



ANNA KUOKKANEN

RAISING AWARENESS ON HUMAN TRAFFICKING

MANY SUCCESS FACTORS WERE "LUCKY COINCIDENCES"

EVERYDAY LIFE OF ASYLUM SEEKERS

PROJECT IN 2018/19

RECEPTION CENTER IN FINLAND



DEAR

DEVELOPMENT EDUCATION AND AWARENESS RAISING

GRAPHIC NOTES:
@coregasdecor

THE ROLE OF YOUTH ENGAGEMENT

FROM THE SOCIAL STUDIES F-I-E-L-D

PRODUCE MEDIA

CONDUCT SURVEYS

BRINGING IT TO THE W-I-D-E-R PUBLIC

RRRRRR

ORGANIZE EVENTS

PRODUCE MEDIA

CONDUCT SURVEYS

BRINGING IT TO THE W-I-D-E-R PUBLIC

RRRRRR

INTEGRATED IN THE UNIVERSITY CURRICULA

TRAFFICKING

ALWAYS COMES THROUGH COLLABORATION

THERE IS A BETTER LIFE AHEAD

IT IS ONE THING TO READ SOMETHING FROM A BOOK, AND ANOTHER TO HEAR IT DIRECTLY FROM A SURVIVOR!!

through JOURNALISTS PETITIONS

MOTIVATION TO INSPIRE OTHERS

SURVIVOR'S approach

LED TO BIGGER IMPACT

IT IS IMPORTANT TO UNDERSTAND THE SPECIFIC REASONS THAT TRIGGER TRAFFICKING IN A SPECIFIC AREA

FALSE WORKING OPPORTUNITY 40.000 EUR

THREATS PROSTITUTION

POLICY ADVOCACY

MEDIA ATTENTION

ITOHAN'S TESTIMONY & PRESENCE WAS CRUCIAL

VISIBILITY STIGMA DECONSTRUCTION

ENCOURAGING FOR OTHER VICTIMS

WHAT ARE THE ROOT CAUSES?

AWARENESS & FUNDRAISING C.A.M.P.A.I.G.N

ACTIONS IN NIGERIA

ITOHAN'S TESTIMONY & PRESENCE WAS CRUCIAL

VISIBILITY STIGMA DECONSTRUCTION

ENCOURAGING FOR OTHER VICTIMS

"LUCKY" SUCCESS F-A-C-T-O-R-S

1 RIGHT PERSON

2 RIGHT MOMENTUM

3 PUBLIC UPRAISE ABOUT HER DEPORTATION

TRAFFICKERS FEED ON VULNERABILITY

JORGE AGUADO

SOMETIMES POLICY-MAKERS DO NOT KNOW HOW TO FULFILL THE NEEDS OF THEIR CITIZENS

THIS IS AN OPPORTUNITY

FOR CIVIL SOCIETY + GRASS-ROOTS

to step in!

APPROACHING policy-makers

TRUST your NETWORK PLAN IN ADVANCE

BE CREATIVE! + BE PREPARED

SOMETIMES OUR EMOTIONS ARE A POWERFUL T-O-O-L

«SIX DEGREES OF SEPARATION»

CoE ADVISORY COUNCIL

IT IS IMPORTANT TO OFFER A PROCESS FOR A SOLUTION, NOT THE SOLUTION ITSELF»

IT-TAKES-TIME!

Graphic harvesting by Olalla Gonzales, a young participant in the Policy Advocacy Hub

EU DEAR Programme HUBS: Youth Engagement, Policy Advocacy, and Peer Learning

Brussels, 29-31 March 2022

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Summary

THIS REPORT provides an overview of the DEAR Learning and Development Hubs devoted to youth engagement, policy advocacy and peer learning, held in Brussels on 29-31 March 2022.

Each of the two hubs, lasting a day and a half, brought together 25 participants - five for each DEAR project, including 3 staff members and 2 young project participants or activists.

HUB 1 - Policy Advocacy	HUB 2 - Peer Learning
Food Wave	#ClimateOfChange
1P ^l anet4All	Game on!
I am European	Our Food Our Future - OFOF (<i>previously</i> Go EAThics)
ClimAct (branded as <i>Spark</i>)	Eat4Change
People & Planet	MindChangers

The first Hub, focusing on youth policy advocacy (29-30 March) brought together participants coming from **11** countries. The second hub focusing on youth peer-learning (30-31 March) brought together participants coming from **10** countries (see participants' lists at the end of the report).

THE DEAR LEARNING AND DEVELOPMENT HUBS are regular events organised by the Directorate General for International Partnerships (DG INTPA) and the DEAR Support Team (DST) for DEAR Programme project implementers. The Hubs aim to stimulate learning, exchange of experiences, and networking opportunities between DEAR projects.

Using both DEAR projects and guest experiences as a starting point, the Hubs offered participants an opportunity for an in-depth exploration of the **role of young people as policy influencers and changemakers (first hub) and peer learners and educators (second hub)**. The Hub programmes built on the experiences of DEAR projects and also included inputs from guest speakers from the pan-European Youth Peace Ambassadors Network, YouthBank International and the FinnWID NGO (Finland).

Key takeaways

On policy advocacy and youth engagement:

- **Youth empowerment is a journey** and most organisations and projects seem to be in the early stages of it, with a great appetite for improvement
- There is an acute need to foster youth participation **going beyond tokenism and passive, one-way communication** with youth
- Policy advocacy in the context of GCE **requires alliance-building** and cooperation with other stakeholders, to amplify core messages
- Policy advocacy in the GCE context is a matter of a **concerted effort in both education and awareness-raising**
- **Addressing the root causes of global injustice and ecological crises** implies difficult conversations and is challenging both on the side of practitioners and of policy-makers, making advocacy efforts even more complex

On peer learning:

- **Peer learning has great potential to empower young people**, and reinforce youth participation
- **Peer learning approaches are well aligned with GCE** values and methodologies, as they strive to be more egalitarian and democratic
- Involve young people by **giving them real responsibilities**
- Peer learning is about **compassion, empathy and support, all valued by and important for today's youth**, and conducive to greater youth participation

On the DEAR Community:

- The DEAR community appreciates **in-person networking and learning** opportunities
- DEAR projects enjoy both sharing their own work and **learning about other projects**
- There is a **need to aggregate results and opportunities created by DEAR projects** in a shared space (website, capacity4dev)
- It is beneficial for **all DEAR actors** (project managers, trainers, comms experts, EC staff) to meet and exchange views on a regular basis

L&D Hubs session by session

Key points raised and takeaways from discussions during both Hubs can be found below. Quotes in **BLUE** are by participants.

Global Citizenship Education workshop

What are the founding elements of 'quality' Global Citizenship Education (GCE)? What is the DEAR projects' understanding of GCE and/or Education for sustainable development?

The workshop offered an occasion to reflect on different GCE approaches, and to explore participants' educational and awareness-raising work starting from their practical experience. Peer learning became a generative space where to unpack assumptions, question notions, and situate ourselves in a complex, global ecosystem.



Global Citizenship Education is used as an umbrella term and can reflect different approaches or discursive orientations. These can be summarised as a *continuum* between: Neoliberal - market-oriented, awareness of global challenges benefits competitiveness in a globalised world. Liberal/humanist/ethical - grounded in individual development and social responsibility, in search for the public good. Critical/Postcolonial - based on global justice, it interrogates systemic injustices and violence and

delves into the role each of us plays in them, with the result of perpetrating or changing the status quo [additional readings].

Participants were invited to select and reflect on the elements they identify as key in their DEAR project with regard to the educational and awareness-raising activities.

Concepts like: Euro-centrism, social justice, root causes, empowerment, individual/collective action, knowledge/skills/attitudes/behaviours, social change, value-neutral/value-based, transformative learning were presented and discussed with a layering exercise with the contribution of all projects.

After a group discussion, participants reflected individually on their work with the following takeaways (selection):



- "[While] working on sustainable development we can't forget to constantly renew our knowledge and look at issues from other perspectives, to understand the problem through various lenses."

- “I wonder if we give social change and social justice enough attention in our project. Do we see ourselves as ‘part of the problem’?
- “Does our project put into question a system change that we ourselves are part of? Are we critical enough?”
- “I think, working with young people (15-18 y.o.), [it] is quite difficult to find a balance in the conversation we open up. We [CSOs] want to be honest and talk openly about the root causes of environmental crises, but also we do not want to ruin their ideals and positivity [...]”
- “Learn to learn, learn to think, learn to listen, learn to change”.

Further readings:

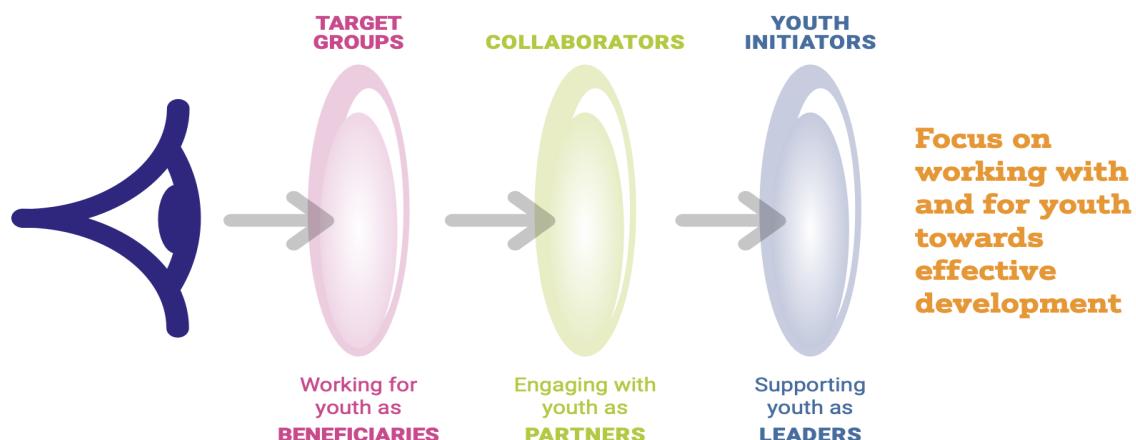
- Pashbi, da Costa, Stein, Andreotti, [A meta-review of typologies of global citizenship education](#), *Comparative Education*, 2020
- Angel Network, [Multilingual Global EducationDigest](#), 2021

Youth engagement workshop

How is youth engagement approached in DEAR projects? What results, good practices and challenges in DEAR-related work alongside young people should be shared with the DEAR community?

Youth participation is a fundamental right and a process by which young people are able to have a say and influence on issues that affect them. This applies to all areas of a young person's life, from the family, school, local communities, public services, culture and economy. One can also look at youth participation from an efficiency perspective: ensuring that diverse groups of young people are engaged and have a say in the design, implementation and evaluation of policies and programmes can significantly improve the relevance, legitimacy, sustainability and impact of projects.

The different levels of youth participation - from information to consultation and empowerment - and the three-lens approach to youth participation were introduced and discussed with participants.



A facilitated conversation followed. Key takeaways can be summarised as follows:

The difficulty to have a long-lasting commitment from young people was identified as a key challenge “**Youth engagement takes time, but it is very important to go through an inclusive process to ensure young people stay motivated and committed.**” To respond to these challenges, participants stressed the importance of involving young people at the very first stage of a project. Feeling ownership is instrumental in ensuring meaningful participation. “**Give young people responsibilities, not tasks, it gives a feeling of meaningfulness.**”



Young people should be adequately supported when needed. “**Not only work with young people, but create an enabling environment preparing institutions and stakeholders to facilitate their participation**”.

Outreach and communication were also key topics of discussion. One of the most common challenges faced by workshop participants was related to reaching out to various youth groups to ensure a large diversity in their initiatives. Project staff should pay

attention to the coherence between the message and the opportunities actually offered, so as not to create false expectations. Peer-to-peer communication and working with relevant role models should be done more often. **“Get out of your comfort zone to reach out to young people outside our bubble”**.

The workshop allowed young people taking part in DEAR projects to share their own experiences. Some of them highlighted the benefits of having projects that allow for a flexible commitment and give a lot of room for manoeuvre to young people. Others stressed the importance of being consulted on a regular basis. They also called for lowering participation barriers (e.g. less complicated and formal application procedures, simplified reporting, etc.).

“Put the needs of young people central, listen to their needs. Do not put your own agenda first !”

Further readings:

- United Nations Major Group for Children and Youth, Principles and Barriers for Meaningful Youth Participation, 2017
- UNFPA, UNDP, DPPA/PBSO, FBA, Youth, Peace and Security: A Programming Handbook, 2021
- Collective work, Participation Models A chase through the maze Citizens, Youth, Online, 2011

Policy workshop

How can the DEAR community engage with policy-makers? What are the different approaches and impacts DEAR projects can make on public policy and policy-makers?

Public policy is a wide notion covering a system of laws, regulatory measures, courses of action, and funding priorities concerning a given topic, pronounced or implemented by a government institution or its representatives. DEAR projects interact with public policy at various levels, from the local and regional policies in the communities where they operate (e.g. local bylaws on recycling), through national policies (e.g. education) to international and EU policies (e.g. COP26 and European Consensus on Development).

In the summary discussion on policy change, some projects pointed out that public policy change is often a long-term endeavour and as such is difficult to quantify and report for in logframes and other DEAR reporting documents.

Workshop participants shared their experiences and takeaways from working with public policy at all three levels (local, national, and international/EU). The following considerations emerged:

Local policy:

- Importance of building alliances between different groups and stakeholders such as youth, civil society and the business sector
- Sub-granting schemes can play an important role in supporting policy change -
 - Example 1:* The project *I Am European* increased the integration of international students at a local university in Estonia
 - Example 2:* The project People and Planet organised local authority training on SDGs and highlighted the importance of supporting local decision-makers in adjusting approaches (especially international frameworks) to the local context

National policy:

- The national contexts vary greatly. In smaller EU Member States, campaigning for a national policy can be a matter of tracking down one or two civil servants in the relevant ministry and joining them for a jog to start the conversation (true story from one of the projects)
- Two key dimensions in policy advocacy were highlighted: will and skill
- The Spark/ClimAct project brought up the issue of providing country-relevant policy information (COP26 bulletins published in Italian) for greater accessibility
- The 1 Planet4All projects shared their experience of national curriculum revision on GCE and climate education, together with the accompanying educational guidelines

International policy:

- Importance of linking international and EU policy frameworks with local realities and community stakes
- EU Member States and national governments are key to influencing EU policy

Further readings: Oxfam Novib Policy Brief, [How do young people influence policy?](#)

Advocacy workshop

How to work with young people in advocacy? How to observe and strengthen the commitment of people on the different 'causes'?

The concept/model of the "Engagement Pyramid" guided the group exchanges on how to observe project participants through the intensity of their engagement. The tool maps 6 possible levels, from level 0 'consumer' to 6 'innovator'.

Image: **Engagement Pyramid**



[see more on the [EU DEAR MEAL Guide](#), p. 62-63]

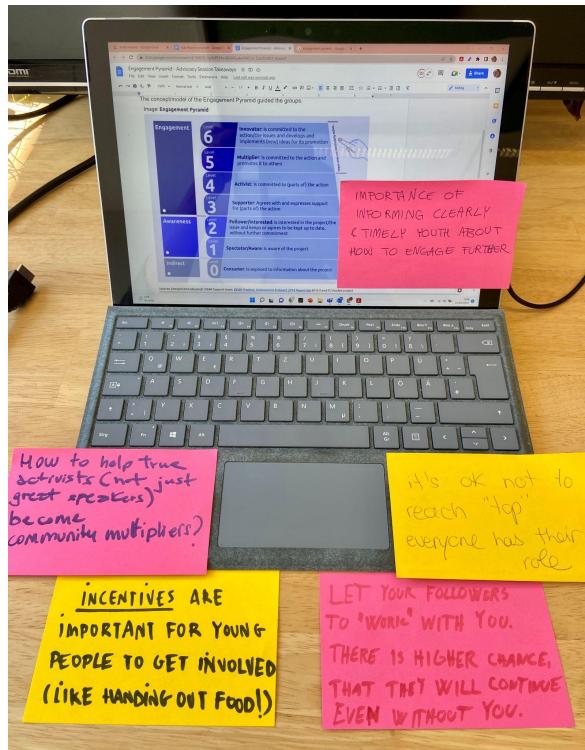
When talking about advocacy, analysis of the top three levels can inspire possible actions that facilitate young people to become advocates of a cause that matters to them:

Level 4: Activist – is committed to the action. Participates in a series of events and actively contributes, attends a public hearing, tries out ideas or resources from the project, makes a public statement of personal support (e.g. writes a letter), and changes consumption behaviours relating to a wide range of items.

Level 5: Multiplier – is committed to the action and promotes it to others. Systematically promotes engagement on specific issues and ideas to friends and acquaintances, to decision-makers, to people in the local community, at school or in the workplace. Takes part in a study tour and disseminates the experience.

Level 6: Innovator – is committed to the action/the cause and develops and implements (new) ideas for its promotion. Works with and reaches out to others to develop and implement new ideas for actions e.g. initiates creative activities/media events, introduces

whole-school approaches, initiates advocacy meetings with decision-makers, contributes to new policy formulations, etc.



Participants shared their stories of how they involved different types of people in their project work and best practices to inspire greater youth engagement. After group exchanges, they noted their key "take-aways" or further questions on post-its. The top points included:

"Incentives are important for young people to get involved!"

"Let your followers 'work' with you. Then they will continue [engaging] - even without you."

"It's ok not to reach the 'top' of the Engagement Pyramid. Everyone has their role."

"How to help true activists (not just great speakers) become community multipliers?"

"Importance of informing young people about how to engage further - clearly and at the right time."

Further readings:

- EC's Joint Research Centre, [Understanding our Political Nature](#), especially chapter 5: "Framing metaphor and narrative" (pp. 45-53).

Peer learning workshop

What is the role of peer learning in GCE? How do DEAR projects use young people's potential as peer educators? What are the different approaches to learning and how do they complement each other?

Peer learning refers to learning processes and programmes based on learning from each other. Peer learning can occur in formal, nonformal, and informal settings. It is based on peers - people in the same or similar situation, experiences or circumstances. The main premise of peer learning is the collaborative and peer-based generation of knowledge and skills through mutual sharing of knowledge, ideas and experiences.

Workshop participants shared their experiences and takeaways from using peer learning approaches in their work. The following takeaways have been collected:

- Although peer learning is also present in formal education, it mostly occurs in nonformal and informal learning settings
- Peer learning can be totally organic and unplanned (informal learning)

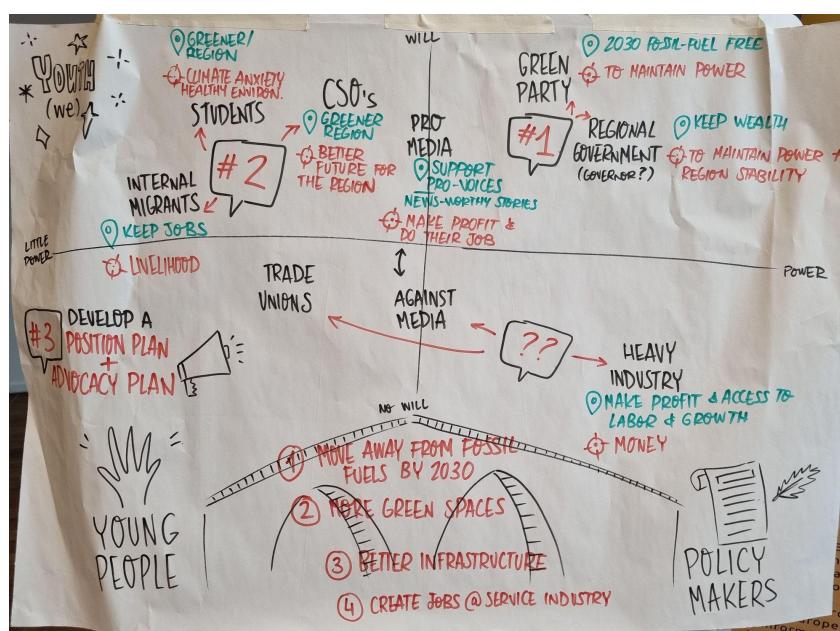
- Peer learning can be planned and structured (nonformal learning)
- Peer learning requires a paradigm shift from meritocracy to egalitarian approaches
- Peer learning is about compassion, empathy and support, all valued and important for today's youth
- Everyone can be a valuable contributor to peer learning, as we all have the potential to learn from each other, and we all have valuable contributions to offer to our peers
- Peer learning approaches are very good for youth participation - they put everyone on the same footing
- Peer learning approaches are growing in importance in GCE, as they strive to be more egalitarian and democratic
- Peer learning approaches are a good expression of solidarity, as you give a voice to everyone and recognise their lived experiences

Peer learning examples:

- Mentoring programmes - young people mentor other young people
- Professional exchange platforms (like this Learning and Development Hub), where professionals share/teach each other

Fossil Fuel Free 2030 Campaign (FFF2030)

The FFF2030 simulation activity aimed at bringing together the perspectives of different stakeholders in the process of policy advocacy in the context of GCE and youth engagement.



Participants engaged in a simulation on campaigning for a fossil-free future in their community. Each group represented a group of young activists mobilised in an EU region and facing different challenges for this goal to be reached. Each group had to analyse the local context, the roles and interests of other stakeholders, map their relationships and list the actions that should be taken to engage them in

contributing to the achievement of the main goal (moving away from fossil fuels by 2030 in their region).

Some outcomes from the regions follow. A group working on a scenario for a heavily industrialised capital region noted the following key advocacy points:

- The importance of getting media onside

- The value of green jobs
- The strategic importance of the service industry to foster green innovation
- The importance of psychological factors: fear of heavy industry vs fear of an unknown green future

A group working on a scenario for an agricultural, scarcely populated region noted the following key advocacy points:

- Divisions within the 'green' community along the lines of energy sustainability sources: e.g. wind, solar and atomic energy need to be reconciled for successful campaigning on joint points of interest
- Some stakeholders can significantly amplify their voices if effective bridges are built with others: e.g. scientists, media, young people

Full workshop outline: [Fossil Fuel Free 2030](#)

FinnWID - Victim or Advocate?



Anna Kuokkanen and Itohan Okundaye from FinnWID presented the 'Toisenlaisia Tarinoita' ('Different Stories') campaign that resulted in significant policy changes in Finland.

The campaign, run by the Finnish NGO FinnWID, showcased the story of a former victim of trafficking from Nigeria and highlighted specifically women trafficking, its root causes, and structural global factors that produce it.

Itohan Okundaye, is herself a human trafficking survivor and provided first-hand evidence on how poverty and poor education exposes young women to human trafficking and how it affects their lives and communities.

The sub-granting scheme of the DEAR project [Frame-Voice-Report!](#) played a role in the campaign as it funded a trip to Nigeria to provide volunteer activists with first-hand experience and to collect materials for campaigning. It then funded several volunteer-led events, seminars and film screenings that raised awareness of the issue. The campaign also involved university students of the faculty of social work. According to a project board member of FinnWID, the grant helped achieve credibility and reliability to establish cooperation with journalists and reach a wide audience.

Campaign materials with journalist articles and training served as input for a meeting with the main national anti-trafficking network with the presence of key ministries and

government agencies. Journalists shared the story in the media, thus reaching around 40% of the country's population.

The campaign contributed to several policy changes. First, human trafficking is now explicitly mentioned in the new Finnish government's declaration. Second, a new government Anti-Trafficking coordinator has been appointed and an action team set up. Finally, new legislation is being prepared to reflect the situation of children of victims of human trafficking and their legal status.

Lessons learnt from the campaign:

- The power of southern voices - not just in the global South but also those in the diaspora
- Be passionate about what you are doing
- Engage volunteers by giving them "real" responsibilities
- Invest in good quality visual material (photographs and graphics) - it attracts your audience's attention
- Anticipate emerging issues to be in the right place at the right time
- Collaborate with journalists to reach a wider audience and advocate for policy changes. It is important to find the right ones.
- Volunteer work can be a great resource, but also has its limits

Further readings:

- The [campaign](#) 'Toisenlaisia Tarinoita' ['Different Stories']
- The presentation with all photos

YPAN: Policy for Youth or *by* Youth?

Jorge Aguado, from the Youth Peace Ambassadors Network (YPAN), facilitated a session focussing on ways in which young people and youth organisations can reach top-level policy-makers to advocate for policy change. It also spoke about the importance of developing a culture of peace among youth organisations by empowering young people, promoting human rights, dignity, equality and respect of diversity through education, advocacy and other nonviolent actions.

YPAN is a group of trainers and educators specialising in human rights, conflict transformation and peacebuilding education. YPAN emerged from a Council of Europe initiative set up in 2011, but has since become a sustainable and youth-led movement in its own right.

In his presentation on approaching policy-makers, Jorge shared the following tips for effective policy advocacy:

- Invite them to your event - public events are where they will be exposed!
- Create trust - it takes time, so start by openly stating your goals, visions and doubts without fear of showing vulnerability
- Create a safe space - for sharing personal views and approaches to serve as ice-breakers for open and continuous communication
- Be honest - state the process and outcomes of the activities to the policy-makers so that

- expectations are managed properly
- Be clear and concise - communication tools can be diverse demonstrations, lectures and more
- Plan in advance - plan your engagement activities in an organised and well-developed plan
- Be prepared - sometimes we do not have time. Be prepared, bring the project in a document or a portable medium; bring your business card
- How are you feeling? They are also human, and they may be under high pressure, so be curious and ask them what nobody has ever asked them :)

Further readings: [YPAN](#)

YouthBank International - Money: Problem or Power?

Vernon Ringland, from YouthBank International, facilitated a session focused on the role money plays in people's lives and the various influences that drive our attitudes and actions with regard to money. YouthBank is a fund run by young people to support practical, youth-led projects that address issues that matter to them to improve their communities. Participants engaged in a short discussion on the role money plays in the lives of youth organisations and young people, followed by a short activity involving pooling and sharing money, as well as joint decision-making on expenditure.



Questions that participants reflected on included:

- What role does money play in your life?
- What does it make possible?
- What problems does it raise?
- How did you learn about money?
- What experiences or relationships helped to create your money story?

As a result of the activity, participants had the opportunity to discuss and choose one of the ideas they generated during the session to be supported with a small, but real sum of money.

After heated discussions, participants took the collective decision to dedicate their joint fund (a modest sum of EUR 80) to finance an idea proposed by a Hub participant: to buy art supplies for young refugees living in Cyprus, giving them a voice and allowing them to interact with the local community despite language barriers.

The idea was selected because of a number of points. It appealed to the group due to the contents and values it brought. It was an idea for a concrete action that would result in stronger links between migrant and local communities, through inclusive, non-verbal communication. It was also praised for its 'implementability' and the ability to offer feedback to the community of 'investors', fostering greater accountability and further engagement.

The participant who proposed the project, Dimitrios, took responsibility for the follow up and will report in a blog post about the developments. Stay tuned on [Cap4Dev](#)

Further readings: [YouthBank International](#)

YPAN - Youth: Learners or Educators?

Desiree Birinci and Jorge Aguado are activists and educators in the Young Peace Ambassadors Network (YPAN). Their session focused on the importance of peer learning approaches in youth work and youth organisations' work.



YPAN is a group of trainers and educators specialising in human rights, conflict transformation and peacebuilding education.

Desiree and Jorge also spoke about the importance of mentoring and peer-led support activities in YPAN's efforts to develop a culture of peace among youth and youth organisations.

The session offered the following tips on peer learning approaches in youth organisations, based on YPAN's experiences:

- Find the focus of your project/network - think of something that everyone can share
- Guidance and peer-to-peer learning are important
- Make your know-how open to everyone (open source knowledge)
- Long-term projects are good for sustainability
- Ask for needs and give space for co-creation to all group members
- Share simple ways to engage everyone - keep the participation threshold low

Guidance is important
(ensuring the peer-to-peer learning)



How do we introduce members to the network?

- Presentation of the network (infopack)
- Peer-meeting
- Project proposal
- Introduction to the network
- Share of know-how

Further reading: [YPAN](#)

Terra Futura - Are we Playing with the Climate?

Young activists from the *Game On!* DEAR project guided the gaming session Terra Futura. [Terra Futura](#) is an engine-building board game with the theme of climate change and its impact on Europe and the global South, created under the leadership of Czech partner 'Na myslí'. Terra Futura is a fast yet strategic game in which different ways lead to victory. But a messy game can easily stop you!

Terra Futura tries to both recreate the functionality of the current development and economic system, as well as give you the option to go for a sustainable development path. The representation of the difficulties to access resources and/or convert them into products are ingrained within the game, trying to portray the challenges countries need to face to achieve sustainable development for their citizens. And, thus, the complexities of what the path forward can be: business as usual? Sustainability? Or something else?



On a planet with limited resources, we should try to make use of materials as efficiently as possible. Thus, join us in building a planet of the future with a self-sufficient economy.

You can purchase the game [here](#). Watch the full [video tutorial](#) of the game.

Communication workshop

The communication session served to collect and exchange communication ideas from and with DEAR projects. It delved into their needs and discussed how to best cooperate and create synergies between DEAR projects and the DEAR Programme communication.

The core of **EU DEAR Programme communication** is summarised as follows:

- **Purpose - Why?** Develop a broader EU DEAR narrative, and highlight the impact of the Programme and its projects
- **Content - What?** Facilitate communication exchanges among DEAR stakeholders and amplify project achievements
- **Channels and timing - Where and when?** Handles and timing to stay in contact with the DEAR Community, the DST, and DG INTPA.

Communication is best when it is fresh - let us know about your work! The DST uses [Facebook](#), [Twitter](#), [YouTube](#), a [website](#) (to be relaunched in the autumn), the European Commission knowledge-sharing platform [Capacity4Dev](#), the DEAR [Newsletter](#), as well as DG INTPA web pages and their social media.

- **Audience - Who?** The EU DEAR Community is the “star audience”

Three separate yet also overlapping questions were addressed by participants. The key findings from the group discussions are summarised below.

WE SHARE - What type of content would you like to receive from the DST?

- Resources (e.g. training material, guidelines, best practices)
- Opportunities, e.g. for training
- Event invitations
- List and/or map of DEAR projects and partners

Participants also felt that on- and off-line face-to-face connections would help and suggested a DEAR dedicated communication meeting every few months.

YOU SHARE - What would you like the DST to promote to the EU DEAR Community?

- Activities that can impact policy and are linked to the Programme’s values
- Event invitations, photos, videos
- Project data and stories that show impact
- Calls for expertise and/or helping each other to find more relevant partners to join the project.

YOU EXCHANGE - What would you like to exchange with other projects?

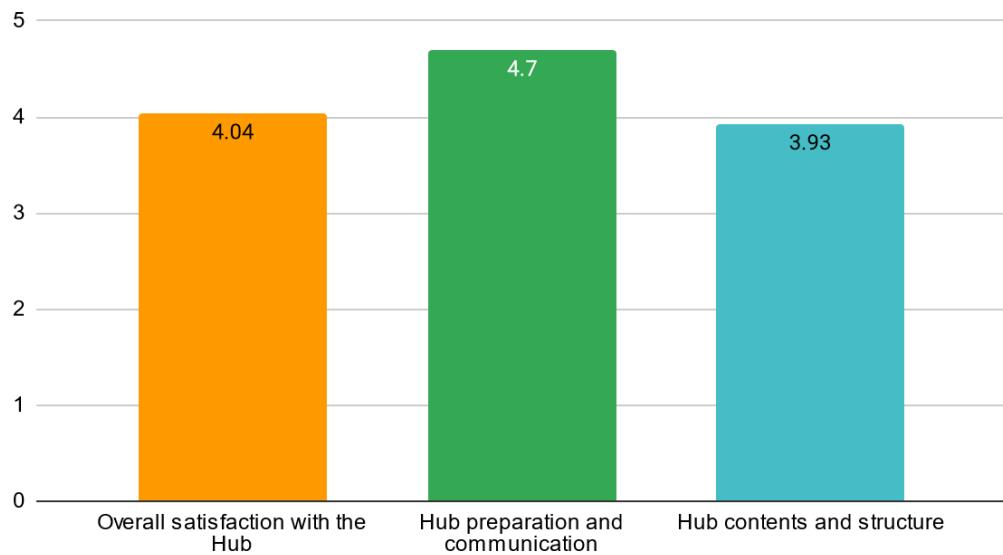
Any information useful to increase reach, response rates, use, attendance and/or the number of submissions for projects’ activities, e.g. for TedX talks and podcasts, surveys, game applications, calls for proposals for sub-granting schemes and invitations to local events (for partners in the same city/country to spread the word and attend).

As to COMMUNICATION CHANNELS:

- Facebook and Twitter are considered the most effective tools to share material and content among projects and to create communication connections and synergies.
- Instagram is not considered a useful channel for most DEAR Programme communication. As it concentrates on images and messaging, it has limited space for information exchange. (Opinions however diverged on this point. Some found great potential for Instagram DEAR exchanges, e.g. via link trees).
- The DEAR Programme website should provide an overview of the EU DEAR Programme and its projects. It should act as a “collective platform for information, background and core data on the projects”. In addition, it could help with partner searches and also explain how projects are selected for funding.

To note: DEAR Programme communication does not address broader audiences directly, but serves to amplify a project’s work by “asking” other projects to share with their audiences.

Policy Advocacy Hub - Evaluation Summary



A total of 27 evaluation responses have been received, including participants and guest speakers.

Overall satisfaction - key takeaways

- Overall satisfaction levels with the Hub were high to very high, with an average score of 4.04
- Young people's direct participation in the Hub was greatly appreciated by most participants
- Many participants were appreciative of the overall experience, but wanted to learn more, and signalled that they wanted to delve deeper into some of the topics touched upon
- Some participants felt they did not learn enough about other projects

Overall satisfaction - quotes

"I think that it was an incredible experience for me, but I thought that there would be more young people."

"It was nicely planned, and we achieved a lot despite its short duration. Both the logistics and the content were very well arranged, so everything felt very smooth"

"I am very satisfied with the fact that it was organised, the atmosphere of the program, well-selected case studies, the possibility to meet also with people from EC, young people being part of the meeting and fun. I would appreciate more space for young people to talk/ share their experience with the topics (participation, climate change, etc.) - sometimes it was hard for them to speak next to very experienced project managers. I would also like to know more about specific project activities and outputs from other partners"

Preparation and communication - key takeaways

- All participants appreciated the content preparation and logistical assistance provided
- Some participants suggested that staying in the same venue would have been better for networking and team-building

Preparation and communication - quotes

"Despite the difficulties of the current situation (postponing the activity, etc.) everything was clear, smooth and well communicated in advance"

"I think that the team was very good at organising everything, both with the location/ logistics and our travel tickets: everything worked very well and the team was always kind and available."

"All e-mails were useful, but there was a lot of information. Plane tickets are very useful, it would be good to stay at the same hotel."

Contents and structure - key takeaways

- Most participants appreciated the Hub atmosphere and cooperation during the event
- Many participants underlined that in-person events have an advantage over online events due to 'Zoom fatigue'
- Some participants suggested that fewer activities and more time for debriefing, reflection as well as networking would have been more impactful
- Little time and space for discussion about the facilitator role, stakeholder mapping/analysis is a basic exercise for some of the staff involved and a bit too advanced in this form for youth/activists who joined the hub.

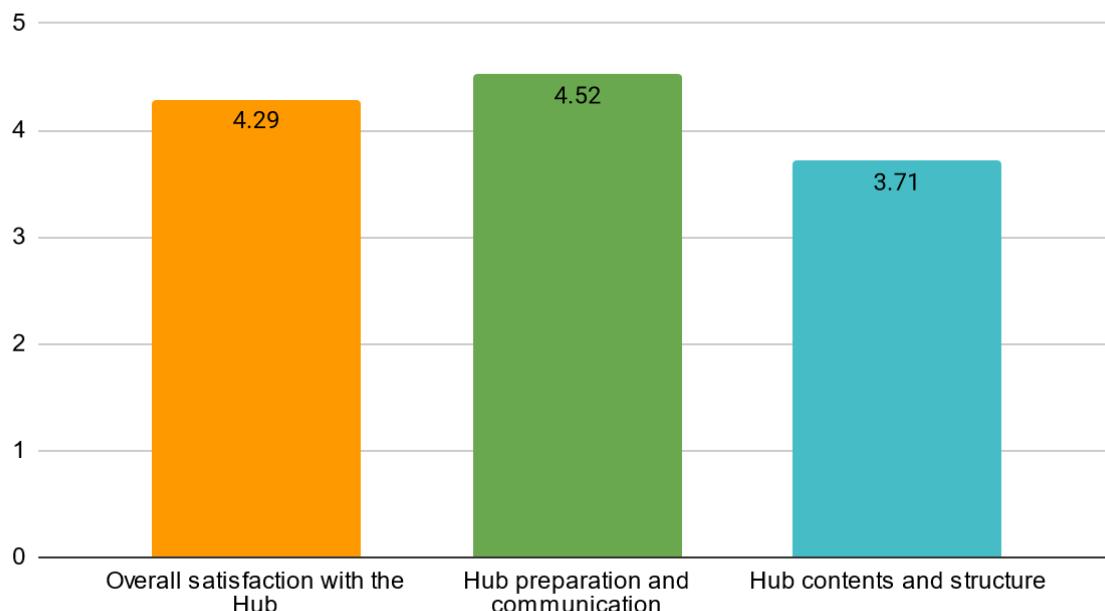
Content and structure - quotes

"List of participants should have been sent to all, as well as preliminary info about other projects. Projects should have been invited to bring materials, flyers, posters, etc"

"Little time and space for discussion about the 'facilitator role', stakeholder mapping/analysis is a basic exercise for some of the staff involved and a bit too advanced in this form for youth/activists who joined the hub."

"I think it was great to be together. I really enjoyed that we have never been "passive learners" but we have always been actively engaged. The DEAR team was amazing, they have been all very kind and able to involve us for the whole Hub. The group works have been useful."

Peer Learning Hub - Evaluation Summary



A total of 21 responses have been recorded.

Overall satisfaction - key takeaways

- Overall satisfaction levels with the Hub were very high, with an average score of 4.29
- Young people's direct participation in the Hub was greatly appreciated by most participants
- Many participants were appreciative of the overall experience, but wanted to learn more, and signalled that they wanted to delve deeper into some of the topics touched upon
- Some participants felt they did not know enough about other projects

Overall satisfaction - quotes

"The overall experience was unexpectedly satisfying. Every part of the schedule was organised in such a way that the participants could be active members of it. What was impressive was the fact that the people from different projects had the safe space to discuss in a kind of informal environment, so their discussions were more effective because they were more honest, relaxed and willing to share."

"It was so nice to see people after 2 years at the home office! The atmosphere at the event was really nice and encouraging, good that 'safe space' was emphasised."

"I think the sessions were mostly interesting and it was great to get to know other people & projects to some extent. However, maybe in future, it would be nice to have more time dedicated to sharing between the projects"

Preparation and communication - key takeaways

- All participants appreciated the content preparation and logistical assistance provided
- Support in purchasing travel tickets was particularly welcome

Preparation and communication - quotes

“Really good preparation and scheduling. The communication during the preparation was excellent, we were informed about what we need to follow in every single step.”

“The communication was very fluid, however, I think that the brainstorming of ideas could be more efficient (with [Wooclap](#) maybe). It would be great to be able to propose ideas anonymously”

Content and structure - key takeaways

- Most participants appreciated the Hub atmosphere and cooperation during the event
- Many participants underlined that in-person events have an advantage over online events due to ‘Zoom fatigue’
- Some participants suggested that fewer activities and more time for debriefing and reflection as well as networking would have been more impactful

Contents and structure - quotes

“I sometimes felt as if my opinion was not always met with the greatest attitude like some people had predetermined beliefs of how this young person can tell me what I should change or improve. Yet, others really valued my input.”

“The fact that the Hub was so interactive made connections with other people very easy.”

“I was hoping for more opportunities to share good practices on youth engagement. Many of the organised sessions didn't have enough time for this or the focus was something else.”

Further reading

- For a full picture of participants’ experiences, read the [article](#) by MindChangers

Participants list (both Hubs)

Name	Surname	DEAR project	Affiliation
YOUTH ENGAGEMENT & POLICY ADVOCACY HUB			
Jana	Bilinova	1PLanet4All	People in Need
Katerina	Gabrielova	1PLanet4All	People in Need
Veronika	Endrstova	1PLanet4All	People in Need, Varianty PIN VAR
Matous	Janak	1PLanet4All	People in Need, Varianty PIN VAR
Roxolana	Sobotova	1PLanet4All	People in Need, Varianty PIN VAR
Willem	van Dam	ClimateAct	Oxfam Novib
Tim	Zijlstra	ClimateAct	Oxfam Novib
Jessica	den Outer	ClimateAct	CAN Europe
Jacopo	Bencini	ClimateAct	Italian Climate Network
Marc-Olivier	HERMAN	ClimateAct	Oxfam
Emanuela	Vita	Food Wave	Comune di Milano
Sara	Marazzini	Food Wave	ACRA's Italy and Europe Programmes coordinator
Andrea	Calori	Food Wave	ESTà
Ottavia	Pieretto	Food Wave	Slow Food Youth Network Italia
Paula	Puche Bernal	Food Wave	Centro de Innovación en Tecnología para el Desarrollo (itdUPM)
Kristina	Mänd	I am European	NGO Mondo
Lukas	Osvald	I am European	Človek v ohrození (People in Need Slovakia)
Aura	Alarto	I am European	Taksvärkki ry
Olalla	Gonzalez	I am European	MTÜ Shokkin Group (MTÜ Mondo subgrantee)
Elżbieta	Krawczyk	I am European	Centre for Citizenship Education Foundation
Carmen	Novas	People & Planet	Fondo Galego de Cooperación e Solidariedade
Andreia	Oliveira	People & Planet	IMVF
Carolin	Harscher	People & Planet	finep
Carla	Cruz	People & Planet	Câmara de Loures
Icía	Río Fernández	People & Planet	YACC Oleiros - Fondo Galego

Name	Surname	DEAR project	Affiliation
YOUTH ENGAGEMENT & PEER-LEARNING HUB			
Giulia	Randazzo	Mindchangers	Consorzio delle Ong Piemontesi
Nicola	Pignatelli	Mindchangers	Regione Piemonte
Béatrice	Minh	Mindchangers	Fédération Wallonie-Bruxelles
Sanaa	Afouaiz	Mindchangers	Womenpreneur
Chiara	Cecchin	Mindchangers	Womenpreneur
Amina	Abene	Mindchangers	ULB Student
Despina	Cochliou	#ClimateOfChange	University of Nicosia Research Foundation
Dimitrios	Papadakis	#ClimateOfChange	University of Nicosia Research Foundation
Alisia	Jordanou	#ClimateOfChange	University of Nicosia Research Foundation
Natalia	Lupi	#ClimateOfChange	WEWORLD
Eva	Izquierdo	#ClimateOfChange	EEB
Thor	Morante Brigneti	Game on!	CEEweb for Biodiversity
Andras	Szstaniszlav	Game on!	PersonaR
Petra	Novotná	Game on!	Na Mysli
Eglé	Juškevičiūtė	Game on!	Lithuanian Fund for Nature
Adriana	Brossmannova	Game on!	BROZ
Katja	Lähdesmäki-Jo sefsson	Eat4Change	WWF Finland
Eeva-Maija	Kakko	Eat4Change	WWF Finland
Georgina	Weinhart	Eat4Change	WWF Austria
Violette	Bernaux	Eat4Change	WWF
Sara	Saukkonen	Eat4Change	WWF Finland
Gudrun	Glocker	OFOF / Go EAThics	Südwind
Stefanie	Neumann	OFOF / Go EAThics	Christliche Initiative Romero e.V. (CIR)
José María	Iglesias Iglesias	OFOF / Go EAThics	MIJARC Europe
Isabel	Rutkowski	OFOF / Go EAThics	MIJARC Europe