunteer project, a specific action (activity, project, campaign, event, document) carried out by young people, taking into account the Sustainable Development Goals, to implement the ideas and solutions developed during the training itinerary.

Volunteer projects are preferentially carried out in groups. The division and size of them will depend on the evaluation of the dynamizers with the groups. It would be possible, for example, to set a single group if the profile and scope of the action allows. It is also possible to form four to six groups per group, achieving a greater diversity of initiatives.

It is expected that a connection with local stakeholders such as with NGOs, local government, media, schools, cultural centres and/or another kind of institution, considered by the groups relevant for their action.

During the implementation, the role of the dynamizer is to **guide and follow the development of the work**, acting as a **tutor** and supporting the realisation of the project.

Volunteer projects must be implemented, preferentially, between March and June of 2020, with the possibility of extension until August of the same year.



THE VOLUNTEER PROJECT'S RELEVANCE

The Volunteer Project is the moment of the prominence of the youth in their environment. It is like a "graduation work", but more than that, it is the concretisation of what they have learned, lived and devised along the Training Itinerary.

For them, it is an opportunity to implement, as a group, their ideas to promote social inclusion, citizen participation, human rights, and what they want to improve. Of course, dynamizer and partner organisation are two important actors for this fulfilment.

For us, it is time to perceive how IYE-LABS have contributed to promote their role as agents of social change, to observe their capacity to act.

In this stage, training workshops are not planned. Likewise, we recommend:

- # Periodic orientation meetings, between dynamizers and groups;
- # Periodic exchange meetings between all participants;
- # Communication and visibility efforts to the initiatives; and
- # Final celebration meeting between the participants and partners.

CELEBRATING LEARNINGS

This phase aims:

- # Celebrate the end of the process;
- # Evaluate achieved results and the learning of the journey;
- # Honour and recognize outstanding projects; and
- # Promote cultural exchange and experiences by gathering representatives of young people from the four countries.

For this, three activities are planned:

- # **A local final meeting**, without pre-defined format, to gather all the participants to evaluate and celebrate the conclusion of IYE-LABs;
- # **The definition of projects and representatives for the International Meeting**; and
- # **Participation in the International Meeting** (date and location to be defined).

The International Meeting will be held based on the guidelines of the general coordination of IYE-LABs. The local meeting, as well as the definition of the projects and election of delegates, are the responsibility of the local organizations.



LOCAL CELEBRATION

The learnings celebration can be adjusted according to each local reality: an event, a meeting, a party, or a shared activity.

Consider these three central tasks for this phase:

- # Evaluation and understanding of the lessons learned;
- # The definition of delegates for the International Meeting; and
- # The celebration between the group and their guests (or only the group).

To make it, we suggest:

- # Involve the participants in the design of the celebration;
- # Decide how to involve other people/organizations that have been relevant in the process (letter thank, an invitation to the event, evaluation meeting); and
- # Collective selection of delegates for the International Meeting. This process has to involve all participants, without reinforcing the idea of competition.

MONITORING

MONITORING AND ONLINE ORIENTATION

From July 2019 to February 2020, during the implementation of the Training Itinerary, dynamizers count on collective online counselling and two hours of orientation sessions. Each of them will be scheduled and individual doubts will be clarified to the partner organizations.

In the beginning, the sessions will be held in:

- # September 2019, at the beginning of the process;
- # November 2019, during the implementation of Module 2; and
- # January 2020, before the end of Module 3.

TECHNICAL VISITS

Besides, between September 2019 and February 2020, one technical visit per country is planned to follow the implementation of the methodology, based on the on-site observation of the workshops and activities.

The calendar of visits will be defined in agreement with the partner organizations before the start of Module 1.

VIRTUAL EXCHANGE

Along the Training Itinerary, three virtual meetings are planned with two hours each, between young representatives from the four countries, to exchange impressions and experiences on IYE-LABS.

Considering different calendars among the countries, we propose the realization of the meetings in the following months:

- # October 2019
- # December 2019
- # February 2020

About virtual meetings:

- # It can be done by Skype and/or Zoom;
- # Young people participants should attend these meetings, around three to five persons;
- # We recommend a rotation of participants;
- # Groups will receive guidelines to prepare a summary of what they will present to others;

Meetings probably will happen in English, but it should not be an obstacle, and they will also have the presence of the dynamizers; and

The meetings happen in English, but that should not be an impediment for the young people to participate, so we will also have the presence of the facilitators.

COMPLEMENTARY ASPECTS

ROLE MODELS (MODELS TO FOLLOW)

In each of the four countries, IYE-LABs must contemplate inspirational talks of a known or relevant figure like an artist, athlete, entrepreneur, activist or educator, who will share their related experiences in the field of social transformation.

Each country has resources and autonomy to choose the person to be invited, as well as the best time for their participation.



ROLE MODELS

When choosing a person for the Role Model, it is crucial to identify relevant individuals for youth, with mobilization power, with appropriate public trajectory and credibility to talk about social action.

The participation can be punctual, through an inspiring talk, or continuous, as a support for the groups.

It is recommended to involve the Role Model person at the beginning, during Module 1, as we suggest at Dynamic 13 described in the Toolkit.

Consider also:

To have a Role Model, it is necessary to take it into account from the beginning of the local articulation.

Countries could share the same Role Model

The Role Models are potential communicators of the initiative

Other inspirational personalities can be presented throughout the formations, for example, through cases and videos.

CULTURAL HERITAGE

The methodology of IYE-LABs values cultural diversity and the preservation of cultural heritage. By promoting the exchange of references and dialogue among young Europeans, as well as encouraging them to get involved with their culture (buildings, monuments, archaeological sites), IYE-LABs aims to preserve and spread these universal values to future generations.

Young people can explore our diversity and the intercultural exchanges that have taken place throughout history if they know and appreciate their cultural heritage in each country.

Thus, we suggest the incorporation of these references, as well as the approach of young people towards the cultural heritage with the development of activities to value and disseminate your local memoir.



CULTURAL HERITAGE – SPECIFIC ACTIVITIES

Although we will look for a transversal view on this topic in the project, at the end of Module 1, we propose a specific activity for reflection and a real approach to cultural diversity and the valorization of cultural heritage.

You will find in the Dynamic 16 - "Mandala of Diversity" a suggestion to visit a public place, considered as a cultural heritage. In Dynamic 19 - "SDG (Sustainable Development Goals) around me" pay attention to Goal 11 (Sustainable Cities and Communities). The target under this goal - 11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage - is specific on this subject.

Both dynamics you will find in the Toolkit of the Training Itinerary.

Respect human dignity
which makes us equal.
Do not be afraid of the difference.
Differences enrich us.
Moreover, never close your eyes to
any social injustice.

(Graça Machel, politician and activist. Mozambique)

CHAPTER 3 | PREPARATION TO IMPLEMENT IYE-LABS

In this third chapter, you will find the practical guidelines for the local implementation of IYE-LABS, to clarify the central aspects when planning and making local adaptations. At the end of the chapter, you will find a checklist to remember the most relevant points.

3.1 PROJECT SCHEDULE

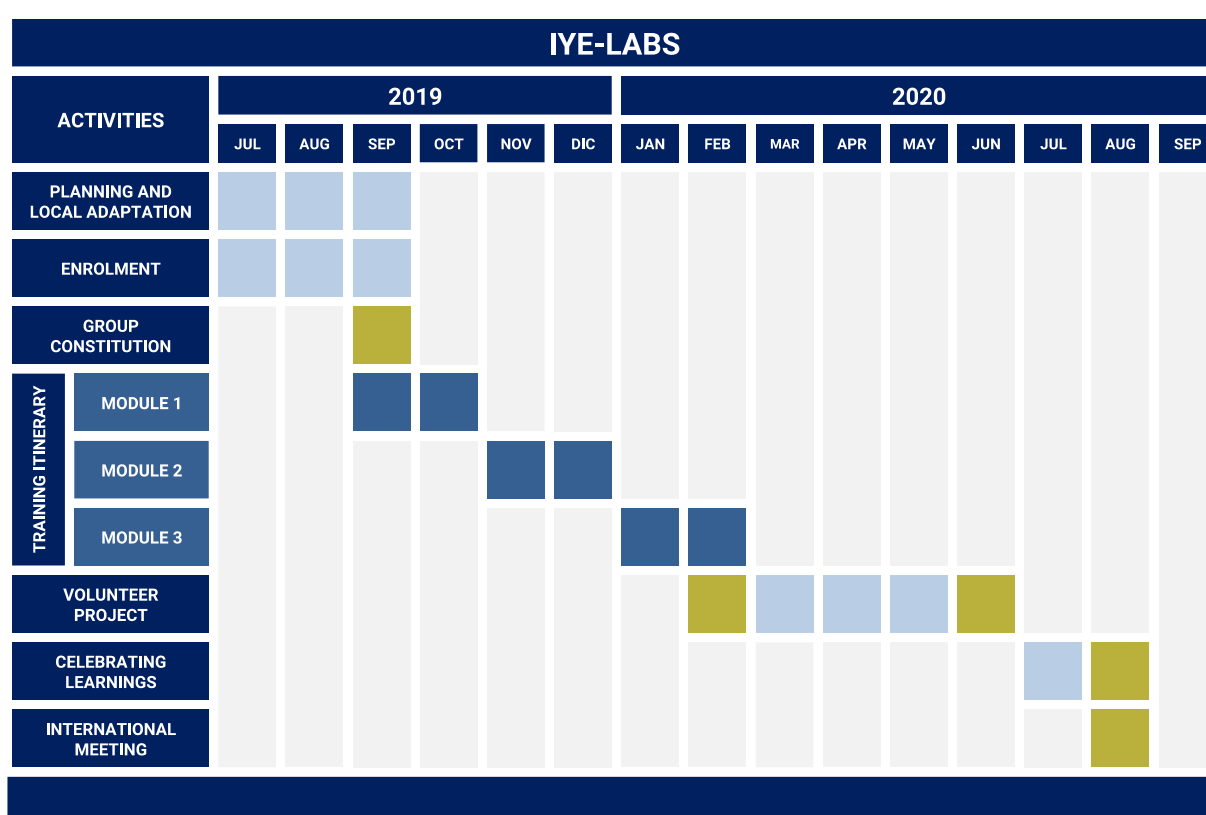


FIG.10

The schedule of the IYE-LABS methodology begins in July 2019 and runs until September 2020, with its main frameworks:

- # Final date for the constitution of groups of participants: September 15
- # Period of the conclusion of the Formative Itinerary, between Sept/2019 and Feb/2020
- # Period of the completion of the Voluntary Project, between March and June of 2020
- # International Meeting, in August of 2020, with a date to be defined

3.2 REGISTRATIONS AND GROUP CONSTITUTION

To talk about the enrolment and the group's profile we want to have, we need to mention important aspects of participants.

WHO ARE THE PARTICIPANTS OF IYE-LABS?

As mentioned initially, we hope that the participants of IYE-LABS are part of the YOUTH DIVERSITY of each reality, taking into account the differences of context, profiles, and ages of those scenarios.

Within the perspective of IYE-LABS, we value and encourage the formation of groups, which represents the local social mosaic with particular attention to what we call "**harder to reach**". This expression means a part of the young people who, due to their socio-cultural, ethnic, economic condition, gender or other characteristics, are identified as "difficult to engage".

The methodology of IYE-LABS attempts to be flexible to allow each partner the appropriate customization to their reality, such as age range and form of selection. On the other hand, we emphasize the importance of guaranteeing the formation of non-homogeneous groups, since this is a fundamental aspect of the project. The relevant indicator of success for a positive change of the environment is the inclusion of groups that tend to have fewer opportunities for participation.

Additionally, we emphasize that intercultural coexistence and the culture of peace are principles promoted by the European Union and United Nations, present in the methodological bases established here.

PARAMETERS FOR GROUPS COMPOSITION

Key aspects:

Size: groups of 20 to 30 people

Age: 18 to 30 years

Period to constitute a group: July/2019 to first fortnight of September/2019 (maximum)

Harder to reach: a minimum of 12% in the composition (3 to 6 people)

Diversity: no profile will exceed 50%

Gender equality: balanced participation (40% -60%) of women and men

How to identify the “harder to reach”?

DIVERSITY

- **Residence region:** young residents in rural areas and in urban environments (instead of different neighbourhoods or cities)
- **Level of studies:** Educational level: young people without education; with basic educational level; mid-level education; higher education
- **Employment situation:** young people without work experience; informal economy; first employment; more than two years working
- **Socioeconomic level:** low; medium; medium-high; high level
- **Gender identity and sexual orientation:** cisgender, crossdresser, young lesbians; gays; transgender; transsexual; bisexual, intersex; queer
- **Origin:** national; European Community; European non-EU; from outside of EU
- **Other variables** that bring diversity: ethnic, cultural, spiritual groups etc.

HARDER TO REACH

- Young people from the most marginalized and conflictive neighbourhoods
- Young people who do not study or work (NEET)
- Young people with lower labour insertion (low educational level, no labour experience, language knowledge, with children, young mothers, with conflicting backgrounds)
- Youth belonging to minorities: ethnic, cultural, religious
- Migrants or refugees
- Youth with a history of discrimination, bullying, violence for different reasons

GROUP CONSTITUTION: Invitation, registration, or selection?

The expected groups are relatively small. A broad, lengthy or complicated process to engage 20 - 30 participants should not be complicated. However, we must consider that local realities and contexts demand different factors that help or limit participation:

- # Reaching 30 people in a capital city can be different
- # The distance or costs to reach the places of realization can be a limitation
- # The perception of added value in participating in IYE-LABs may be higher or lower in each location
- # It may be more challenging to involve certain groups at certain times of the year (end of the semester, holiday season, for example)

For that reason, each organization has to evaluate the adequation due to context, how to do it - SELECTION or INVITATION -, to reach the minimum of 20 people registered, according to the recommended parameters.

The possible main challenge is to **guarantee their participation throughout the months until the end of the project**. Here, it is crucial to listen to the participants and identify the factors that positively or negatively influence their stay in IYE-LABs, seeking to anticipate the abandonment and verify possibilities to avoid it.

The identification and the connection with the group, the collective learning and experiences, the perception of self-development, as well as the motivation in starting the group proposal could be exciting aspects in favour of the dynamizers.

Furthermore, we invite the partner organization to reflect on this theme participation, from the enrolment and the composition of the groups to the engagement (considering the team and the group).

In the following graphics, we suggest a flexible approach for this process.

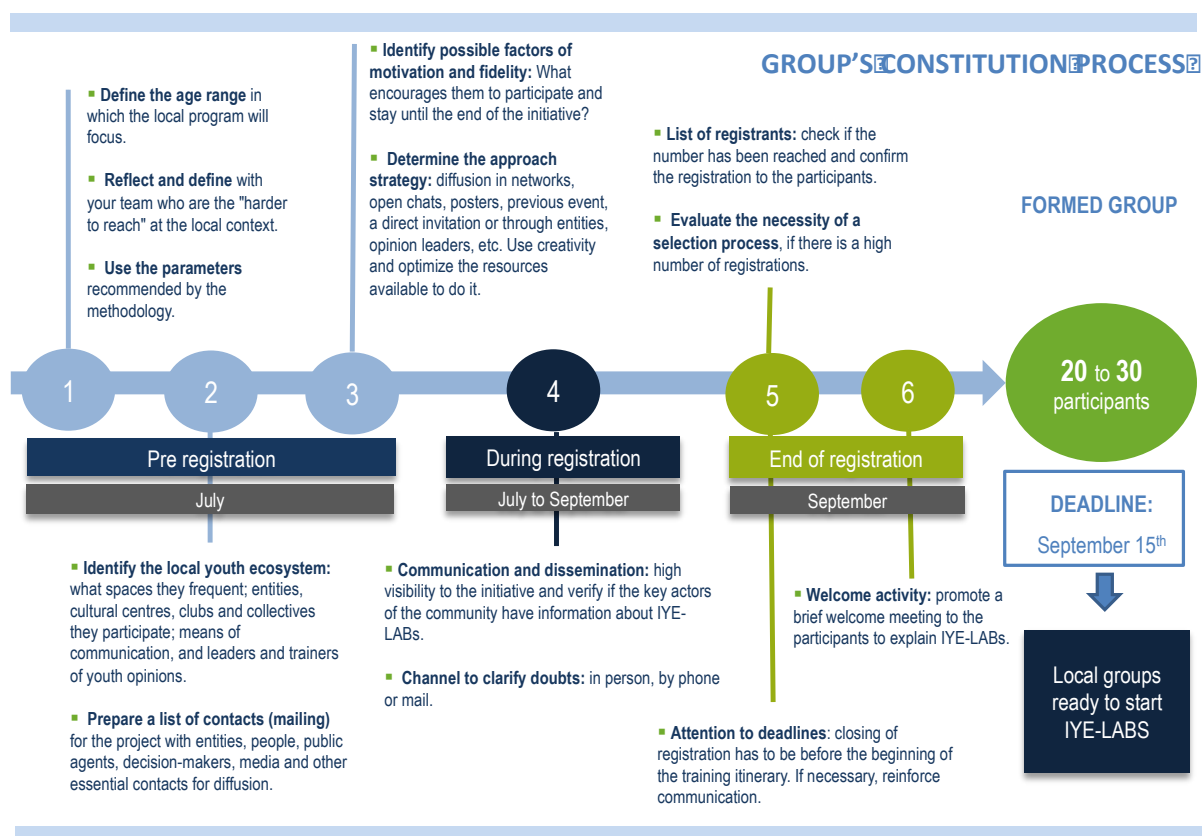


FIG. 11

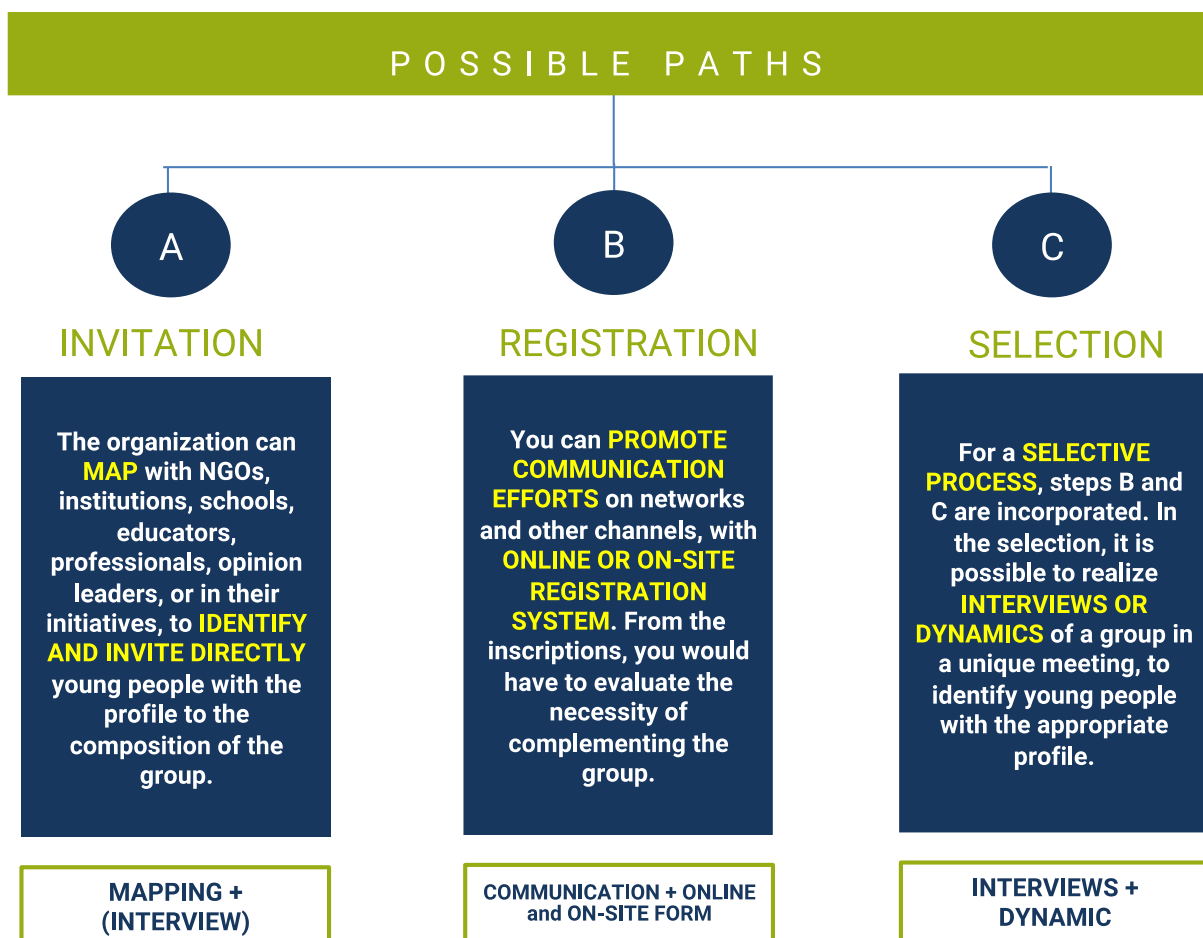


FIG. 12

Considerations about the suggested process:

Steps 1 and 2 are essential, regardless of the type of chosen group formation, as they will be useful to know the environment for the project and also plan next stages of the process, whether for dissemination, the invitation to specific activities or for local mobilization. Remember: the more variety of media diffusion, the more possibilities to reach different profiles.

In step 3 and 4, the organization must consider which strategy may be more productive and viable in its context. You could opt either for an online registration process or for a unique awareness event in which participants can have a first impression of IYE-LABs, and register at the moment. In the first case, you need intensive efforts to achieve the number of registrations. In the second, the work in concentrate, but demand an attractive event.

In any case, it is essential to **explain IYE-LABs**, its process, the timeline, and reasons to participate. An open communication channel (in person, by phone, WhatsApp or e-mail) to clarify any doubts before the start will be necessary.

Step 5 corresponds to closing the list of registrants and checking: are there enough registrants? Does the group have the desired composition? Do you need to search for

new profiles actively? Are there many registrations and do we have to run a selective process? (See Fig. 12)

Step 6: to build the group requires dedication. Therefore, we suggest a welcome activity before the beginning of the project. What could be more stimulating than being received with a "welcome party"? There is nothing more tedious than a ceremonial and formal event. So cheer up, engage your team and have fun!

TIP: many people apply for free training without knowing if they can or want to continue. Therefore, we suggest that you consider a number of registrations - around 25 to 35 - to cover the possible withdrawals.



WHAT TO DO IF WE DO NOT ACHIEVE THE “HARDER TO REACH” PROFILE?

First, be sure if you have in the enrollments' forms enough **information to identify the profile "diversity" and "harder to reach"**.

Then, consider **contacting organizations, entities and professionals to can indicate you potential participants:** schools, universities, educators, instructors and facilitators of social programs.

Events and/or Awards in the field of social entrepreneurship, migrations, interculturality, the culture of peace, art and culture with a focus on youth, are another interesting source.

If even so, you cannot reach a **minimum of 12%** of the “harder to reach” participants, in the Toolbox, you will find the Dynamic 16 - "Diversity Mandala", which you can use to engage your group in this challenge since Social Inclusion is one of our fundamentals.



WHAT TO DO WE DO IF WE OVERCOME THE NUMBER OF REGISTRATION?

Congratulations! It can be a positive indicator of your communication and mobilization efforts. In this case, we suggest you reflect:

Is it possible to work with all of the enrolled people?



YES! If the answer is yes, and the organization wants to do it, we encourage you to go ahead and trust your capacity. One possibility would be to divide them into two groups and implement IYE-LABs simultaneously. You will have our guidance and support.



NO! If it is not possible, we suggest you identify those young people with more affinity and availability to participate in the project. Furthermore, we recommend maintaining a waiting list - in case of withdrawing - and communication with not classified people for future opportunities.

3.3 DYNAMIZERS (Youth Workers)

Who are the dynamizers?

DYNAMIZE is to activate, give energy and intensity, and boost something. In the field of social change, the dynamic is giving movement to an initiative, providing the "fuel" to keep it going, with the motivation and necessary attitude to fulfil its purpose.

In the project IYE-LABs, DYNAMIZERS are people, who will work with young people, with the role of maintaining the rhythm to the process, strengthening interaction with the group, as well as facilitating the workshops during the training itinerary, and guiding the implementation of social labs.

The dynamizers are vital to the success of the initiative. Beyond the operational coordination of the meetings, they

articulate, catalyze, motivate, support youth participation and create connections that help sustain the groups.

With the teams of the partner organizations, they are responsible for the practical tasks, such as transferring the contents and applying the dynamics and activities suggested in the Toolkit, leading the process for the achievement of the objectives of each session.

In this way, it is up to the partner organizations of IYE-LABs to identify in their team or environment, people who have the profile, skills, and qualifications to boost the initiative.

It is important to note that the facilitators are not necessarily the only or main responsible for all the coordination and implementation of IYE-LABs. Locally, each organization must decide how to assemble its team and distribute the responsibilities, according to their experience and possibilities, taking into account the strategic role of the dynamizer in the execution of the program.



DINAMIZERS

The dynamizer has a strategic role in IYE-LABs and conducts the operation cycle between June 2019 and December 2020. It has in its role four essential responsibilities:

MANAGEMENT: Plan and manage the Training Itinerary

TRAINING: Apply the training Itinerary and guide the Volunteer Project

COMMUNICATION: Ensure the communication and continuous animation of the group

EVALUATION: Guarantee the registration of information, the accomplishment of goals, as well as qualitative evaluation of the sessions and progress of the group.

To guarantee the smooth running of the process, to avoid discontinuities due to unexpected events, we strongly recommend from the beginning to have two dynamizers prepared to conduct the process. Both can act together from the beginning in the sessions as a dynamizer and co-dynamizer, which encourages collaborative work and facilitates preparation, interaction with the group and also information record.

WHAT ARE THE TASKS OF THE DYNAMIZER?

The partner organizations are responsible for the local planning and distribution of the activities with their team, and we also highlight three groups of recommended main tasks for the dynamizers:

1	2	3
PREPARATION	IMPLEMENTATION	REPORT
<ul style="list-style-type: none"> ✓ Reading the project's base documents: Methodology and Toolkit ✓ Participation in the formative, face-to-face and/or online sessions ✓ Planning support for the Training Itinerary and Social Lab with the local team ✓ Support for the selection of participants ✓ Support for communication and dissemination of IYE-LABS 	<ul style="list-style-type: none"> ✓ Previous organization of the training workshops: local, schedule, invitations, materials ✓ Definition of activities and organization to apply the contents during the workshops ✓ Facilitation of workshops and conduction of "final products" ✓ Dynamization, animation and continuous communication with the group ✓ Guidance on the development of group initiatives ✓ (Support and/or facilitation of) local articulations for implementation of Social Labs 	<ul style="list-style-type: none"> ✓ Evaluation of the training workshops and the stages implemented ✓ Registration of information (list of participants and general data of the activity) ✓ Visual and material record (photos, videos, panels and materials developed by the group) ✓ Support for the preparation of official reports ✓ Facilitating the lessons learned meeting at the end of the process

FIG.13

WHAT ARE THE REQUIREMENTS FOR A DYNAMIZER?

Rather than defining a single profile, we list some characteristics that we consider relevant and favourable to this attribution and related activities under the dynamizer responsibility.

PROFILE	SKILLS	DESIRABLE KNOWLEDGE
<ul style="list-style-type: none"> ✓ Interaction and dialogue with the youth universe ✓ Values related to the project ✓ Empathetic and flexible attitude ✓ Entrepreneurship and motivation for change ✓ Initiative, responsibility and response capacity ✓ Cooperative profile ✓ Creativity 	<ul style="list-style-type: none"> ✓ Communicative skills ✓ Ability to speak in public ✓ Observation, reflection and critical analysis capacity ✓ Ability to build dialogue and manage conflicts ✓ Know how to weave collaborative networks ✓ Group motivator ✓ Ability to organize work and plan activities 	<ul style="list-style-type: none"> ✓ Knowledge about the context, youth ecosystem and local social network ✓ Experience with young groups ✓ Experience as dynamizer and/or facilitator of groups and training activities ✓ Experience in management of training, projects and/or social programs ✓ Knowledge of collaborative methodologies, dynamics, facilitation techniques, conflict resolution, and social skills ✓ Knowledge of themes related to the project: Sustainable Development Goals, social innovation, social inclusion, volunteering

FIG.14

3.4 LOCAL ARTICULATION

Every point of view is the view of a point.

It is necessary to understand how this person sees and his world
perspective to understand his comprehension.

(Leonardo Boff, theologian and writer, Brazil)

As presented in the Principles and Action Strategy, articulation means creating networks and an ecosystem of people and organizations around the project, seeking to widen the dialogue, influence and support to IYE-LABs, and the young participants.

However, as living systems, networks need to be always "nurtured" and fostered by the synergy and by the dynamic created among their organisms.

That is, if we want to build a local network of support, we will have to create it, take care of it and be open to dialogue continuously, between common beliefs and differences as well, understanding the nature of this real environment.

In the case of IYE-LABs, the local articulation is part of the communication and public relations strategy that the partner organization will establish, and is very relevant to carry out some fronts of the initiative, such as:

- # Communication and local diffusion of IYE-LABs

- # Dialog with Decision Makers

- # Implementation of the Voluntary Project with the support of social organizations, NGOs and collectives in the Voluntary Project

- # Role models: count on the participation of inspiring personalities

- # Supporting resources: such as material, knowledge, exchanges, assignment of space, co-perform activities.

Therefore, we suggest starting an articulation planning with your team to map those actors in the community and then establish the strategy to reach each group, considering the different levels of involvement.

Below we suggest some tips and guiding questions to support this work.



TIPS FOR LOCAL ARTICULATION

Identify and prioritize the local audience, which should be strategic and relevant to the project IYE-LABs, as well as the objective with each one;

Organize a contact list with names of people, organizations, public secretaries, and additional relevant information. That will help you to think about how to reach people directly;

Identify the best way to reach those people. Consider that you can use different methods to contact them depending on the objectives: mail, social networks, posters, visits, work meetings, invitation to participate in an activity, participation in your events, a formal request for support.

Look for connections that could facilitate your direct contact with them. Is there in the network of relationships of your organization, strategic people who can bind you with them?

Think of the vertical (hierarchical) and horizontal (intersectoral, for example) articulation to expand your possibilities, especially at the public level.

Be creative when it comes to involving audiences. In some cases, more formal and formal actions are necessary. However, it is also possible to propose innovative approaches, for example:

- Organize a breakfast with Decision Makers to present the project;
- Send a video made by young people to invite a Role Model;
- Organize a visit to a social project of an NGO to get to know it
- Hold a workshop in spaces of support organizations;
- Invite a stakeholder to share experience in a workshop;
- Invite potential supporters to join a workshop session;
- Take advantage of seasonal cultural activities to disseminate IYE-LABs;
- Hold an event with intercultural reference to do networking.

Maintain communication with strategic audiences throughout the entire process.

3.5 TRAINING ITINERARY

In this section, we will explain some practical aspects of the Training Itinerary to support the dynamizer in the planning of the modules and workshops.

Before starting...

Working with groups is continuously facing the unknown! Each group is unique, and there is no way to predict or control what is going to happen in the development of the process.

The main challenge will be to bring the best of each participant, facilitating quality dialogue, respectful and equitable participation so that new ideas can emerge.

How to do it?

First, knowing the purpose, activities, contents, and the keys to implementing IYE-LABs. That will give you security and confidence, even when you have to relax and improvise.

Second, experiencing it in practice. Dynamizing is a constant exercise of observation and perception of the group as a whole and also the individualities.

Remember that the technical and methodological aspects are important, but the magic is with you!

MODULES

Each module is a mini process with a clear focus and a point of arrival that prepares the group for the next stage. It is crucial to understand the purpose of each module and plan it comprehensively before moving on to the next one, as that

will give the overall vision of how and where you will lead the group.

WORKSHOP

The workshops are the working meeting with the groups with a target to be reached. Each activity prepares the group to the next level. There is not a fixed number of meeting days defined per module. This is a reflection process under the dynamizer's plan: activities should be distributed according to the planned training hours.

TOOLKIT

The Toolkit is the roadmap for the application of the methodology. With it in hand, you will have what you need. Therefore, before starting to plan and define the meetings, we recommend you to read the complete Toolkit and clarify the doubts.

Moreover, remember that you can always propose complementary activities and give your personal touch to the session.

CHECKLIST

When you have the workshops planned, **organize your tasklist not forget anything.** At the end of this chapter, you will find an initial sketch that can help you, which you can complement it according to your planning.

In general, we remind you to **bring the indicated materials to carry out the activities, the worksheets** (mentioned in the Toolkit), **the presence list and the Logbook** (Dynamic 17 in the Toolkit). Additionally, you can include, for example, some **music, an inspiring text, an image or items that seem relevant** to the meeting.

EVALUATION AND INDICATORS

At each workshop, the dynamizer **must record data and critical information that will be used for the evaluation and composition of the indicators** project (Chapter 4). So, in addition to the presence list, write down your observations about how the activity of the day, the group participation, absences and perceived abilities in the participants.

TIPS FOR THE WORKSHOP FACILITATION

Arrive in early, to **concentrate and prepare the space** before the arrival of the participants. Remember that you are the host.

Attempt to create a **pleasant atmosphere** and ensure a well-cared environment to receive the participants

Prepare the **materials in advance** and leave them organized before the start, so you can find them easily when using them.

Have with you a **booklet to register** impressions and observations, at the possible moment.

Whenever possible, **use visual resources**: image, photo, design, flipchart notes. It helps the visualization during the activity and to remember important information, or an observation.

Schedule pause(s) but be flexible if you notice that when the group needs a break out of the planned moment.

Organize the schedule for the workshop and each activity. It is the role of the facilitator to manage that everything happens at the right time, observing even the need to complete an exercise in the next session.

Evaluate the workshop as soon as possible, to not miss essential observations.



WORKSHOPS DYNAMIZATION

The facilitator is not a teacher or specialist who is going to deal with an issue with the group. He should facilitate the dialogue and provide the conditions for the group to work pleasantly and productively, to reach its goals.

At the same time, the facilitator will be the reference person for IYE-LABS participants along the months, with the possibility of building relevant links and trust among the group. In this regard, it is essential to consider that young people will be direct observers of the dynamizer's example, behaviours, ethical, respectful and careful attitudes in the group.

During the workshops, attempt to **not express opinions, influence or induce the group**. The youngsters are the protagonists, and the dynamizer support them to express themselves and build their own decisions.

Inspire yourself and inspire your group: the facilitator can expand his universe of knowledge, ideas, and references to inspire and motivate the group. You can also share your experiences, examples, tell stories that bring other points of view.

It is also a desirable role to **encourage people to participate and get out of their comfort zone**. The facilitator can stimulate **critical thinking** and help to **synthesize or spin the ideas of the group**.

3.6 CHECKLIST

What should be taken into account to prepare the local implementation? You will find a checklist below, of what is essential to consider in order to start IYE-LABs:



CHECKLIST TO LOCAL IMPLEMENTATION

TEAM

- ☐ Define the team
- ☐ Define the dynamizers (we recommend two persons)
- ☐ Review with your team the Methodological Guidebook and Toolkit
- ☐ Organize and distribute the tasks: Management, Training Itinerary, local articulation and communication

Follow-up questions

- With how many dynamic people will we count?
- Do they know the Methodological Guidebook and the Toolkit?
- Did they attend the previous events?
- Do they have doubts about the use of the material and/or modules?

LOCAL ARTICULATION

- ☐ Mapping the local ecosystem to support the project - social, youth, cultural
- ☐ Identify the decision makers
- ☐ Start local contacts and articulations to present IYE-LABs
- ☐ Define and invite the inspiring personality (Role Models)

Follow-up questions

- Who are our key contacts?
- Who are the local Decision-Makers to be engaged?
- Who will be our Role Model?

REGISTRATION AND CONFIGURATION OF THE GROUPS

- () Define the age range
- () Define profile "harder to reach"
- () Mapping youth ecosystem: Where are our target group?
- () Create contact list (mailing)
- () Define youth recruitment strategy (invitation / registration / selection)
- () Prepare the process communication (social network, poster, media, etc.)
- () Start the broadcast and receive the inscriptions
- () Contact the final list of participants
- () Hold a welcome meeting

Follow-up questions

Have we reached a group between 20 and 30 people?

Do we have gender equality in the group?

Have we achieved a diverse group?

Have we reached a minimum of 12% profile "harder to reach"?

PREPARATION FOR THE TRAINING ITINERARY

- () Define the local timetable for implementation - September / 2019 to September / 2020
- () Review the Toolkit and distribute the workload of the modules in sessions
- () Prepare the Planning Table of Module I - Knowing yourself - 30h
- () Prepare the Planning Table for Module II - Understanding reality - 40h
- () Prepare the Planning Table of Module III - Create to transform - 50h
- () Define the place for the realization of meetings
- () Define the dates and times, according to the group profile
- () Inform the participants in advance of the agenda of each module
- () Define if there will be guests and in which workshops

Follow-up questions

- Are we clear on how to perform each module?
- Can we provide any complementary activity?
- Can we organize any external activity with the group?
- Are we considering the culture and cultural heritage?

Before each session

- Review the Planning Table and activities in the Toolkit
- Prepare the necessary materials and activity sheets
- Send a reminder to the group a few days before

During the session

- Keep the presence list
- To have in hand the orientations of the dynamics
- Leave the Logbook available for the group

After each session

- Evaluation: record observations and data about the workshop
- Accompaniment of the activity between the workshops
- Maintain communication with the group between workshops

We can work together with men
and women of good will, those that
radiate the intrinsic goodness of
humanity.

To do it effectively, the world needs
a global ethic with values that give
meaning to the experience of living,
and sustain the non-material
dimension of humanity.

(Wangari Maathai,
Nobel Peace Prize winner, Kenya)

CHAPTER 4 | WHAT TO EXPECT FROM IYE -LABs?

A job makes sense to a person when he sees it as something important, useful and legitimate.

Edgar Morin

4.1 OPENNESS TO RESULTS: DESIRABLE, POSSIBLE, PROBABLE AND UNFORESEEN ...

Margaret Wheatley⁸, philosopher, activist and thinker of the Berkana Institute, reflecting about the emergence of consistent, profound, and scale changes in society says:

"(...) The world doesn't change one person at a time. It changes as networks of relationships form among people who share a common cause and vision of what's possible".

As living systems, the network is where we reconnect to co-create those possibilities. Therefore, forming networks and nurturing them would be the first step to generate the transformation, to overcome patterns and open up to the emergence of new ideas, models and answers to the present challenges.

Nevertheless, it is also true that we can not find new solutions when keeping our behaviour from an old pattern and the same place. It is necessary to expand individual consciousness, change paradigms and feedback it with a collective wisdom reconnection, in networks, reflecting changes mutually.

So everything is power! Everything is possible!

Consequently, we contemplate the results with a broad perspective, openness and attention to what emerges from the ecosystems and meetings of IYE-LABs.

We invite organizations, dynamizers and participants to be thoughtful observers of what is happening, of what is emerging at different levels, so that they can recognize results beyond numbers.

What is the shared dream of the participants? What has influenced to achieve it? What is powerful and positive in the group? What are the results perceived by the group? What was expected to be accomplished and has not been possible? What did they not expect to reach

and has arisen as an opportunity in the middle of the road? What are the remarkable personal transformations? What have they discovered about themselves? What was the most notable moment for all? Which seed does the group leave in the communities? What are the lessons learned?

The constant exercise of perceptive questions and careful observation will help to understand what has been generated from the process. Besides, it will allow evaluating the acquired significance and the contribution of value to the whole ecosystem of the initiative: to the young participants, the community, local entities, decision-makers, supporters, organizations, teams and professionals of the consortium of IYE-LABs project.

These results will be added to the monitoring metrics and indicators. It may be shared in the final stage in a collective co-learning of each group and organizations concerning the local implementation.

4.2 INDICATORS AND MONITORING PARAMETERS

The indicators and monitoring parameters for the implementation of the methodology are built in collaboration with the Volunteering Platform of Spain (PVE), member organization of the IYE-LABs Consortium (IYE Watcher) as well as responsible for the evaluation of the results and the quality of the project.

In spite of the extensive and transversal review of PVE to IYE-LABs and to the instruments for the collection and data analysis for evaluation - which will be explained in a specific document for this purpose - we present in this section a synthesis of will be measured during the local implementation process.

In general, the indicators and metrics are divided into three segments (Fig.14), which we explain below:

I. STRATEGIC PUBLICS

II. IYE-LABS PROCESS

III. ACQUIRED COMPETENCES

STRATEGIC PUBLICS

In this dimension, we want to observe the articulation, the involvement and level of participation of the central public of the project, denominated here as stakeholders.

Five main stakeholders:

Young people

Partner organizations

Decision makers (local level and EU)

Social Organizations, Entities and NGOs

Local community

A set of metrics that we describe below are defined for each audience. They can be seen in a summary table to follow (Fig.15):

Youngsters

Number of young participants in each group

Gender equality 40% - 60% (minimum of 40% and a maximum of 50% of each gender)

% of abandonment (not continuity of the young person in the program)

% of diversity (no profile with more than 50% in the composition of the group)

% of harder to reach (minimum of 12% in the groups)

% of satisfaction (perception of young people about the program)

Total number of young people finishing IYE-LABS

Partner organizations

Number of professionals involved

Permanence in the project (from the organization until the end of the project)

Compliance with the goals by country

Compliance with the activities foreseen in the Guidebook linked to WP2 and WP3

Decision makers (local level and EU)

Number of local decision-makers contacted, involved and/or participants

Number of Policy Makers at UE level reached and receiving the final report

Participation of local decision-makers in a face-to-face meeting (meeting, debate, talk, workshop etc.)

Social Organizations, Entities and NGOs

Number of NGOs, entities, local associations involved

Main working themes

Contributions made by these stakeholders

Indirect beneficiaries (based on voluntary action by young people)

Local community

Number of partnerships, collaborations and supports reached

Kinds of alliances and reached supports

Partners of diffusion and communication

Estimate of the reached public with the dissemination

Events, activities carried out with partners

Due to the widening range involved in collaborative work with stakeholders, it may be challenging the collection of data. For this reason, dynamizers, partner organisations and IYE Watchers have a crucial role in this task.

EVALUATION RESULTS: Indicators and monitoring metrics

WHAT ARE GOING TO MEASURE?

I STRATEGIC PUBLIC	II IYE-LABS PROCESS	III ACQUIRED COMPETENCES
Articulation, involvement and participation (continuous or punctual) of the main public of the project	Key aspects of the Training Itinerary and Voluntary Project	Results observed in young people throughout their participation in the project. Verification by competence
<ul style="list-style-type: none"> Youth Partner Organisations Decision-makers Social organisations, Entities and NGOs Local community 	<ul style="list-style-type: none"> Accomplishment of the Training Itinerary Accomplishment of the Volunteer Project Final outputs Workshop evaluation Performed projects 	<ul style="list-style-type: none"> Transversal competences of volunteers based on the Certifica+ model (Spanish Volunteering Platform) Social Consciousness and Critical Thinking and Socio-emotional competences

FIG. 14

WHAT ARE GOING TO MEASURE?



STRATEGIC PUBLIC

Articulation, involvement and participation (continuous or punctual) of the main public of the project.

YOUTH	PARTNER ORGANIZATION	DECISION- MAKERS	SOCIAL ORGANIZATIONS, ENTITIES AND NGOS	COMMUNITY
<ul style="list-style-type: none"> Number of young participants Gender equality 40% - 60% % of abandonment % of diversity (no-homogeneity) % of harder to reach Total number of young people finishing IYE-LABS 	<ul style="list-style-type: none"> Number of professionals involved Permanence in the project Compliance with the goals by country Compliance with the activities foreseen in the Guidebook linked to WP2 and WP3 	<ul style="list-style-type: none"> Number of local decision-makers contacted, involved and/or participants Number of Policy Makers at UE level reached and receiving the final report Participation of local decision-makers in a face-to-face meeting (meeting, debate, talk, workshop etc.) 	<ul style="list-style-type: none"> Number of NGOs, entities, local associations involved Main working themes Contributions made by these stakeholders Indirect beneficiaries (based on voluntary action by young people) 	<ul style="list-style-type: none"> Number of partnerships, collaborations and supports reached Kinds of alliances and reached supports Partners of diffusion Estimate of the reached public with the dissemination Events, activities carried out with partners

FIG. 15

PROCESS OF IYE-LABS

In this dimension, the objective is to verify the implementation of the Training Itinerary and the Voluntary Project based on standard parameters. For that, 12 basic, measurable and comparable aspects have been framed, which will be monitored throughout the months, as indicated in the following figure.

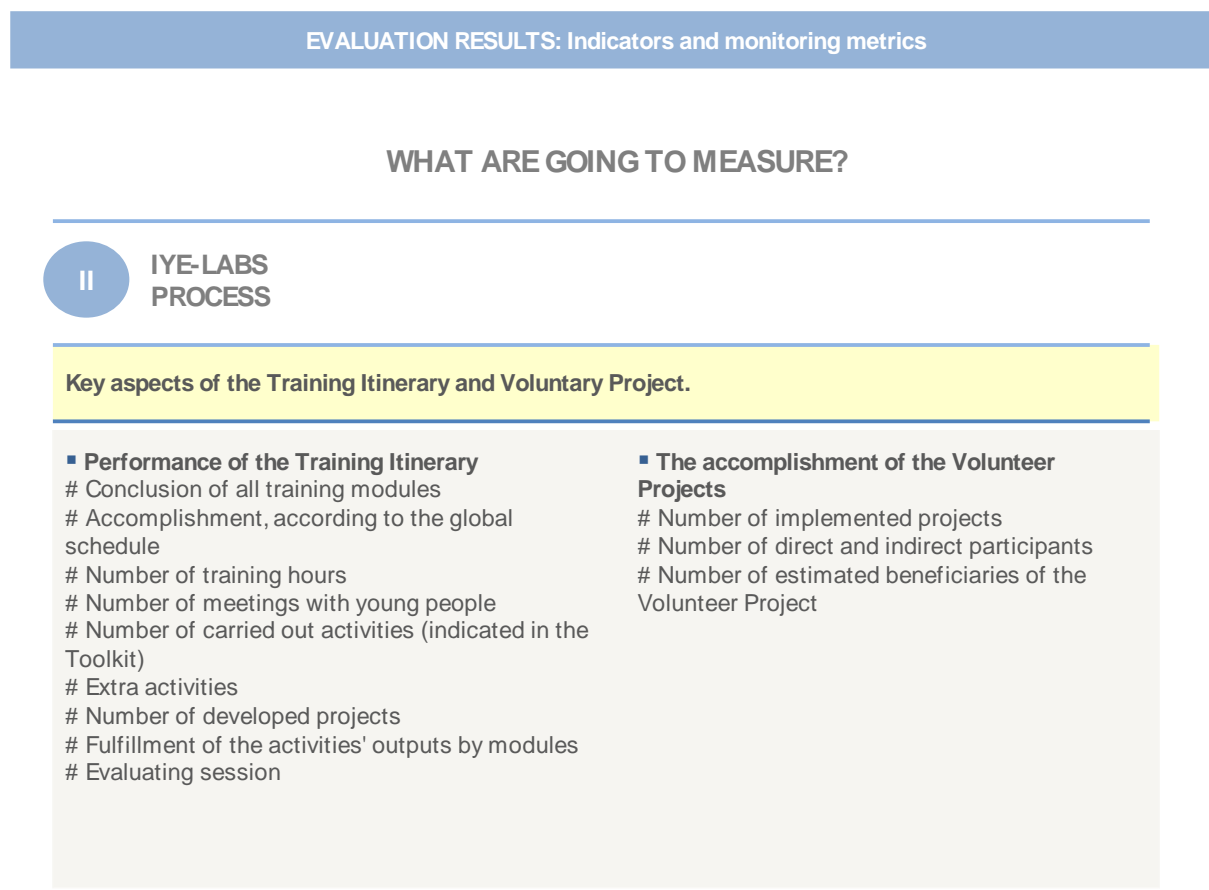


FIG. 16

Performance of the Training Itinerary

Conclusion of all training modules: check if the three training modules have been carried out within their purposes, in the proposed sequence and with the planned activities.

Accomplishment, according to the global schedule: evaluate the operation of the project according to the timetable and general progress of the IYE-LABS locally under the defined deadlines.

Number of training hours: ensure the completion of the itinerary with a total time of 120 hours, between the three training modules.

Number of meetings with young people: the number of sessions (workshops) is not previously defined, but the number of hours per module. Likewise, it is relevant to observe

how each partner divides the hours into meetings and to verify how that flexibility interferes in the progress and results.

Number of carried out activities (indicated in the Toolkit): the Toolkit offers a set of compulsory and complementary activities that can be chosen by the organization and dynamizers, to compose their local plan. Therefore, we will observe how each locality allocates the tools and defines their use in the workshops

Extra activities: apart from the Toolkit, the facilitators are encouraged to propose other activities of their repertoire, within the workshops, or external events (in the environment) with the group, such as a visit to a social centre, to an exhibition, a seminar that can complement the training itinerary.

Number of developed projects: at the end of the three modules, participants must present their volunteer projects, preferably in groups. The number of projects will be considered, although their quality and implementation are critical. It is possible, for example, that a whole group decided to develop a single collective project.

Fulfillment of the activities' outputs by modules: all the activities foreseen in the Toolkit have an objective and connection with the purpose of the methodology. Some of them also propose the development of a "final product" (output), which is the final result of the activity elaborated by the group. For example, the agreement between the group, the diagnosis of the reality, a document addressed to decision-makers and the volunteer project itself. They can even be material for exchanging between countries. Thus, one of the indicators proposed refers to the accomplishment of the intended outputs.

Evaluation per session: throughout the workshops, the dynamizer is in charge of recording data and relevant information, as well as their observations on the development of the group, to the composition of the metrics and indicators.

The accomplishment of the Volunteer Projects

Number of implemented projects: verify the number of projects carried out in the Volunteer Project phase.

Number of direct and indirect participants: who and how many people are involved in the implementation (youth, local supporters, other volunteers, participants of activities proposed by the groups, etc.)

Number of estimated beneficiaries of the Volunteer Project: who and how many people, organizations and communities were benefited by the volunteer initiative.

ACQUIRED COMPETENCES

The third dimension of evaluation is the acquired competencies by the participants throughout the training itinerary and the implementation of the volunteer project. We hope that the experienced journey in IYE-LABS will contribute to the promotion of:

- # Transversal skills of volunteering
- # Social conscience and critical thinking
- # Socio-emotional competences

EVALUATION RESULTS: Indicators and monitoring metrics

WHAT ARE GOING TO MEASURE?



FIG. 17

Transversal volunteering competences, according to the parameters and competency certification model of Plataforma de Voluntariado de España⁹, Certifica +, seven capacities can be verified in almost all varieties of volunteering work:

- # Analyse and solve problems
- # Ability to lead initiatives
- # Flexibility and innovation
- # Interpersonal communication

Teamwork

Organization and planning

Initiative and autonomy

The description of the capacities are detailed in the attached document, "VOL + Competences through Volunteering".

Social Consciousness and Critical Thinking

Four main aspects will be observed in the participants, to understand the increase in social awareness and critical thinking:

Demonstrated sensitivity concerning environmental challenges

Ability to reflect and connect ideas about the complexity of the problems

Perception of interdependence with other people and their environment

Ability to propose solutions

Socio-emotional competences

Among the different socio-emotional competencies that can be raised by the training itinerary, we choose two directly connected with the purposes and practices of the project: **dialogue and collaboration**, considering in both the relational dimension and necessary emotional self-management for its proper development. Thus, we define:

DIALOGUE

Demonstrate listening skills, discussion with different points of view, respect for the opinion and feeling of others, especially in situations of conflict, with self-regulation of emotions to deal with the context.

COLLABORATION

Demonstrate ability to build solutions with other people, with a committed, ethical and responsible attitude.

Once more, we outline that these are the main aspects defined for monitoring, although it is possible that other results, indicators, interesting metrics for a comprehensive evaluation of the initiative will be observed throughout the process.

If so, we recommend the exchange of observations with the organization, which leads the evaluation and the quality plan.

“Let ours be a time
remembered for the
awakening of a new
reverence for life, the firm
resolve to achieve
sustainability, the
quickenning of the struggle for
justice and peace, and the
joyful **celebration of life.**”

The Earth Charter

A photograph showing the backs of four people standing on a rooftop, looking out at a city skyline during sunset. The sun is low on the horizon, creating a warm, golden glow. The people are silhouetted against the bright sky. The city skyline in the background features various buildings and structures.

IMPRINT

IYE-LAB5

IYE-LABS is a transnational cooperation partnership made up of seven organizations from five countries (Spain, Italy, Croatia, Turkey and Belgium).

Coordinator

Xul Foundation for Social Communication and Development was created in 2007 and aims to develop actions of social communication and drive social transformation processes that promote environmental and social sustainability, contributing to the collective and participatory construction of a plural, just society and solidarity. In addition, it aims to provide a space for reflection and analysis involving ongoing review of the models of social communication and development.

Partners

Impact Hub Zagreb has been designed as an organisation primarily focused on creating positive change through enterprise model by providing support to individuals who want to change society for the better through entrepreneurship. Impact Hub Zagreb is the place where entrepreneurs and social innovators can work in coworking space, can use programs developed by the Impact Hub team and partners, and can use different meeting and event spaces for their business purposes.

Associazione InCO – Interculturalità & Comunicazione (InCo) is a non-profit organization founded in 2004 which has the mission of promoting the international exchange between young people, to increase and improve the level of contact among different cultures, stimulating intercultural sensibility and preventing and combating racism, prejudices and social exclusion.

Dinamik Gelişim Derneği. The organization specializes in the training and development of youth and other non-profit organizations. DD has 27 members 2 free lance consultant and 4 trainers are cooperating with the organization.

Plataforma de Voluntariado de España. The Spanish Volunteering Platform is a non-governmental organization, which coordinates the promotion and dissemination of volunteering in Spain. Nowadays, it brings together 79 volunteer organizations that gather together more than 800 associations and represents approximately 800,000 volunteers all over Spain. It administers the Voluntary Observatory and it is a member of the organizing committee of the State Volunteering Congress.

garagErasmus Foundation (gE) is the first professional network of the Erasmus Generation developed in coordination with the European Commission with more than 40 Foundation members, including 32 universities plus cities and private companies.

Out of the Box International is a network which brings together different actors working on social innovation and advocating for a more creative Europe with a main mission to provide fresh ideas and solutions acting as a catalyst for positive changes across Europe and worldwide. Our main goal is to design innovative social projects to respond to the persistent social and economic challenges in order to empower people's potential and facilitate their active engagement in society.

-
- ¹ SITUACIÓN SOCIOLABORAL DE LA JUVENTUD EN ESPAÑA 2016 - 2017:
<http://www.uso.es/wpcontent/uploads/2017/08/INFORME-DE-JUVENTUD-2017-USO.pdf>
 - ² OBJETIVOS DEL DESARROLLO SOSTENIBLE:
<https://www.un.org/sustainabledevelopment/es/objetivos-dedesarrollo-sostenible/>
 - ³ IDEM.
 - ⁴ ODS y JUVENTUD: <https://www.un.org/sustainabledevelopment/es/la-juventud/>
 - ⁵ POLITIZE: <https://www.politize.com.br/advocacy-o-que-e/>
 - ⁶ INNOVATION FOR SOCIAL CHANGE - <https://innovationforsocialchange.org/metodologias-de-inteligencia-colectiva-la-tecnica-del-espacio-abierto-open-space/>
 - ⁷ LEONARDO BOFF: <https://leonardoboff.wordpress.com/2015/08/01/um-desafio-permanente-cuidar-de-si-mesmo/>
 - ⁸ MARGARET WHEATLEY: <https://margaretwheatley.com/>
 - ⁹ PROYECTO CERTIFICA + DE PLATAFORMA DE VOLUNTARIADO DE ESPAÑA:
<https://plataformavoluntariado.org/certificaplus/>