



netWorked Youth Research for Empowerment in the Digital society

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WYRED Delphi Study

Results Report

Prepared by TAU, September 2017

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1. Introduction

This report presents the results of the WYRED¹ Delphi study, the main objective of which was to identify and prioritize key areas of interest for young persons, and to provide additional insights regarding their involvement in decision making related to their concerns, attitudes and perceptions. The study was carried out during May-June 2017.

The Delphi method has been widely used in different areas, for the elicitation of experts' opinions on a certain subject, by means of an iterative anonymous group interaction. It involves repeated (multi-round) polling of individuals, in each round feeding back anonymized responses from earlier rounds. The idea is that such a process allows for better judgements to be made without undue influence from “high-status advocates”, thus circumventing problems such as “follow the leader” tendencies of face-to-face exchanges and the reluctance to discard previously stated opinions.

Although originally aimed at technology forecasting and on reaching a consensus among experts, later applications did not necessarily focus on technology and consensus, and the method became a social research technique for obtaining a reliable group opinion². Over the years various variants of the method have been developed, such as *Policy Delphi* - for obtaining, exchanging, and developing informed opinion (of a group of participants) on policy-related issues. This variant of Delphi has been used, for example, in the field of education in order to identify intended and unintended consequences of educational policy³. It has also been used recently involving children (in this case considered as experts on matters pertaining

¹ F. J. García-Peñalvo, The WYRED Project: A Technological Platform for a Generative Research and Dialogue about Youth Perspectives and Interests in Digital Society, *Journal of Information Technology Research, Volume 9, Issue 4*, pp. vi-x, (2016).

F. J. García-Peñalvo, WYRED Project, *Education in the Knowledge Society, Volume 18, Issue. 3*, pp. 7-14, (2017). doi: 10.14201/eks2017183714.

F. J. García-Peñalvo and N. A. Kearney, Networked youth research for empowerment in digital society. The WYRED Project, *Proceedings of the Fourth International Conference on Technological Ecosystems for Enhancing Multiculturality (TEEM'16) (Salamanca, Spain, November 2-4, 2016)*, F. J. García-Peñalvo, Ed. pp. 3-9, New York, NY, USA: ACM, 2016. doi: 10.1145/3012430.3012489

² C. Okoli and S.D. Pawlowski, The Delphi method as a research tool: an example, design considerations and applications, *Information & Management Volume. 42, Issue 1, December 2004*, <https://doi.org/10.1016/j.im.2003.11.002>

³ R. A. Manley, The Policy Delphi: a method for identifying intended and unintended consequences of educational policy, *Policy Futures in Education, Volume 11 Number 6 (2013)*

to children's lives) in so-called "Children Delphi", to explore children's perceptions of the nature and content of intervention programmes⁴.

According to the WYRED project workplan, two Delphi surveys, one among young people and the second among stakeholders, were carried out within WP4 (Building the WYRED network). The results of the Delphi study provide valuable inputs to the subsequent social dialogues in which these issues will be explored further in detail.

2. The WYRED Delphi: Method, questions and results

2.1 Method

The WYRED Delphi study consisted of two surveys: one aimed at young people and one aimed at relevant stakeholders. According to the Delphi method, each survey involved two rounds of online questionnaires; for each survey, different questionnaires were developed for the first and for the second round.

The first round consisted of one closed question (rating the most important issues of concern for young people) and additional open questions dealing with ways of engaging young people in decision making and the benefit to society of such engagement. An important input to part of the questionnaire was a preliminary survey among stakeholders, carried out in a preceding stage of the project.

The second round consisted of closed questions that were formulated based on responses submitted by the participants in the first round. In this way, the participants in the second round responded to the ideas obtained in the first round, in line with the concept of iterative group interaction, which is the heart of the Delphi method. All the questions as well as other details can be found in the next section. The full text of the questionnaires is included in Appendix 1.

The surveys were run in May-June 2017. The questionnaires were accessible online, in six languages according to the WYRED partner countries: English, Spanish, German, Italian, Hebrew and Turkish. Potential participants were invited via-email by the respective partners. For privacy protection, each invitee received a personal code to be inserted in the online form while filling-in the questionnaire.

⁴ E. Benninger and S. Savahl, The Credchildren's Delphi: considerations for developing a programme for promoting children's self-concept and wellbeing, *Child and Family Social Work* 2016

2.2 First round

2.2.1 Young Persons survey – 1st round:

Demographic information:

206 young people participated in the first round.

Respondents by country:

Country	Responses	Percentage
Austria	62	30.1
Belgium	1	0.5
UK	45	21.8
Israel	42	20.4
Italy	15	7.3
Spain	24	11.7
Turkey	17	8.3
Total	206	100.0

Respondents by country of birth: 22 countries

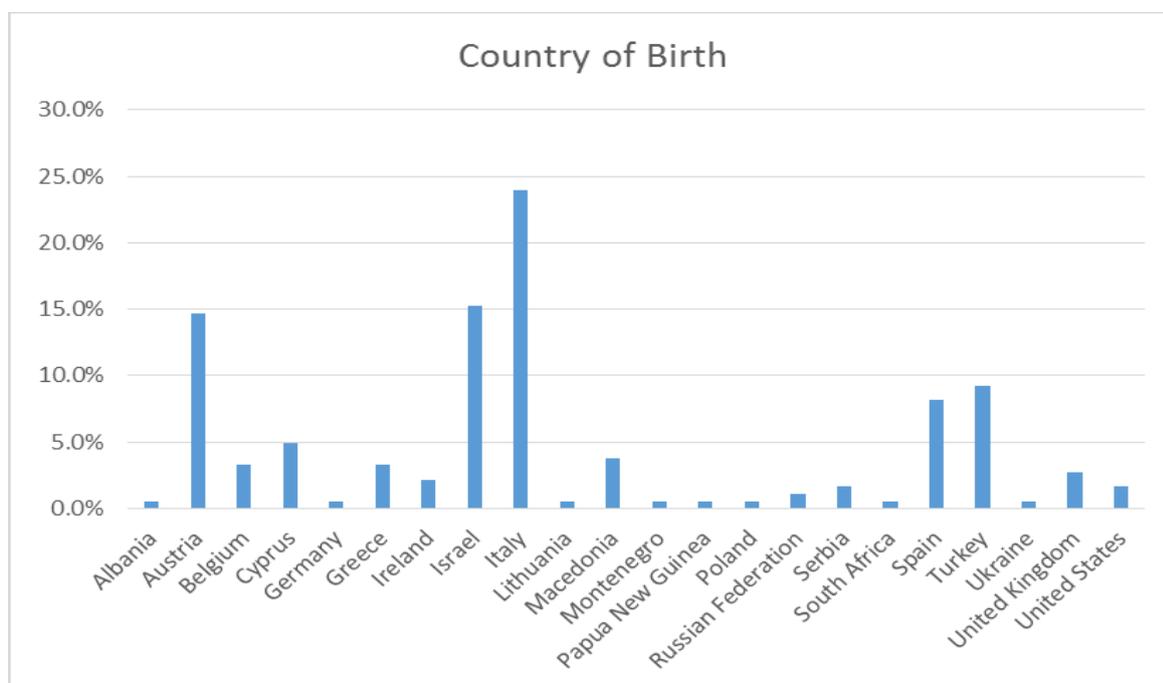


Fig. 1 Country of birth

Respondents by gender and age: 65% are female and the average age is 18. The biggest age group is 16-20 years old.

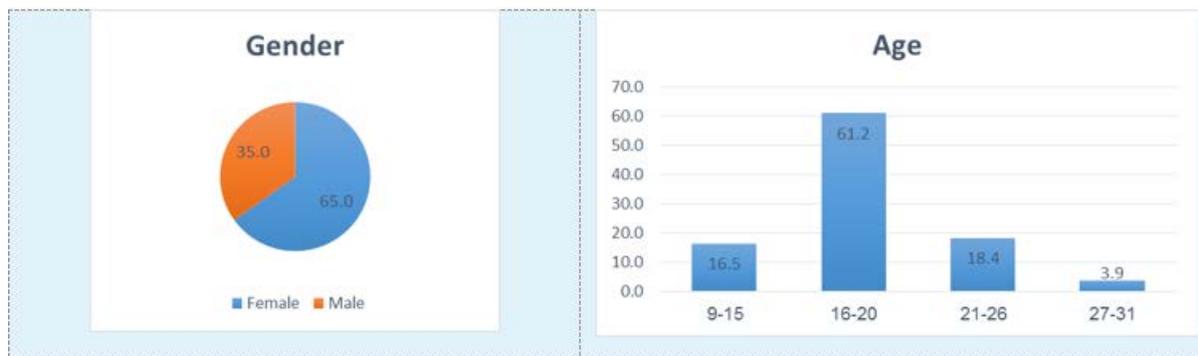


Fig. 2 Gender, young people 1st round

Fig. 3 Age, young people 1st round

Respondents by level of education: most of the participants (69%) are in the lower or upper secondary level of education.

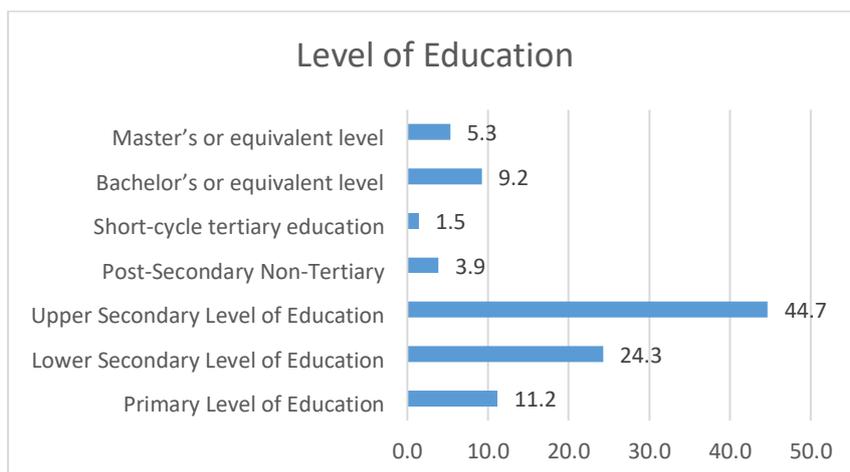


Fig. 4 Level of education, young people 1st round

Respondents by current activity: most of the young people (77.7%) are students in formal education.

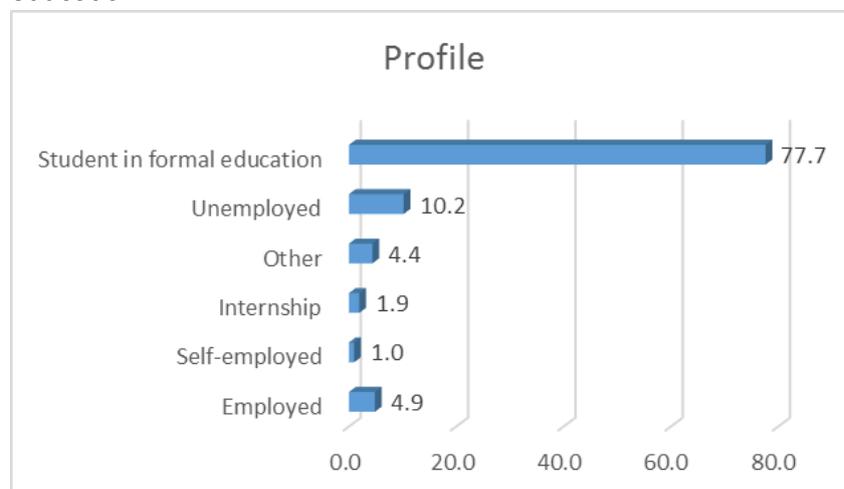


Fig 5 Profile, young people 1st round

Question 1: Most important issues that concern young people

The respondents were asked: What are the issues related to young people that you consider most important and you think that in our project we should deal with them? You may select issues from the following list of issues and/or add your own.

Please rank each issue by its importance (1=Not important, 2=Slightly important, 3=Moderately important, 4=Important, 5=Very important)

1. Necessary changes in education (e.g. future-oriented education)
2. Gender stereotypes / discrimination
3. Self-image, self-confidence
4. Employment prospects
5. Media literacy: Reliability of information on the Internet and social media
6. Internet safety & privacy
7. Cyber-bullying, shaming
8. Tolerance to different cultures/opinions
9. Causes of stress among young people
10. Adults misunderstanding of young people
11. Integration of migrants/refugees in schools and in the society
12. Roles of parents, friends and peer groups

Results:

In the first round, the most important issue for young people is **Self-image, self-confidence** (4.17), followed by **Tolerance to different cultures/opinions** (4.14) and **Necessary changes in education** (4.09). The least important issue is **Roles of parents, friends and peer groups** (3.48).

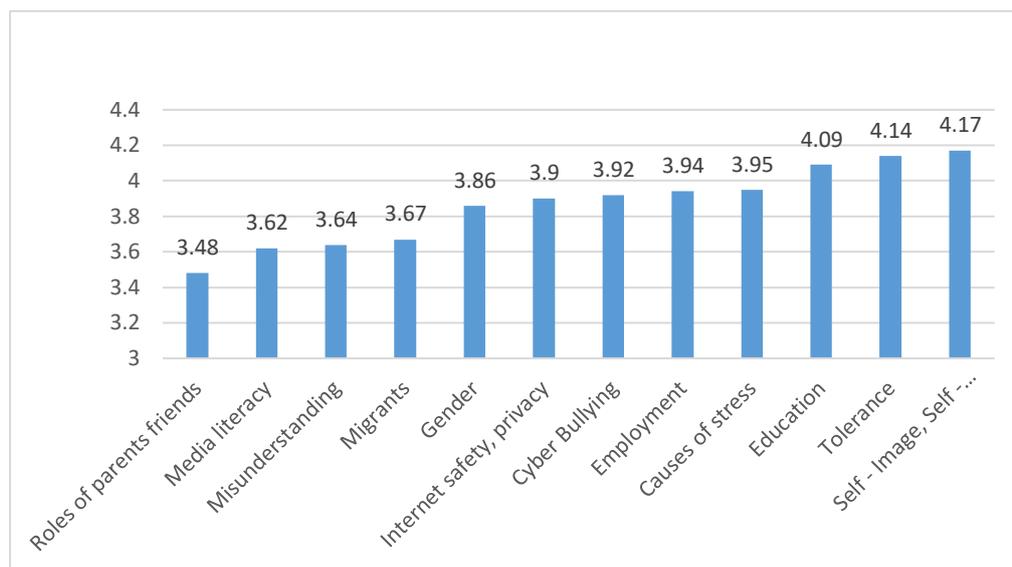


Fig. 6: Issues rated by importance (based on young people responses, 1st round)

Several additional issues were suggested by young respondents in free text, as follows⁵:

- *Discourse based on listening and not incitement*
- *Alternative to matriculation exams*
- *exam anxiety; school stress*
- *Expanding the curriculum: Women empowerment, abusive relationships: mental abuse*
- *Volunteering and contribution to the community;*
- *Accepting the LGTB community.*
- *The place of national culture in education;*
- *Veganism;*
- *Ecology, climate change*
- *Over-digitalization, food waste, pollution of the seas. Abolishment of atomic power;*
- *Future technologies, development of technologies to make people's life easier;*
- *biotechnology, gene-technology and their impacts;*
- *Design of leisure time;*
- *youth often are not taken serious by teachers;*
- *No job chances without school exams;*
- *Education in fields not covered by schools: sexual orientation apart from the heterosexual spectrum, finding ones identity and acceptance by oneself and others, hate postings, etc.*
- *Sexuality, crime*

⁵ The phrasings have been slightly edited, some similar ideas have been combined and unclear texts have been omitted.

- *Connecting with different countries or cultures*
- *Animal rights*
- *Mobbing;*
- *No more refugees!*
- *Security in Mobile Phones*
- *Free Internet access everywhere;*
- *Respect of others; Show respect to others*
- *Suicide, self-harm, eating disorders;*
- *Mental illnesses; Anxiety or Depression* (quotation from one response: *“find a way to help. It can cause young persons to not be able to interact with their own age group as they do not understand fully that one could hear things ... it makes it hard for a young person like myself to interact with others.”*)
- *Depression and suicide; Werther effect or copycat effect*
- *Sending inappropriate images;*
- *Protecting websites so that things are not changed without the person knowing.*
- *Training on use of internet*
- *Re-education and rehabilitation of socially deviant YP: methods to reintegrate of individuals in society, preventing exclusion from collective daily and social life;*
- *Consequences of using drugs;*
- *Social communication skills for YP;* (quotation from one response: *“We teach language and literature, but we do not teach how to use it. YP are not explicitly taught negotiation skills, active listening, empathy, etc., which are the cause of problems not only with adults, but also with their peer group. This fact causes episodes of violence, low self-esteem, anxiety, not knowing how to ask for help, etc.”*)
- *Alcoholism, drug addiction, etc.,*
- *Child and juvenile health*

Based on the above suggestions several new issues were selected and added to the list of issues in a similar question in the second round of the survey.

Question 2: Best ways to engage young people in decision-making

What are the best ways to engage young people like yourself in decision-making? (open question)

Results:

The full text of all answers submitted by the young respondents can be found in Appendix 2. Analysis of the answers shows that the most frequent responses are related to the following ideas:

Surveys/questionnaires, direct communication with decision makers (including face to face meetings), accessibility to information about decision-making processes, participation in relevant forums/committees, discussions on social media, convincing young people that their views are seriously considered, and making use of relevant youth organizations (e.g. student councils).

We quote here some selected, relatively detailed answers:

- *It is important to show the youth that somebody wants to hear their opinion, and not only slander the young generation. To create youth circles outside the bubble of each school, council, etc. - to see the "unified diversity" as a starting point to making statements."*
- *"Something fundamental in education (at home and in school) causes teenagers not to want to act for the better... I look at my class (12th grade) ... horrified to see how selfish people can be. Makes me wonder how it was created.... I don't think all these children are selfish and wicked, but rather that their parents or teachers missed something. With better educational process (unfortunately I cannot describe exactly) they will become more aware and caring. ... The good grades that students aspire to are at the expense of social action and striving for change. ...Even if you want to change and influence during the 4 years in high school, you see that you cannot. ...The most important thing to bring YP into involvement is a very important change in the principle of education and it should take place in the school. What they experience in schools affects the way how they will make future decisions. Every activity that stems from pure caring must be consciously nurtured and encouraged".*
- *Strategies of active participation with recognitions for the work done and a direct engagement among participants*
- *Nuclei self-managed by YP in representative structures that have decision-making power in city councils and other forms of local / provincial / state government*
- *Kind of youth parliament, connected to the regular parliament*
- *Through 101 philosophy classes, teaching formal logic and engaging students in logical problems encouraging independent thinking and challenging what they are told to think or what is popular consensus, and the importance of rational engagement and debate and discussion between students as well as between students and teachers*
- *Making YP feel that their views and opinions are valued. A good way to do this is at schools, through group discussions and student parliaments. Also, if people of some 'power', such as the local council, visit schools in their community and speak to the students about the issues that matter to them, it could help engage YP by making them feel that their ideas are welcomed.*

Question 3: Betterment of society by listening to young people

Please indicate your opinion regarding the following statement: "The society in the year 2030 will be much better if the voice of young people is heard by decision makers today." (1=completely disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=completely agree).

Results:

Fig. 7 shows that most participants (78.1%) agree or completely agree with the statement that the society in the year 2030 will be much better if the voice of young people is heard by decision makers.

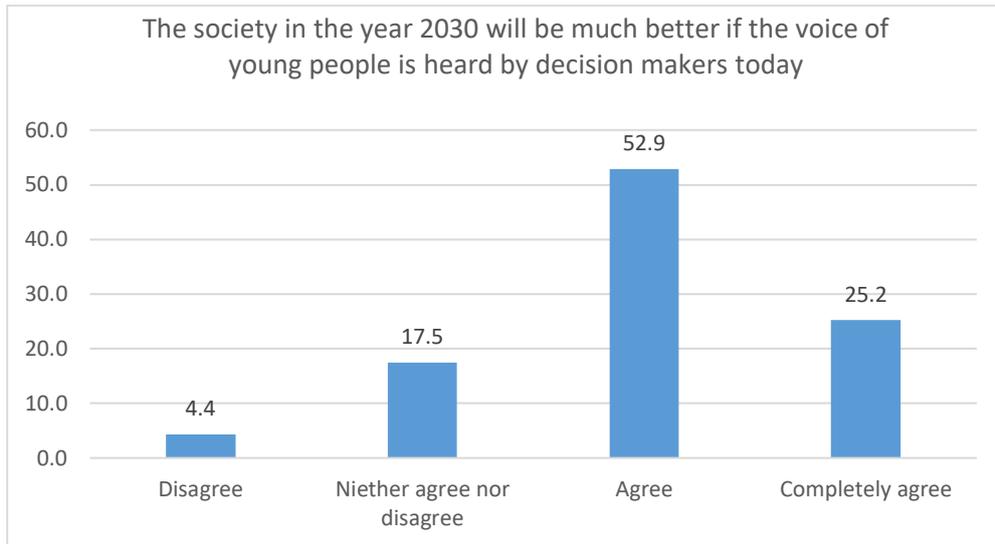


Fig. 7: Betterment of society – agreement (young people, 1st round)

A noticeable gender-related difference can be seen in Fig. 7a below, which shows the percentage of male vs. female respondents in each level of agreement.

It is noteworthy that among those who disagree that the society will be much better if the voice of young people is heard by decision makers, most (78%) are male respondents, while most of those who agree are female respondents.

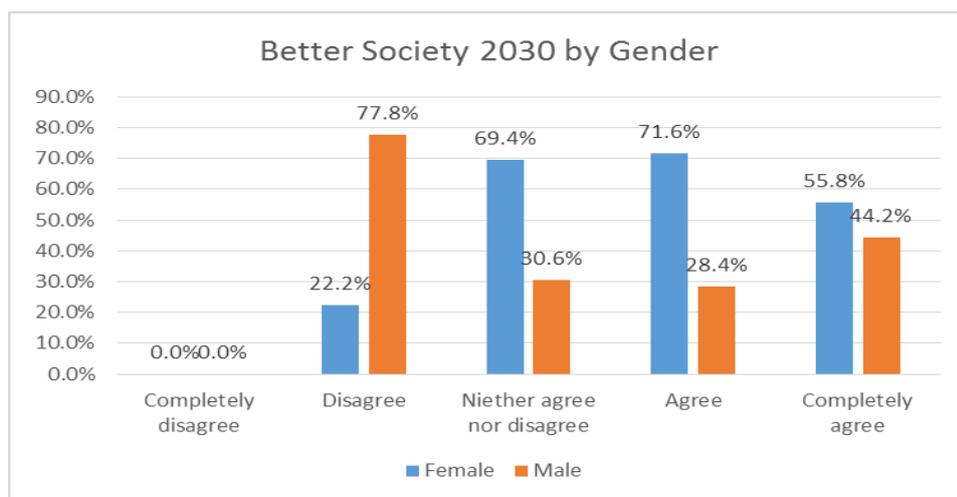


Fig. 7a: Betterment of society – by gender (young people, 1st round)

Question 4: Potential benefits to society if young people's voices are heard by decision makers

In what way the society in the year 2030 will be different/better if the voice of young people, like yourself, is heard by decision makers? (open question)

Results:

The full list of answers submitted by the young respondents can be found in Appendix 2. Analysis of the answers shows that relatively frequent responses are related to the following ideas:

More tolerance and openness to different cultures and opinions; More attentive, inclusive and enlightened society; more innovative solutions to many problems (based e.g. on insights of YP and their familiarity with new technologies); A fairer society, more suited to YP needs, improved education system; better treatment of environmental issues; more chances to elect responsive and talented politicians. Several respondents answered that the society will not necessarily be better.

We quote here some interesting and/or relatively detailed answers:

- *Greater openness to the different, and the creation of an international society that is more accepting... Listening to young people's opinions will encourage the development of such a society, increase the international ties on which we depend*
- *More adapted to the population that will constitute the majority in 2030 - that is, today's youth. YP are more aware of the technological developments and social changes taking place today, and therefore, if decision makers listen to them, they will create a system that is more suited to these changes. Bold in cutting-edge steps when adapting modern ideas*
- *More understanding, tolerance towards different political parties, societies and cultures;*
- *In 2030 society COULD BE better, thanks to the voice of YP who think like me. They demonstrate strength, culture, energy, curiosity, ideas and the willingness to do, to progress, to create and improve. This could be one of the possible incentives for development of future society. It could lead to the integration of differences. With sharing political ideas there's hope for a positive change in future society.*
- *The society will be more suitable for YP who have decided that the world will be shaped according to their worldview and how they think it is right to act and live. **But that does not mean that society will necessarily be better.***
- *The young generation is more open-minded and therefore can think of better solutions to existing problems. If YP get a more central place decision-making, they will be able to learn better, to achieve more significant achievements and be more able to improve the world. This will enable a much higher technological advance, better diplomatic relations (after all, youth are less politically fixated, so that they can conduct more efficient negotiations and perhaps find solutions that adults do not see), and will allow greater progress in all areas. While teenagers learn how to memorize irrelevant facts, we can learn skills that will really change the world. Because of the obsessive attempt to evaluate people in a way that will allow them to be placed in future jobs, the world has forgotten that the youth must be prepared for the future so that they can create a better future for the youth that will follow.*
- *Not at all better, because many young people are very uneducated;*
- *It will be more modern, when the young people design it themselves;*

- The incorporation of technology to fields hitherto not explored in depth such as education, bureaucracy, etc.

2.2.2 Stakeholders’ survey – 1st round:

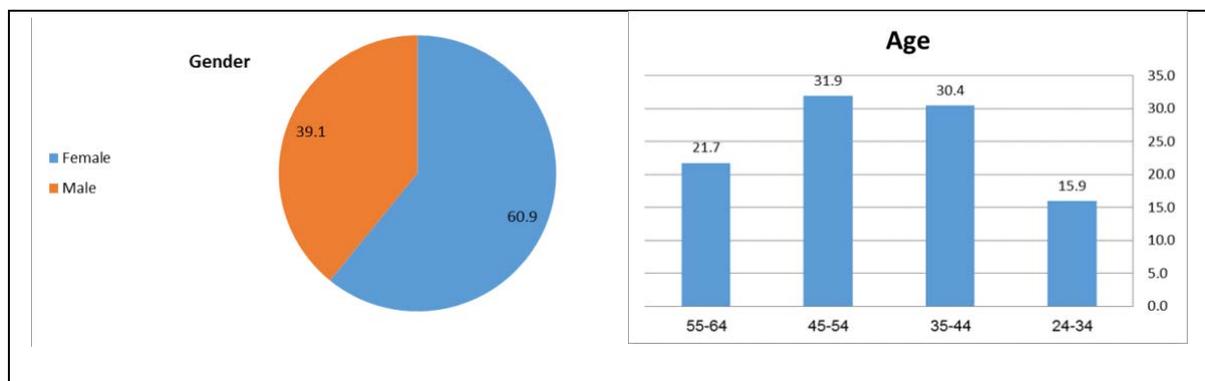
Demographic information:

69 stakeholders participated in the first round.

Respondents by country:

Country	Responses	Percent
Austria	7	10%
Belgium	3	4%
UK	14	20%
Israel	13	19%
Italy	11	16%
Spain	12	17%
Turkey	9	13%
Total	69	100.0

Respondents by gender and age: 60.9% were female and the average age is 45.



Respondents by education level: Most of the participants (65.2%) have higher education level: Master's (40.6%) and Bachelor's or equivalent (24.6%).

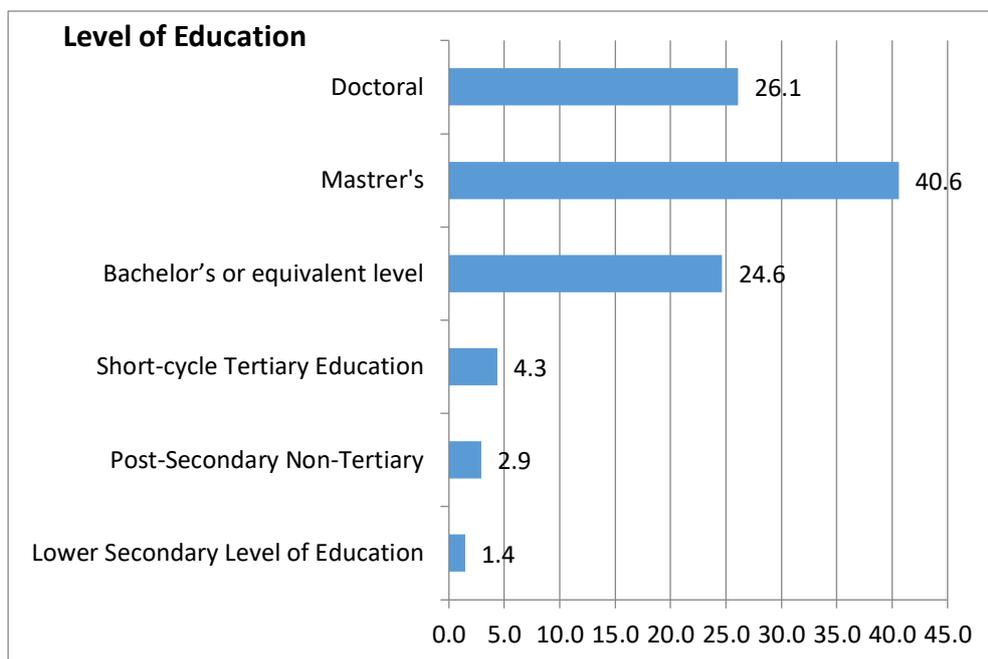


Fig. 10 Level of education, stakeholders 1st round

Respondents by area of employment: Most of the participants (55%) are from the education area.

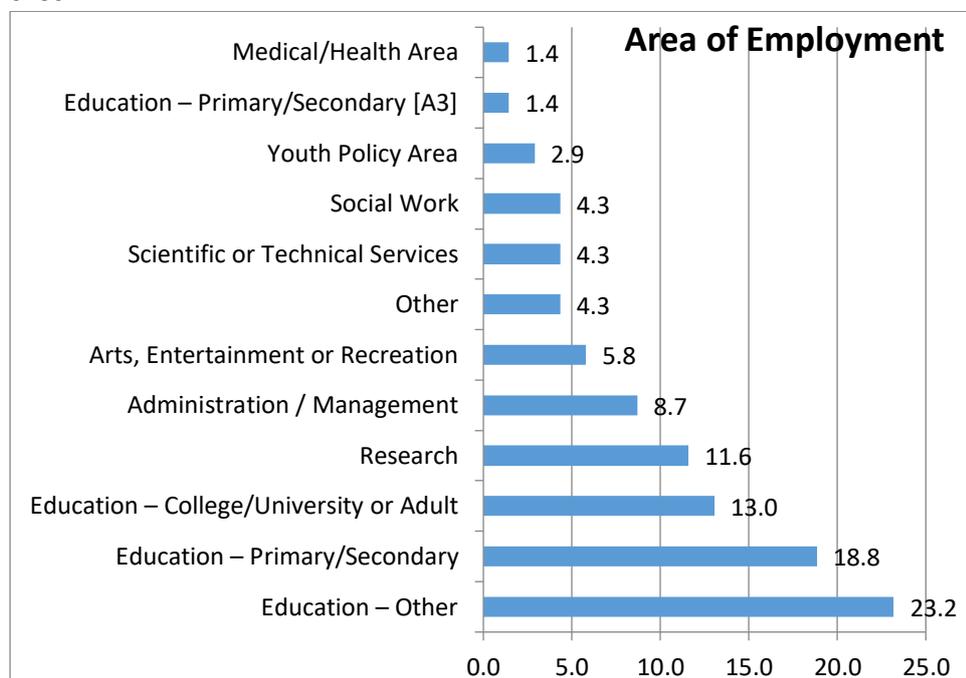


Fig. 11 Area of Employment, stakeholders 1st round

Respondents by actual current position:

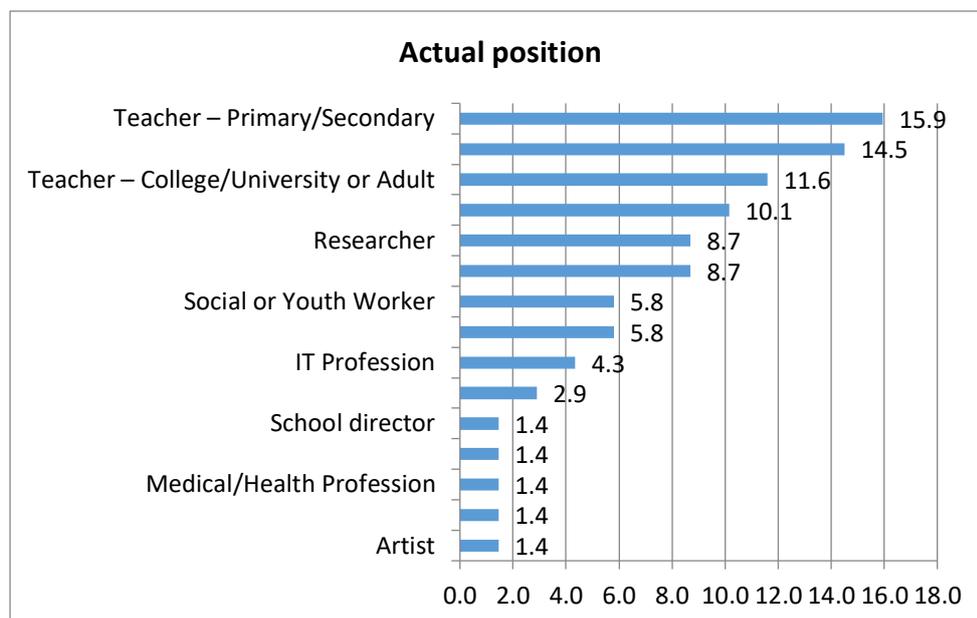


Fig. 12 Actual position, stakeholders 1st round

Question 1: Most important issues, which concern young people

The stakeholders were asked: Taking into account your experience working with young people, what are the most important issues that concern them and you think that in our project we should deal with?

The following issues have been identified by stakeholders in a preceding survey. Please add more if necessary. Please rank each issue by its importance (1=Not important, 2=Slightly important, 3=Moderately important, 4=Important, 5=Very important)

1. Necessary changes in education (e.g. future-oriented education)
2. Gender stereotypes / discrimination
3. Self-image, self-confidence
4. Employment prospects
5. Media literacy: Reliability of information on the Internet and social media
6. Internet safety & privacy
7. Cyber-bullying, shaming
8. Tolerance to different cultures/opinions
9. Causes of stress among young people
10. Adults misunderstanding of young people
11. Integration of migrants/refugees in schools and in the society
12. Roles of parents, friends and peer groups

Results:

According to the stakeholders' opinion in the first round, the most important issue for young people is **Self-image, self-confidence** (4.23), closely followed by **cyber-bullying and shaming** (4.20) and **Tolerance to different cultures/opinions** (4.12). The least important issue is **Adults misunderstanding of young people** (3.23).

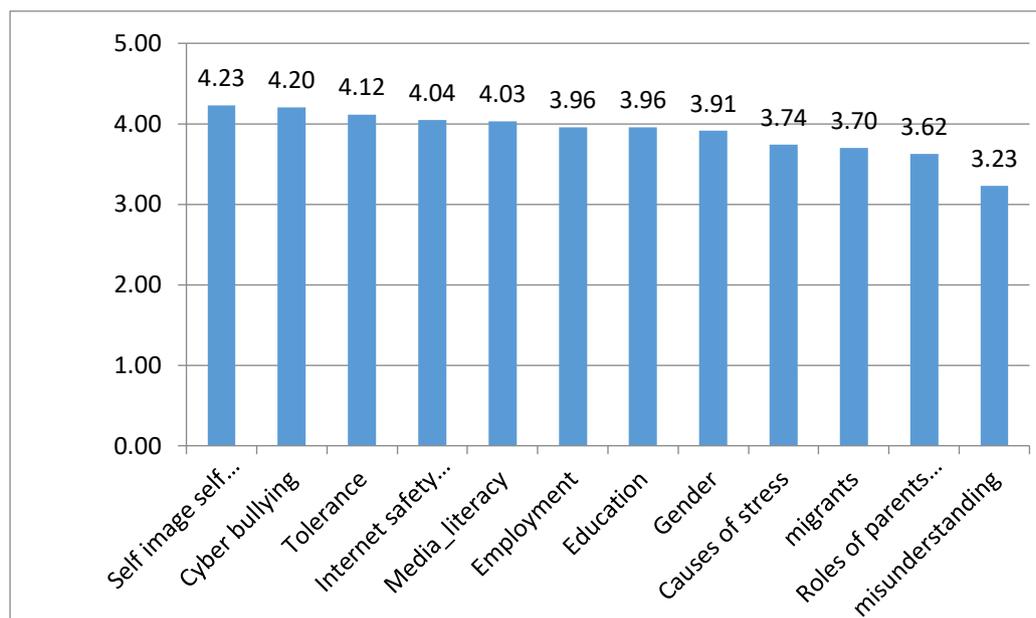


Fig. 13: Issues rated by importance (based on stakeholders' responses, 1st round)

Several additional issues were suggested by the stakeholders in free text, as follows⁶:

- *Educational frameworks with smaller number of children or youth*
- *Development of online courses for self-learning with the support of teachers*
- *Activities contributing to disadvantaged populations*
- *Youth exchange between countries*
- *Mental welfare of the individual; Mental diseases*
- *Self-learning ability*
- *Cooperation*
- *Promotion of respect and collaboration and of basic moral values.*
- *Family independence*
- *Digital addictions*
- *The importance of teenagers' role in society (voluntary service),*
- *Road education,*
- *Sexual education*
- *The role of YP as members of a society that gives them political and social rights: how should they exercise this right; how do they learn it?*
- *Values, cultural education, creativity*
- *Political education and participation, consciousness for historical events and their impacts for today*

⁶ The phrasings have been slightly edited, similar ideas have been combined and unclear text have been omitted.

- *Development of gender competences*
- *Body consciousness, body image*
- *Technology and status*
- *Environmental issues, sustainable development, social rights*
- *Civic engagement and understanding of surrounding world*

Question 2: best ways to engage young people in decision-making

What are the best ways to engage young people in decision-making? (open question)

Results:

The full list of answers submitted by stakeholders can be found in Appendix 2.

Analysis of the answers reveals that frequent/noteworthy responses are related to the following ideas: More democratic education system, direct access to decision makers (including face to face meetings), engaging in real dilemmas from an early age, participation in committees and/or interest groups with in which both young persons and adults participate.

We present below some relatively detailed and interesting answers:

- *Decision-making has to be accompanied by some responsibility, otherwise the decision maker has no ability to judge the quality of the decision. YP today have almost no responsibility or role in their lives, so they have no preconceived considerations to make informed decisions. A child who does not participate in the household or in any community activity will make decisions based on his personal experience, which includes immediate needs satisfaction and dealing with his personal world. When talking about shaping the human future, it is necessary first to involve the YP in the community and to give them responsibility, and only then can they be partners.*
- *Create forums and discussion groups in which YP can **actively** participate in the expression of their interests, **with observer groups** that collect their concerns, worries and insecurities in order to be able to work in this direction.*
- *Familiarizing children from early childhood to take their own decisions according to their age, allowing them to make mistakes (eliminating over-protection) and showing them that their opinions are useful, and that they are taken into account.*
- *It is important that school children (as early as possible) are supported to build their opinions and to articulate it to others (e.g. in children/youth parliaments), as a fixed feature in education; these children then can get easier involved into participative decision making.*
- *Create active groups in schools, universities and workplaces **and reward the activists with credit points and / or scholarships***
- *To develop a mechanism that not only enables youth to participate in the preliminary dialogue, but also in the assessment of the implementation. Also, to safeguard the implementation of political commitments related to these topics.*
- *Integration into interest groups, mixed with young and old, committees; Face to face meetings with decision makers*

Question 3:

How can it be ensured that decision makers take into account the perspectives and opinions of children and young people? (open question)

Results:

Several noteworthy answers relate to the idea to somehow institutionalize the involvement of YP in the decision making processes, and setting some appropriate evaluation/monitoring criteria and obligatory measures. Other frequently mentioned means are establishing appropriate participation mechanisms, and strengthening the direct interaction between decision makers and YP.

Full list of the free text answers can be found in Appendix 2.

Selected, relatively detailed and interesting answers are quoted below:

- *Change the educational system. It concentrates on producing people for the marketplace to make lots of money and to be competitive. This is wrong. YP should be taught self-confidence, self-realization, how to live, how to care for the planet and how to advance humanity.*
- *Strengthening the citizenship of young people so that they learn to exercise their right to evaluate the system and not evade it.*
- *At the local, national, and European level, there should be clear processes and structures in place that ensure that the opinion of YP is taken into consideration. Promises and good intentions are not enough if then there are no concrete systems to make it happen. Consultations, seats reserved for YP in local councils, meetings that aim at getting the opinion of youth, online surveys, and other specific form of political engagement need to be designed and incorporated in all policy-making processes.*
- *Organize shadow parliaments of youth and disseminate their decisions, in parallel to the decisions of the official parliament.*
- *Institutionalize processes that require the inclusion of children and youth in decision making and setting criteria for the manner in which the decisions are made so that their voices will be taken into account.*
- *Establishing formal and continuous processes (meetings, surveys, etc.) where children / YP can express their opinions and the responsible persons are obliged to send feedback.*
- *Presence and participation of YP and use of codes and decals of behavior, taking into account their perspective and implications. Institutions like UNICEF can contribute a lot: they have an important trajectory and experience in this regard.*
- *To form **legally bounded** committees representing children and youth who will have active and equal role in decision making.*
- *Creating an observatory that monitors existing policies*
- *To institutionalize a consulting mechanism; making compulsory the inclusion of YP in decision making processes;*

2.3 Second round

2.3.1 Young Persons survey – 2nd round:

Demographic information:

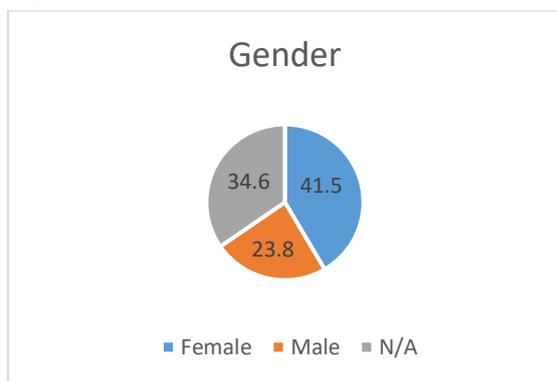
260 young people participated in the second round.

Respondents by country:

Country	Responses	Percent
Austria	34	13%
Belgium	83	32%
Israel	47	18%
Italy	13	5%
Spain	21	8%
Turkey	18	7%
UK	25	10%
Not defined	19	7%
Total	260	100%

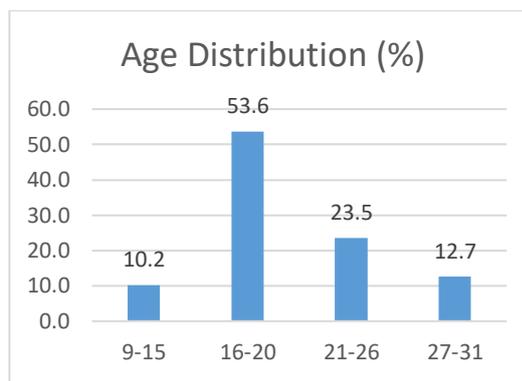
Gender: 41.5% of participants are female, 23.8% are male and 34.6% did not indicate their gender (N/A).

Age: Most participants (53.6%) are in the age group of 16-20, and 23.5% are in the age of 21-26.



N=260

Fig. 14 Gender, young people 2nd round



N=166

Fig. 15 Age, young people 2nd round

Respondents by country of birth: 22 countries

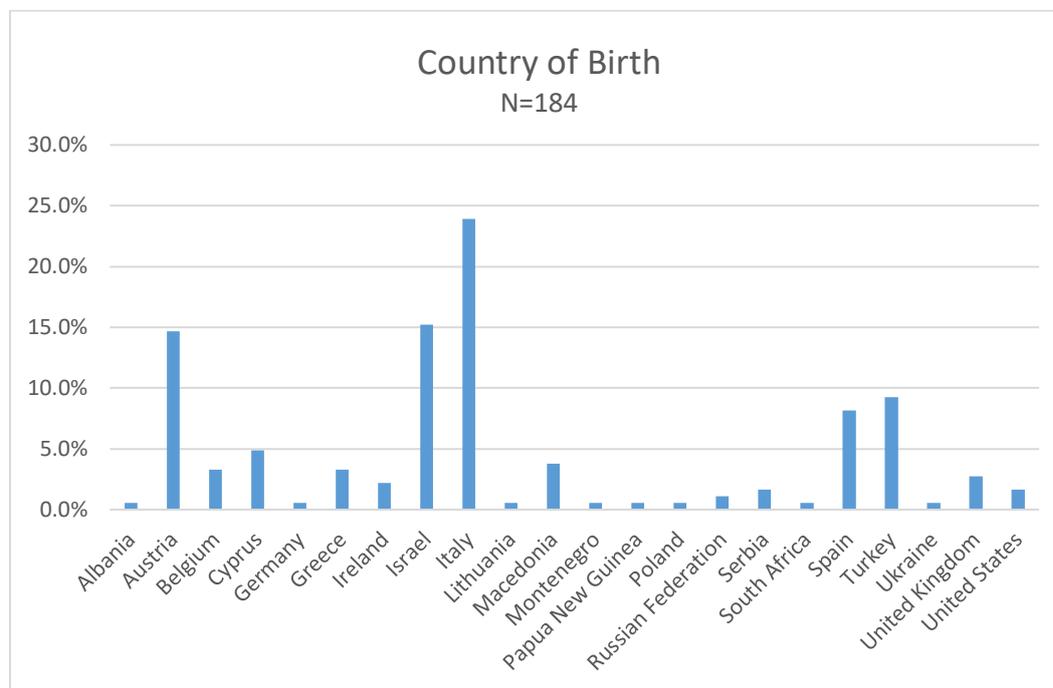


Fig. 16 Country of birth, young people 2nd round

Education: Most of the participants have upper (40.7%) and lower (16.8%) secondary level of education. Another significant group (20.4%) has Bachelor's or equivalent level.

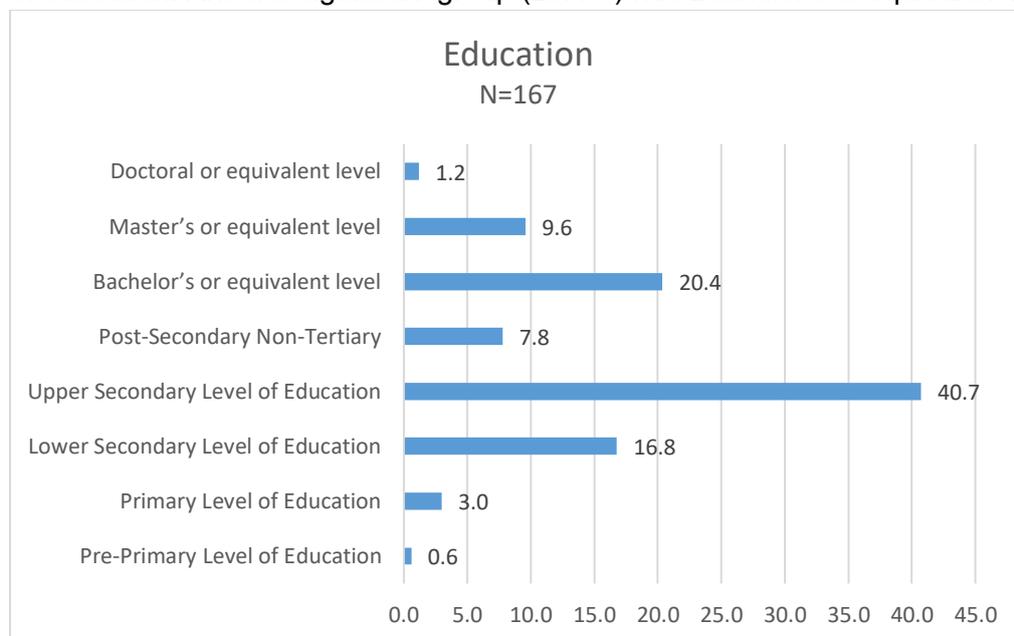


Fig. 17 Education, young people 2nd round

Respondents by current activity: Most of the participants (67.7%) are students in formal education.

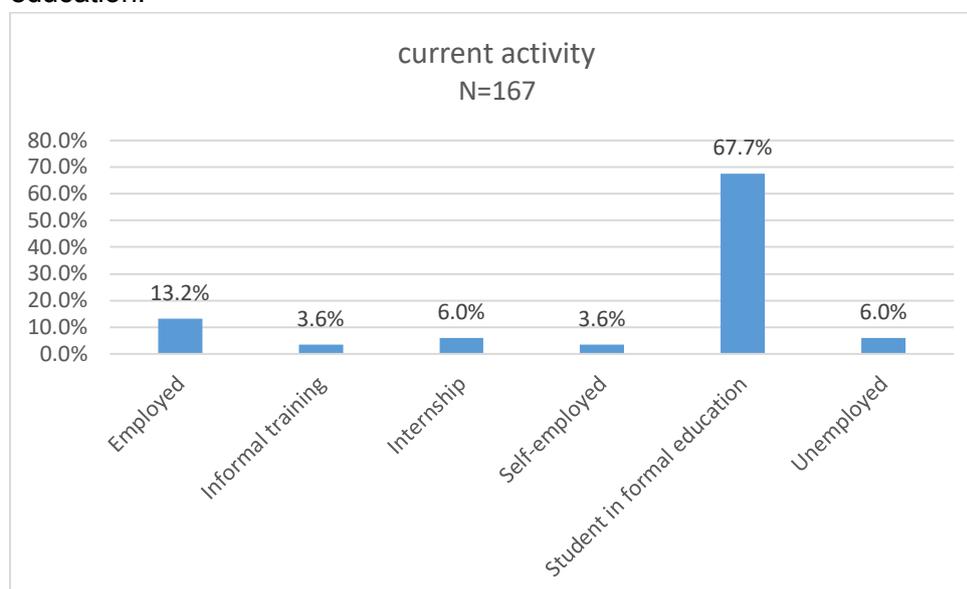


Fig. 18 Current activity, young people 2nd round

Question 1: Most important issues, which concern young people

What are the issues related to young people that you consider most important and you think that in our project we should deal with? The following list presents top results from the first round. For each issue, you can see the importance attributed by respondents in the first round. Thinking again about these issues, please mark the importance (1=Not important, 2=Slightly important, 3=Moderately important, 4=Important, 5=Very important).

Issue	Mean
Self-image, self-confidence	4.17
Tolerance to different cultures/opinions	4.14
Necessary changes in education (e.g. future-oriented)	4.09
Causes of stress among young people	3.95
Employment prospects	3.94
Cyber-bullying, shaming	3.92
Internet safety & privacy	3.9
Gender stereotypes / discrimination	3.86
Integration of migrants/refugees in schools and in the society	3.67
Adults misunderstanding of young people	3.64
Media literacy: Reliability of information on the Internet and social media	3.62
Roles of parents, friends and peer groups	3.48

Additional issues (submitted by respondents in the first round):

Environmental problems (e.g. pollution)
Crime
Mental wellbeing

Results:

As can be seen in Table 1 and Figure 19, most of the issues were ranked by young people as having moderate to high importance, with certain differences between the two rounds. The most important issue in round 1 was **self-image, self-confidence** while in round 2 it was **tolerance to different cultures/opinions** (4.17, 4.20 respectively). The least important issues are **roles of parents, friends and peer groups** in the first round and **adults misunderstanding of young people** (3.48, 3.45 respectively).

Table 1: Comparison of most important issues: young people survey, 1st and 2nd round; Mean scores (M) and Standard Deviations (SD)

Issue	First Round N=206 Mean (SD)	Second Round N=257-260 Mean (SD)
Self-image, self-confidence	4.17 (0.883)	4.07 (1.013)
Tolerance to different cultures/opinions	4.14 (0.973)	4.20 (0.989)
Necessary changes in education (e.g. future-oriented)	4.09 (0.881)	4.18 (0.986)
Causes of stress among young people	3.95 (0.989)	3.75 (1.091)
Employment prospects	3.94 (1.041)	3.90 (1.037)
Cyber-bullying, shaming	3.92 (1.121)	3.75 (1.157)
Internet safety & privacy	3.90 (1.152)	3.93 (1.139)
Gender stereotypes / discrimination	3.86 (1.191)	3.78 (1.216)
Integration of migrants/refugees in schools and in the society	3.67 (1.133)	3.78 (1.182)
Adults misunderstanding of young people	3.64 (1.116)	3.45 (1.181)
Media literacy: Reliability of information on the Internet and social media	3.62 (1.088)	3.57 (1.086)
Roles of parents, friends and peer groups	3.48 (1.107)	3.57 (1.179)
Environmental problems (e.g. pollution)		3.90 (1.093)
Crime		3.63 (1.081)
Mental wellbeing		4.05 (1.091)

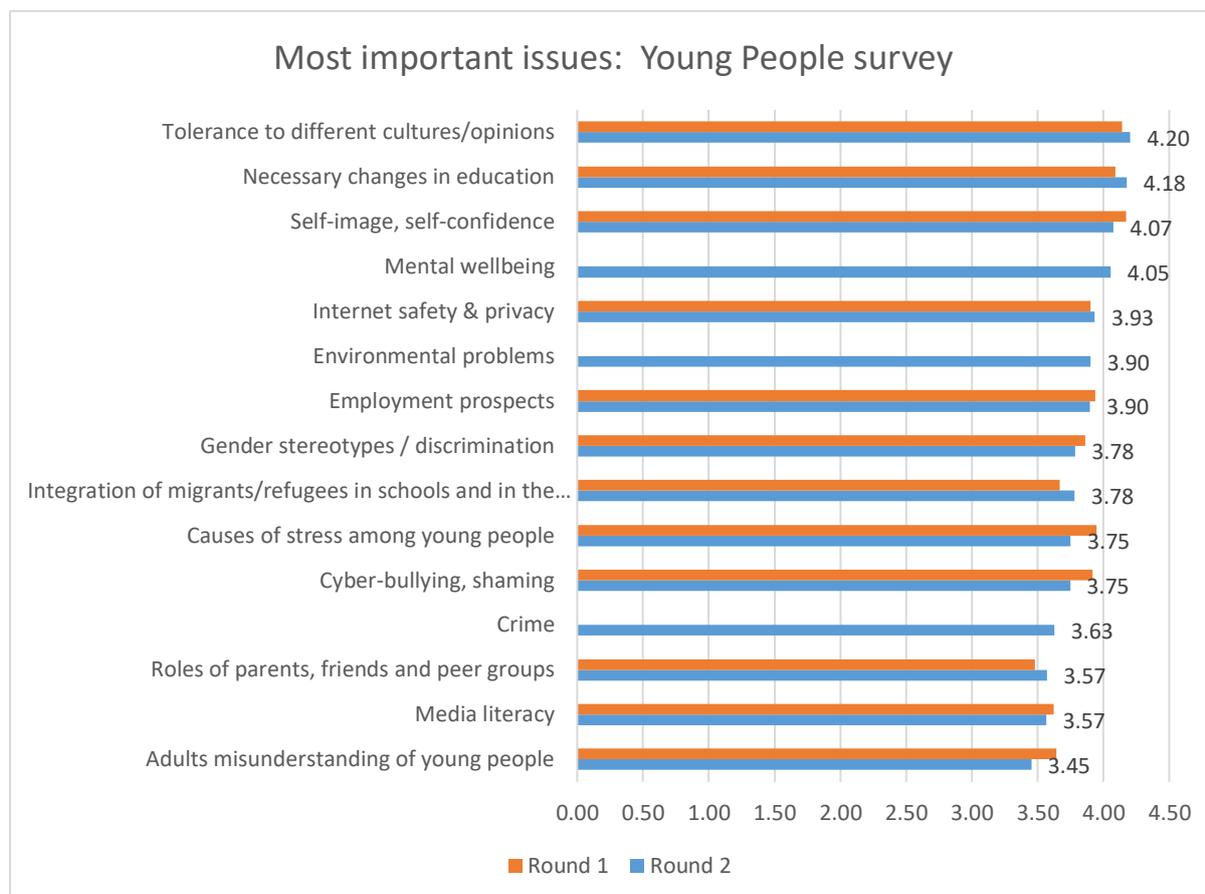


Fig. 19 Most important issues rated by young people in the two Delphi rounds

Four top priority issues:

Young people were also asked to choose and prioritize the four most important issues. Figures 20– 23 present the percentage of votes for the first, second, third and fourth priority.

In the 1st priority most votes (17.5%) were given to **self-image and self-confidence**, in the 2nd priority most votes (15.6%) were given to **gender stereotypes/discrimination**, while **tolerance** got most votes in the 3rd and 4th priority (13.7% and 12.9% respectively).

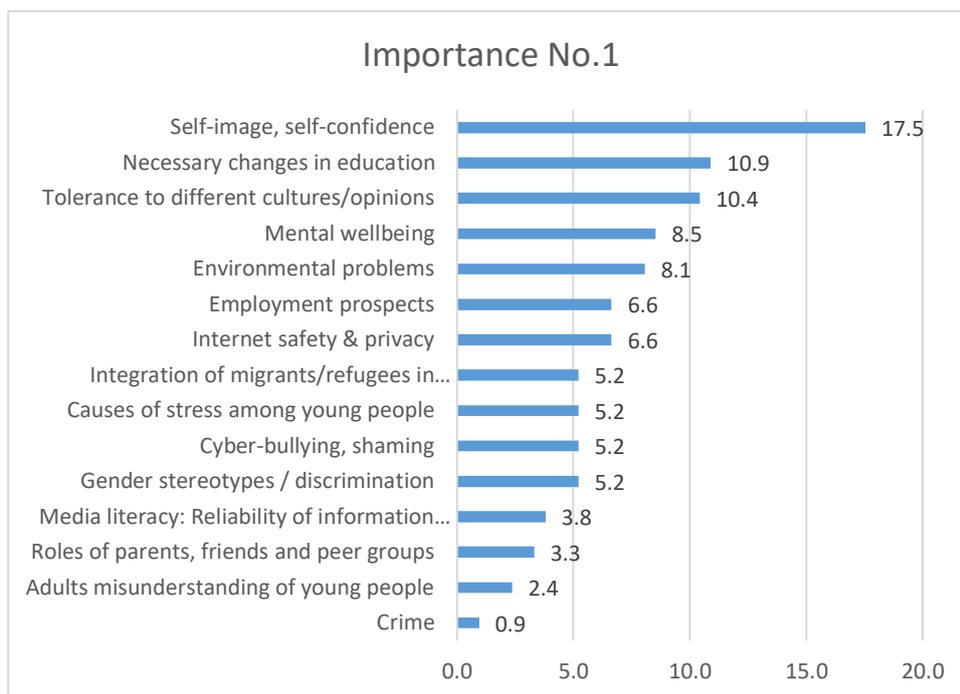


Fig. 20 Percentage of votes for Importance No. 1, young people 2nd round

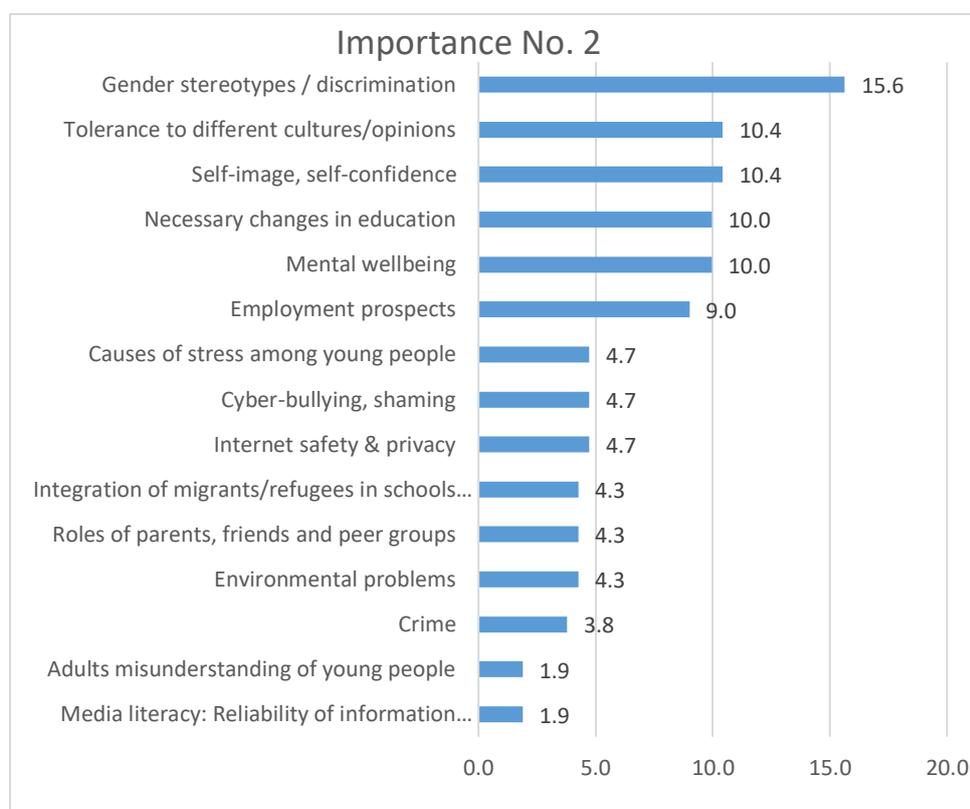


Fig. 21: Percentage of votes for Importance No. 2, young people 2nd round

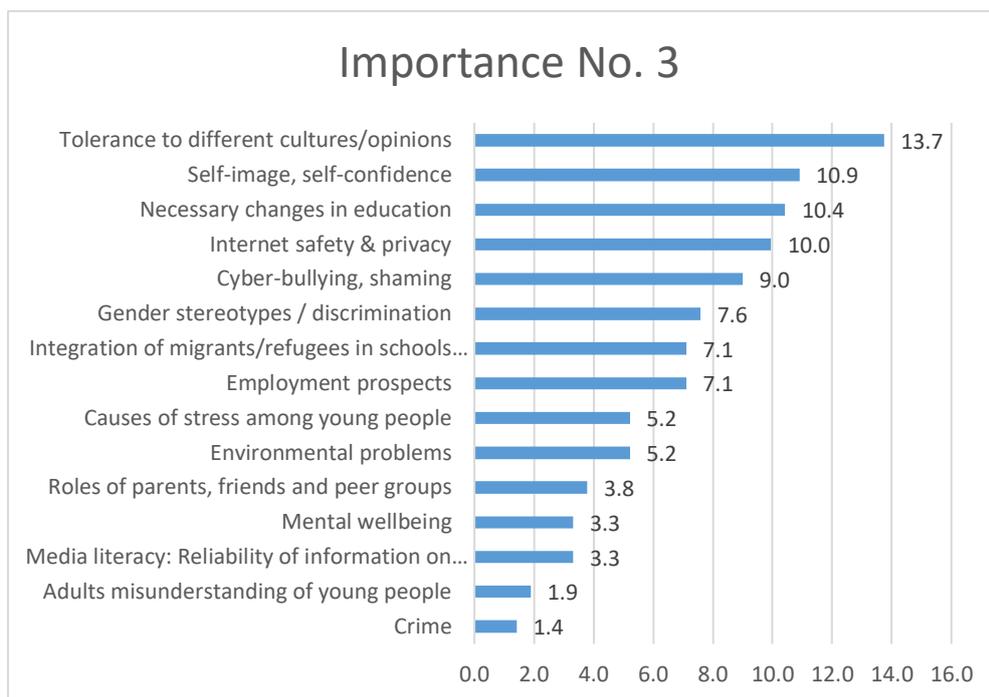


Fig. 22: Percentage of votes for Importance No. 3, young people 2nd round

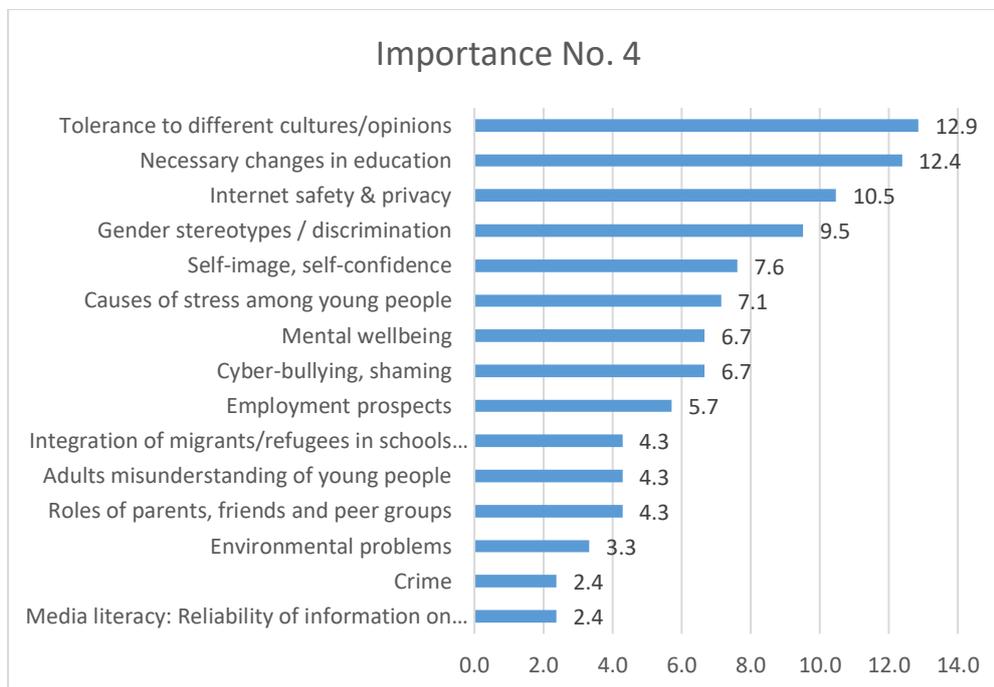


Fig. 23: Percentage of votes for Importance No. 4, young people 2nd round

Finally, Fig. 24 below presents the overall importance of issues in the first, second, third and fourth priority, by summing the percentage of voting for each issue.

It can be seen in Figure 24 that the three top priority issues are: **tolerance to different cultures / opinions** (12%), **self-image, self-confidence** (12%) and **necessary changes in education** (11%).

It is important to note that these results for the top priorities are consistent with the results shown in Table 1 above, where the issues were ranked by attributing importance levels (from 1 to 5) to each issue. Beyond the top four, there are some differences between Fig. 24 and Table 1.

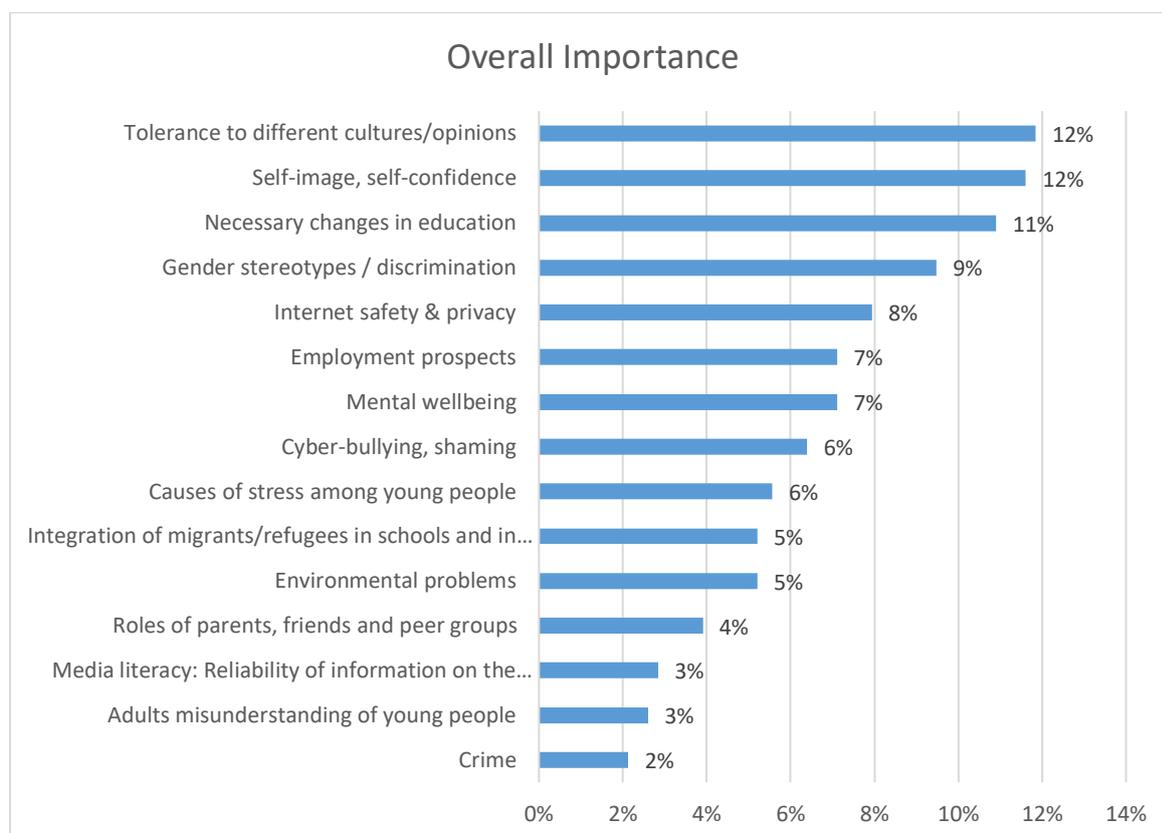


Fig. 24 Overall Importance based on selecting four top priority issues, young people 2nd round

Differences of opinions by demographic variables:

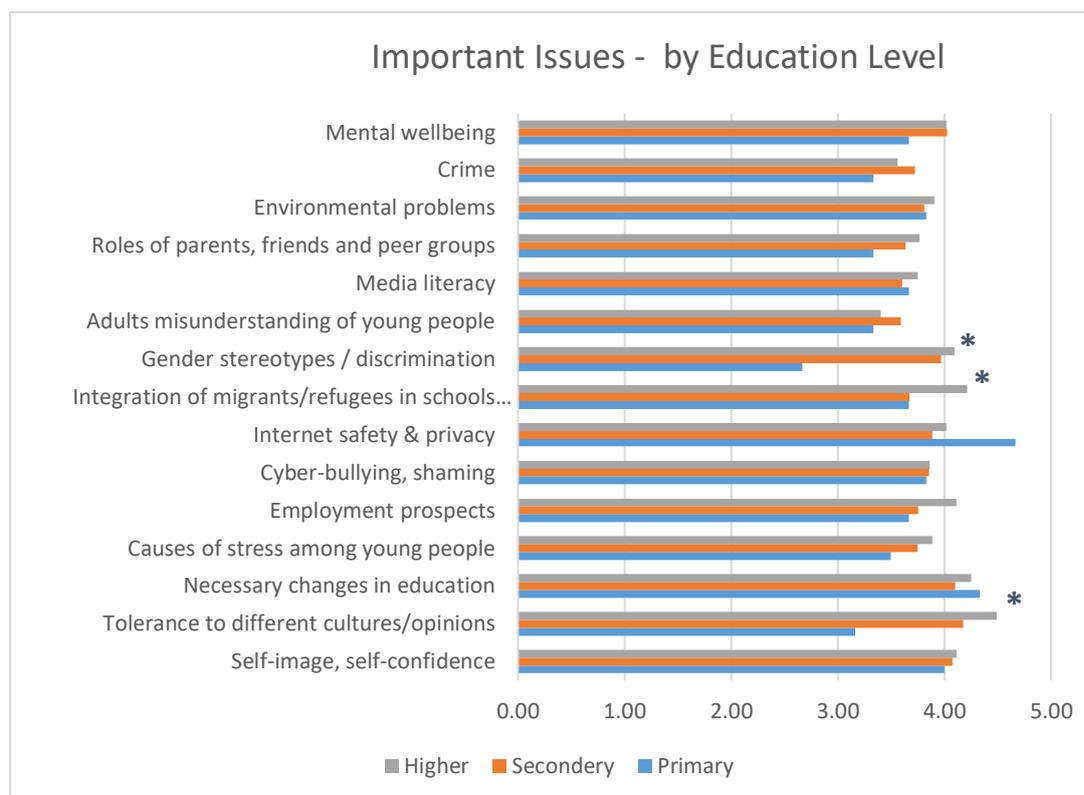
Differences regarding the important issues by level of education, employment status, gender and age were examined, using SPSS-23, ANOVA analysis. Significant differences were only found regarding three issues, as follows (p denotes statistical significance).

Education level – significant differences were found regarding the following three issues:

- *Tolerance to different cultures/opinions* – between primary to secondary education and primary and higher level of education ($p=0.041$, $p=0.006$, respectively) ($M=3.17$, $SD=1.47$, $M=4.17$, $SD=1.04$ $M=4.49$, $SD=0.758$);

- *Gender stereotypes / discrimination* – between primary to secondary education and primary and higher level of education ($p=0.012$, $p=0.007$, respectively) ($M=2.67$, $SD=1.50$; $M=3.97$, $SD=1.11$; $M=4.10$, $SD=0.94$);
- *Integration of migrants/refugees in schools and in the society* – between secondary and higher education ($p=0.011$) ($M=3.68$, $SD=1.12$; $M=4.21$, $SD=1.01$);

As can be seen in figure 25 below, these three issues (tolerance, gender stereotypes, integration of migrants/refugees) have higher score of importance among young people with higher education, compared to respondents with lower level of education.



* $p<0.05$, $p<0.01$, $p<0.001$

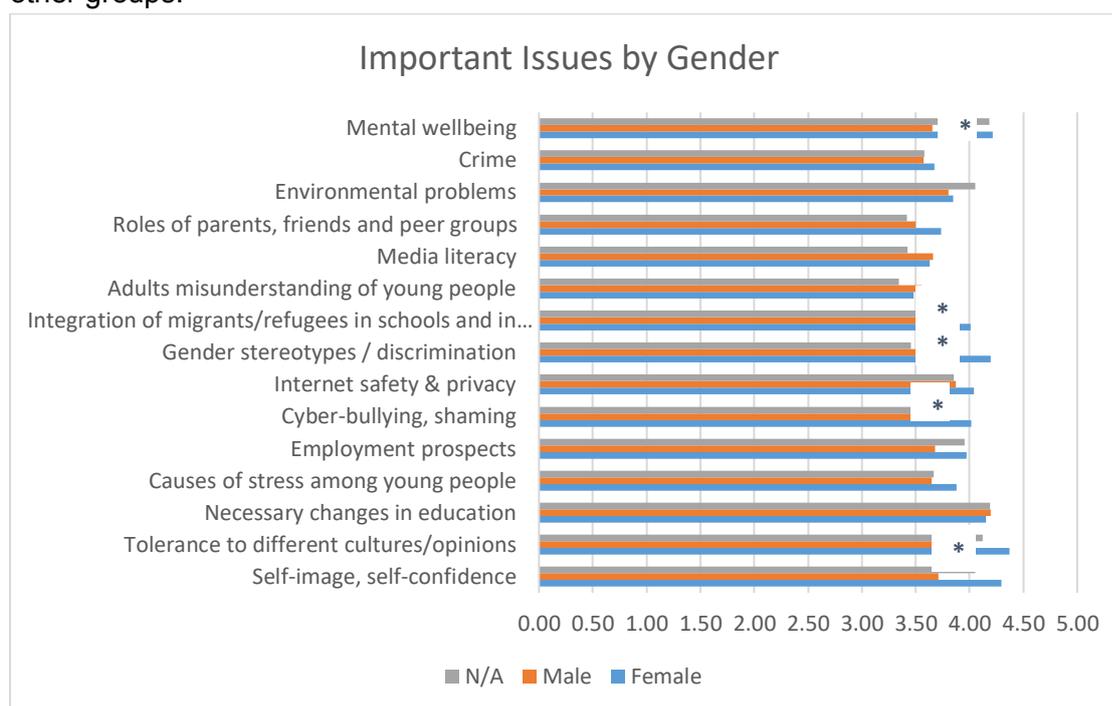
Fig. 25 Important issues by education level

Gender - significant differences were found regarding the following issues:

- *Self-image, self-confidence* – between female and male respondents ($p=0.001$) ($M=4.30$, $SD=0.889$; $M=3.71$, $SD=0.998$).
- *Cyber-bullying, shaming* – between female and male ($p=0.024$) ($M=4.02$, $SD=0.961$; $M=3.53$, $SD=1.112$) and between female and not defined group ($p=0.016$) ($M=4.02$, $SD=0.961$; $M=3.57$, $SD=1.333$).
- *Gender stereotypes/ discrimination* – between female and male ($p=0.002$) ($M=4.20$, $SD=0.966$; $M=3.54$, $SD=1.205$) and between female and not defined group ($p=0.000$) ($M=4.20$, $SD=0.966$; $M=3.46$, $SD=1.350$).

- *Integration of migrants/refugees in schools and in the society* – between female and male ($p=0.035$) ($M=4.01$, $SD=1.037$; $M=3.54$, $SD=1.163$).
- *Mental wellbeing* – between female and male ($p=0.004$) ($M=4.21$, $SD=1.033$) and between female to not defined group ($p=0.023$) ($M=4.21$, $SD=1.033$; $M=4.18$, $SD=1.038$).

As can be seen in Figure 26 below, female respondents ranked these issues higher than the other groups.



* $p<0.05$, $p<0.01$, $p<0.001$

Fig. 26 Important issues by gender

Question 2: Ways to engage young people

The young participants were asked: “What are the best ways to engage young people like yourself in decision-making? The following ways were proposed by respondents in the first round. Please rate them by their usefulness (1 Not at all useful, 2 Slightly useful, 3 Moderately useful, 4 Very useful, 5 Extremely useful)”.

1. New representative bodies such as “youth parliament”
2. Participation in committees, interest groups etc., together with adults
3. Direct communication between young people and decision makers
4. Utilization of existing “students’ councils”, youth organizations etc.
5. Fostering active groups in schools/universities/workplaces and recognition of the activists
6. Shared projects of self-responsibility (with family, school, etc.)
7. Using technologies in participatory processes (including online surveys, voting, etc.)

If you have identified other way to engage young people in decision-making, please add.

Results:

Figure 27 shows that the usefulness of all the means of engagement was ranked as medium to high. The highest usefulness was attributed to **direct communication between young people and decision makers** (4.22) followed by **fostering active groups in schools/universities/workplaces and recognition of the activists** (4.05).

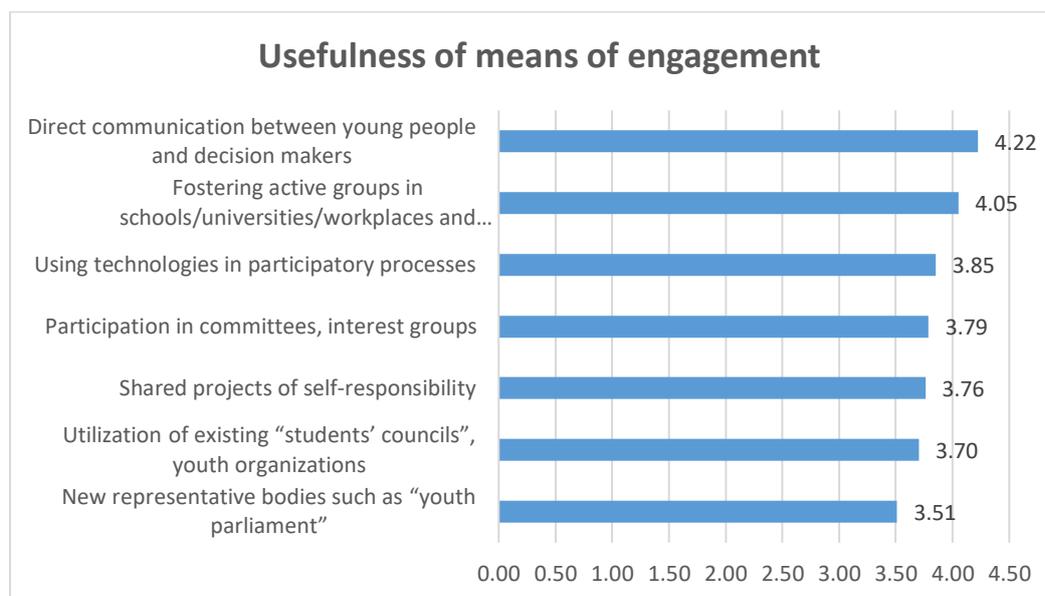


Fig 27 Usefulness of means of engagement, young people 2nd round

Additional means of engagement were suggested by young respondents in free text. A full list of these suggestions is included in Appendix 2.

Several suggestions emphasize the importance of action (rather than talking) and a direct communication with decision makers. Also, some mandatory mechanisms were mentioned, such as obligatory participation of YP representatives in relevant activities.

Selected noteworthy suggestions:

- *It should be made mandatory that in making decisions that affect young people an elected representative of youth is present... I would like such a representative to have a real ability to influence decisions, but I doubt that will happen.*
- *YP want to act, not just talk. Talking is not enough. A platform to act (and not only to talk about changes) would lead to a greater success.*
- *Society, parents and teachers should stop waiting until we turn 18 to treat us as adults. They make decisions for us, they treat us as non-reliable beings and then suddenly when we enter adulthood we are expected to behave accordingly - but only a few days ago we were asking for permission to make decisions.*
- *To create accessible communication channels to decision-makers and to encourage young people to communicate. It is also important to talk to young people "at eye level" or even without knowing that they are young and to treat their opinions as adults' opinions.*
- *Providing YP a right to vote in all policy and law-making processes concerning young people.*

Question 3: Will society be better in the year 2030?

In what way will the society in the year 2030 be better if the voice of young people like yourself is heard by decision makers? The following possibilities were suggested by respondents in the first round. Please indicate your agreement with each of them (1 Strongly disagree, 2 Disagree, 3 Neither agree nor disagree, 4 Agree, 5 Strongly agree)

1. Fairer society: More tolerance, equality, openness to different genders, cultures, religions, political opinions, controversial issues...
2. Young people will feel more confident, expressive and in control of their role and impact in the society, they live in.
3. Society will be more adapted to changes.
4. Better education system
5. Significant increase in innovation and production, thanks to the high creativity of young people
6. More integrated and responsible youth, having a greater sense of belonging
7. The society will not be better.

If you have other suggestion, please add.

Results:

The results presented in Figure 28 shows that young people agree with most of the statements, excluding the statement *"the society will not be better"*.

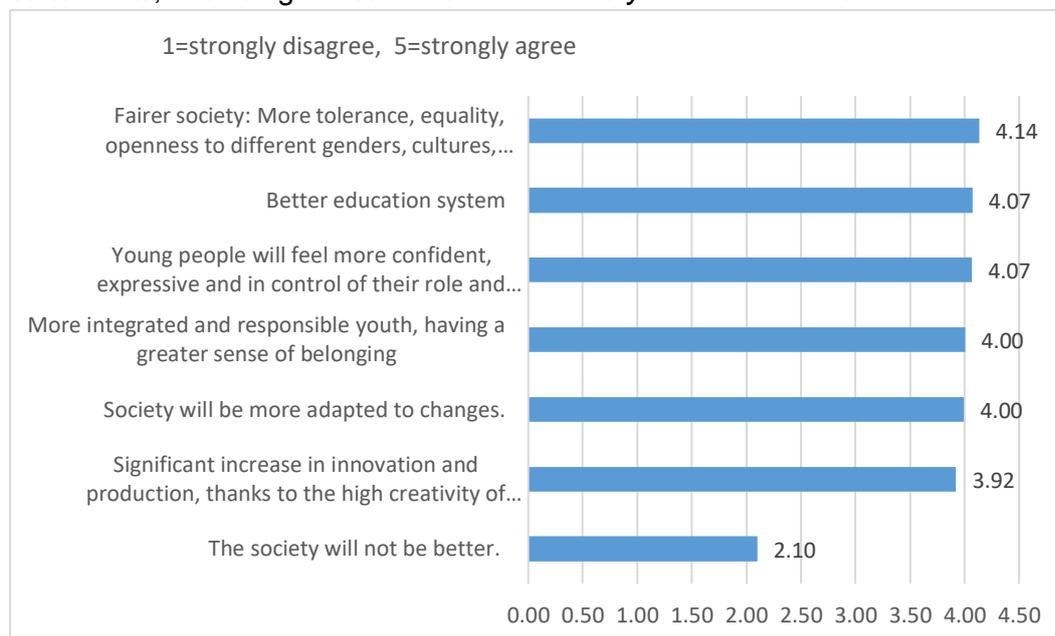


Fig. 28 Will the society in the year 2030 be better..., young people 2nd round

Free text additions:

- *It strongly depends on the impact the voice of young people has on decision makers. If this "voice" is simply heard and not taken into account then I am afraid that not much will change*
- *At least more initiative in lobbying for a change, if changes don't happen by then.*
- *Broaden perspective of the world; exploring the variety of world's aspects.*

2.3.2 Stakeholders’ survey – 2nd round:

Demographic information:

89 stakeholders participated in the second round.

Respondents by country:

Country	Responses	Percent
Belgium	18	20%
Israel	11	12%
Italy	13	15%
Spain	10	11%
Turkey	7	8%
UK	20	22%
Not defined	10	11%
Total	89	100%

Gender: 38.2% of participants are female, 29.2% are male and 32.6 did not indicate their gender (N/A).

Age: Most participants (78%) are in the age group of 23-44.

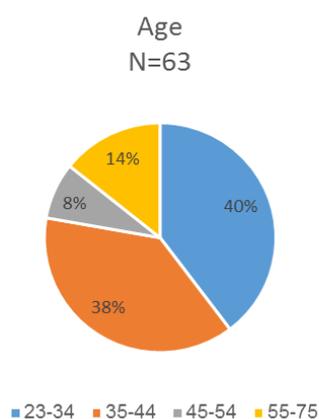
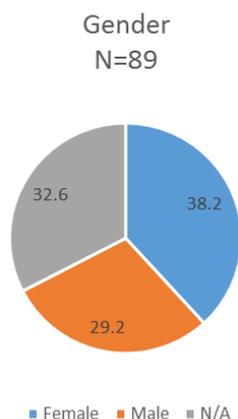


Fig. 29 Gender, stakeholders, 2nd round
Respondents by country of birth: 16 countries

Fig. 30 Age, stakeholders, 2nd round

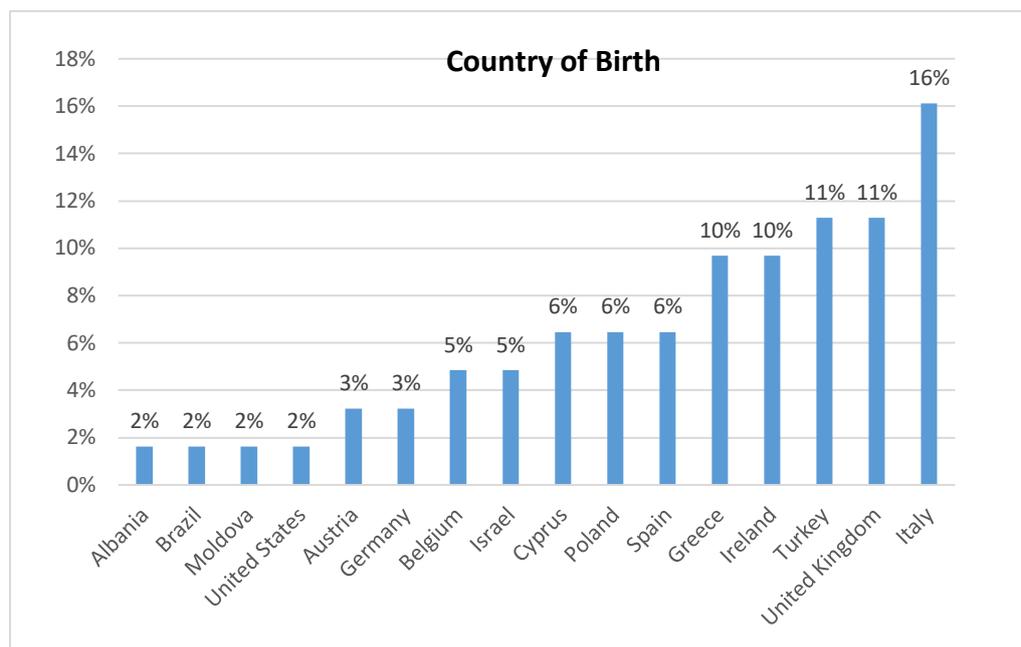


Fig. 31 Country of Birth, stakeholders 2nd round

Education:

Most of the participants possess higher education degree: 49.2% have a Master's or equivalent level and 27% have Bachelor's or equivalent level.

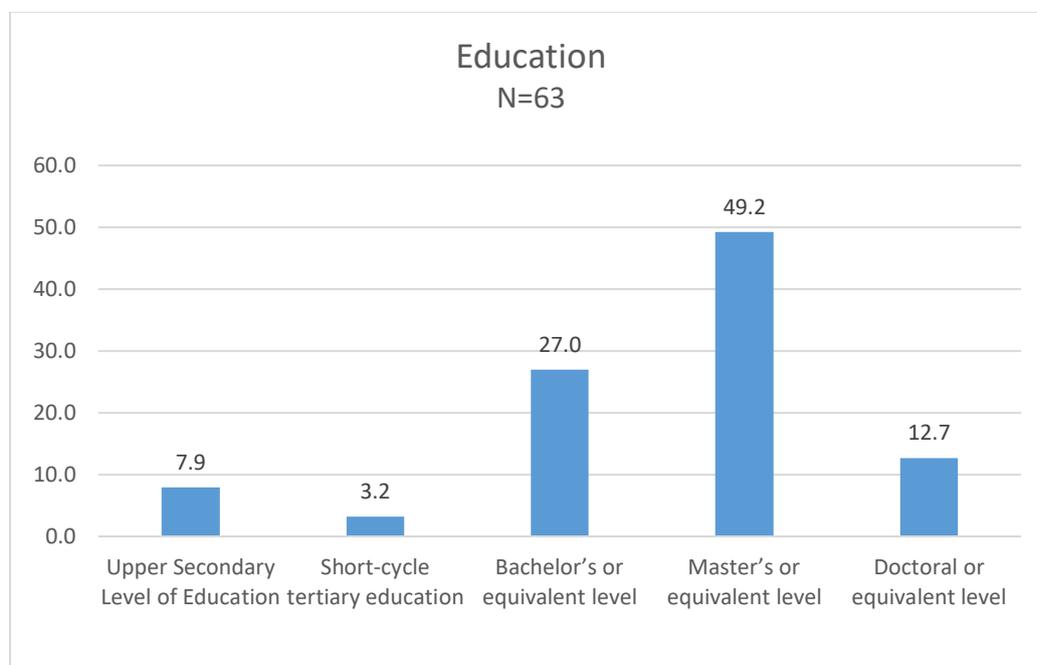


Fig. 32 Education, stakeholders, 2nd round

Respondents by area of employment: Most of the participants (51%) are working in the education area.

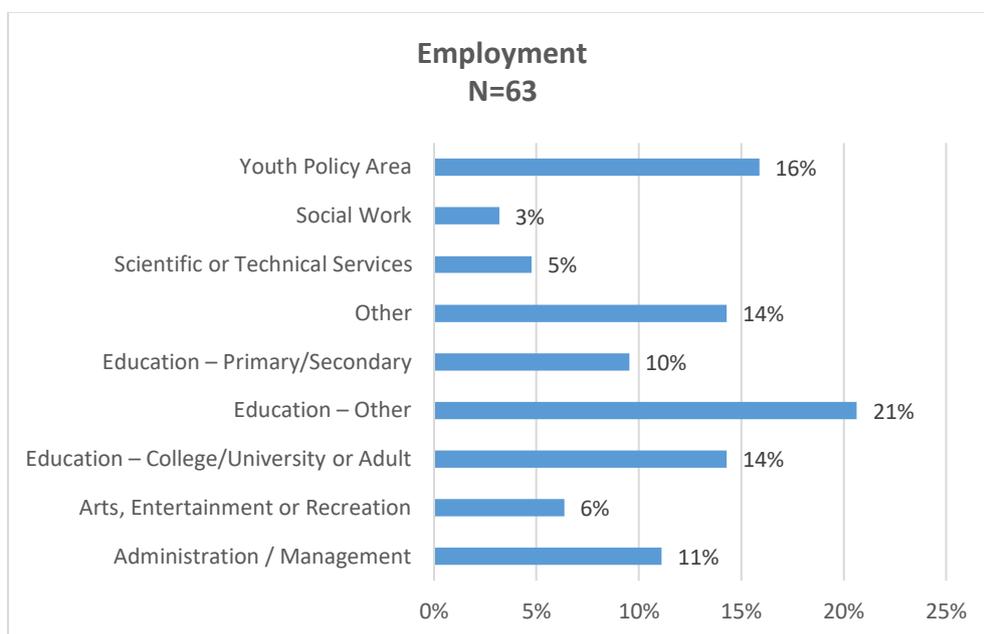


Fig. 33 Employment, stakeholders 2nd round

Respondents by actual current position:

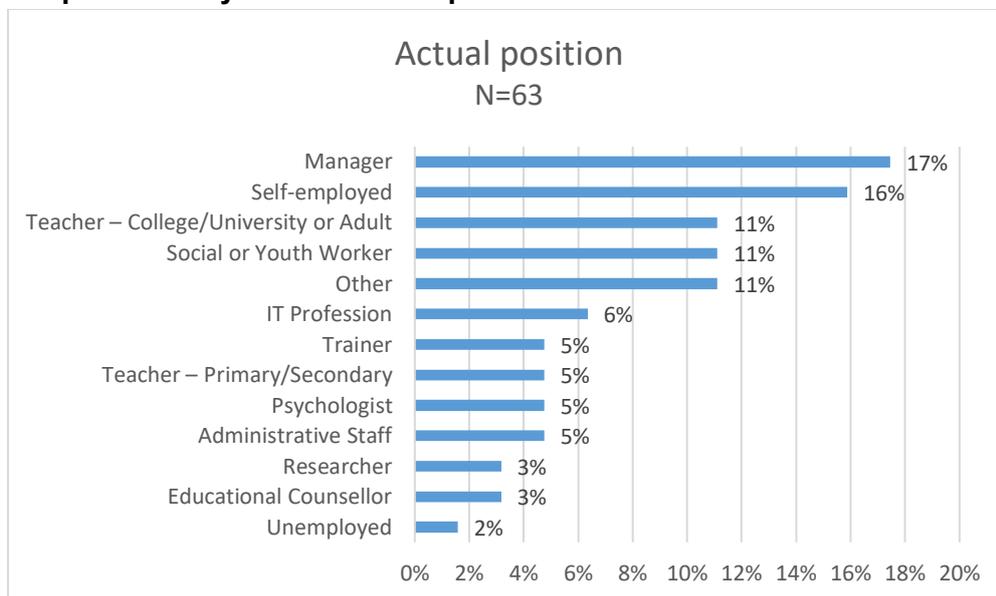


Fig. 34 Actual position, stakeholders, 2nd round

Question 1: Most important issues, which concern young people

Taking into account your experience working with young people, what are the most important issues that concern them and you think that in our project we should deal with?

The following list presents results from the first round. For each issue, you can see the importance attributed by respondents in the first round.

Thinking again about these issues, please mark the importance (1=Not important, 2=Slightly important, 3=Moderately important, 4=Important, 5=Very important).

Issue	Mean
Self-image, self-confidence	4.23
Cyber-bullying, shaming	4.20
Tolerance to different cultures/opinions	4.12
Internet safety & privacy	4.04
Media literacy: Reliability of information on the Internet and social media	4.03
Employment prospects	3.96
Necessary changes in education (e.g. future-oriented)	3.96
Gender stereotypes / discrimination	3.91
Causes of stress among young people	3.74
Integration of migrants/refugees in schools and in the society	3.70
Roles of parents, friends and peer groups	3.62
Adults misunderstanding of young people	3.23
Additional issues – based on the suggestions submitted by respondents in the first round:	
Environmental problems (e.g. pollution)	
Crime	
Mental wellbeing	

Results:

As can be seen from Table 2 and Figure 35, most of the issues were ranked by the stakeholders as having moderate to high importance, with certain differences between the two rounds.

In both rounds the most important issue is **self-image, self-confidence** (4.23, 4.26 respectively) followed by **tolerance to different cultures / opinions** (4.12, 4.09) **cyber bullying** (4.20, 3.91), and **reliability of information on the Internet** (4.03, 3.94).

Relatively high importance (3.94) was attributed to **mental wellbeing**, an issue which was added in the 2nd round. The least important issues were **misunderstanding of young people** in both rounds (3.23; 3.35) and **crime** (which was added in the second round, 3.18).

Table 2: Comparison of most important issues: Stakeholders survey, 1st and 2nd round

Issue	First Round N=69	Second Round N=89
Self-image, self-confidence	4.23	4.26
Tolerance to different cultures/opinions	4.12	4.09
Reliability of information on the Internet and social media	4.03	3.94
Mental wellbeing	-	3.94
Employment prospects	3.96	3.93
Cyber-bullying, shaming	4.20	3.91
Necessary changes in education	3.96	3.90
Internet safety and privacy	4.04	3.83
Gender stereotypes / discrimination	3.91	3.71
Causes of stress among young people	3.74	3.71
Roles of parents, friends and peer groups	3.62	3.64
Integration of migrants/refugees in schools and in the society	3.70	3.45
Environmental problems	-	3.44
Adults misunderstanding of young people	3.23	3.35
Crime	-	3.18

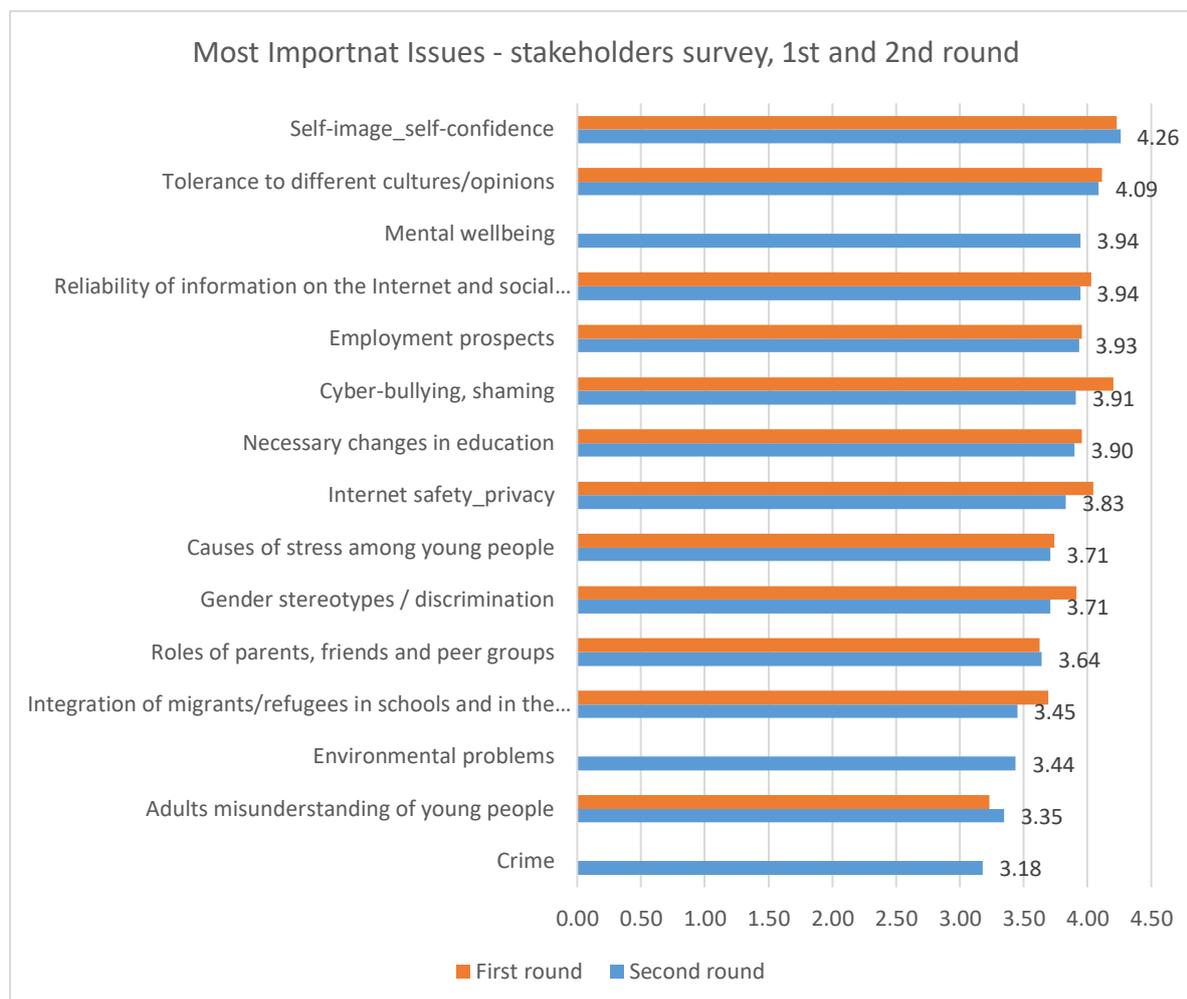


Fig. 35 Most important issues rated by stakeholders in the two Delphi rounds

Four top priority issues:

The stakeholders were also asked to choose and prioritize the four most important issues. Figures 36-39 present the percentage of votes for the first, second, third and fourth priority. In the 1st priority most votes (22.5%) were given to **self-image and self-confidence**, while in the 2nd priority most votes (16.8%) were given to **tolerance**. In the 3rd priority most votes were given to **changes in education** (14.6%) and **self-image** (same percentage, 14.6%). Also in the 4th priority **self-image** received the majority of votes (15.7%).

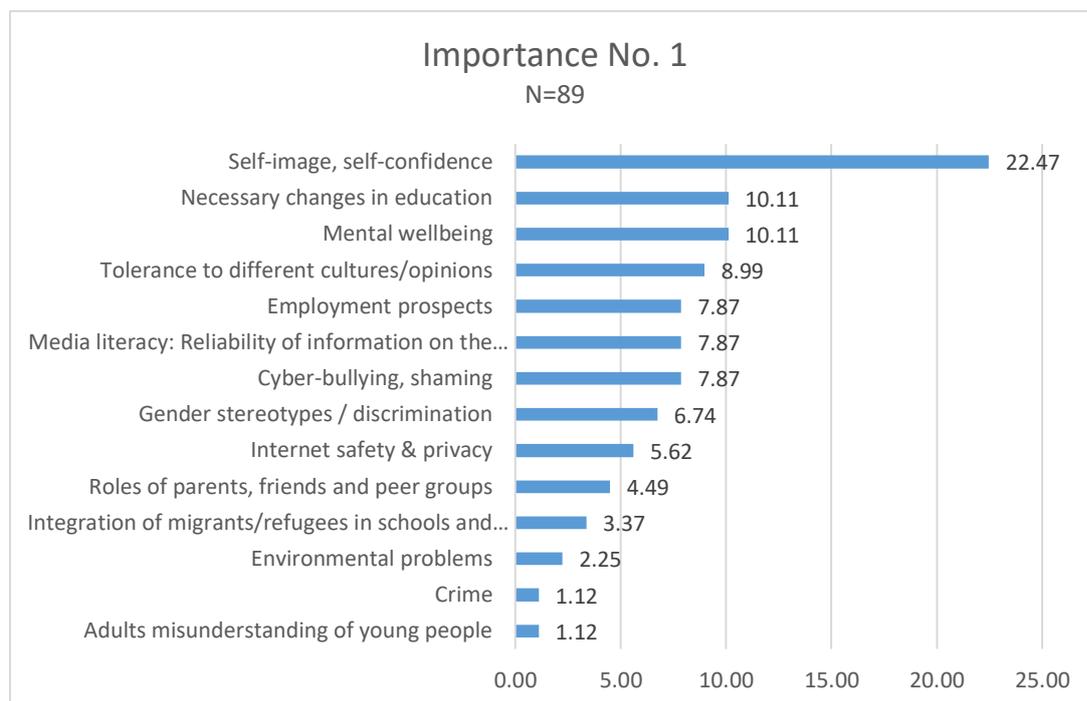


Fig. 36 Percentage of votes for Importance No. 1, stakeholders 2nd round

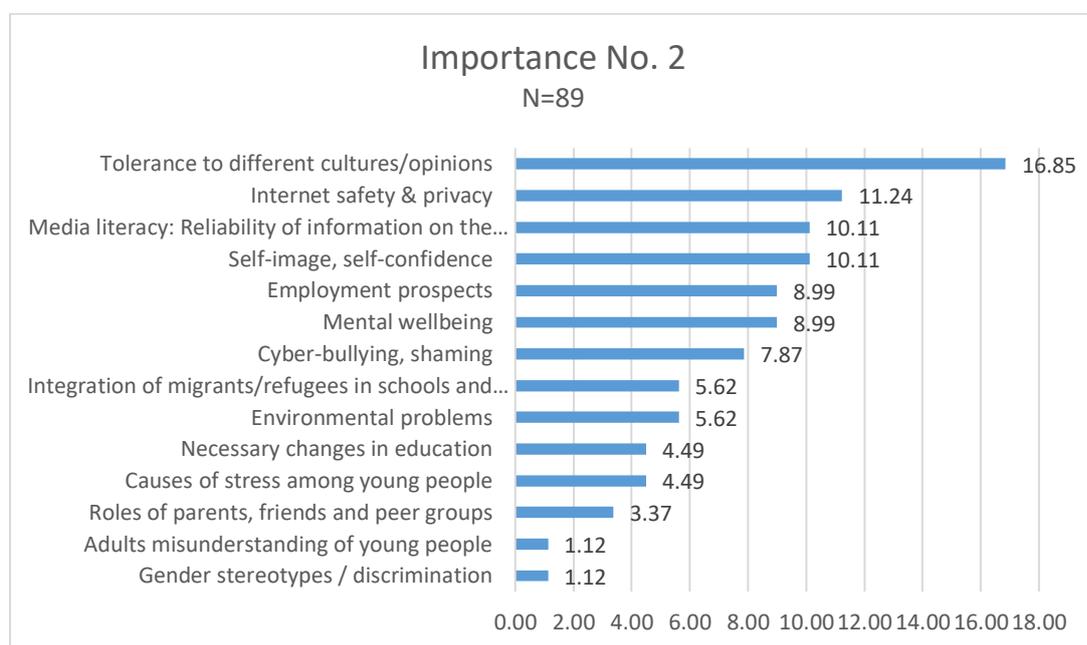


Fig. 37 Percentage of votes for Importance No. 2. Stakeholders 2nd round

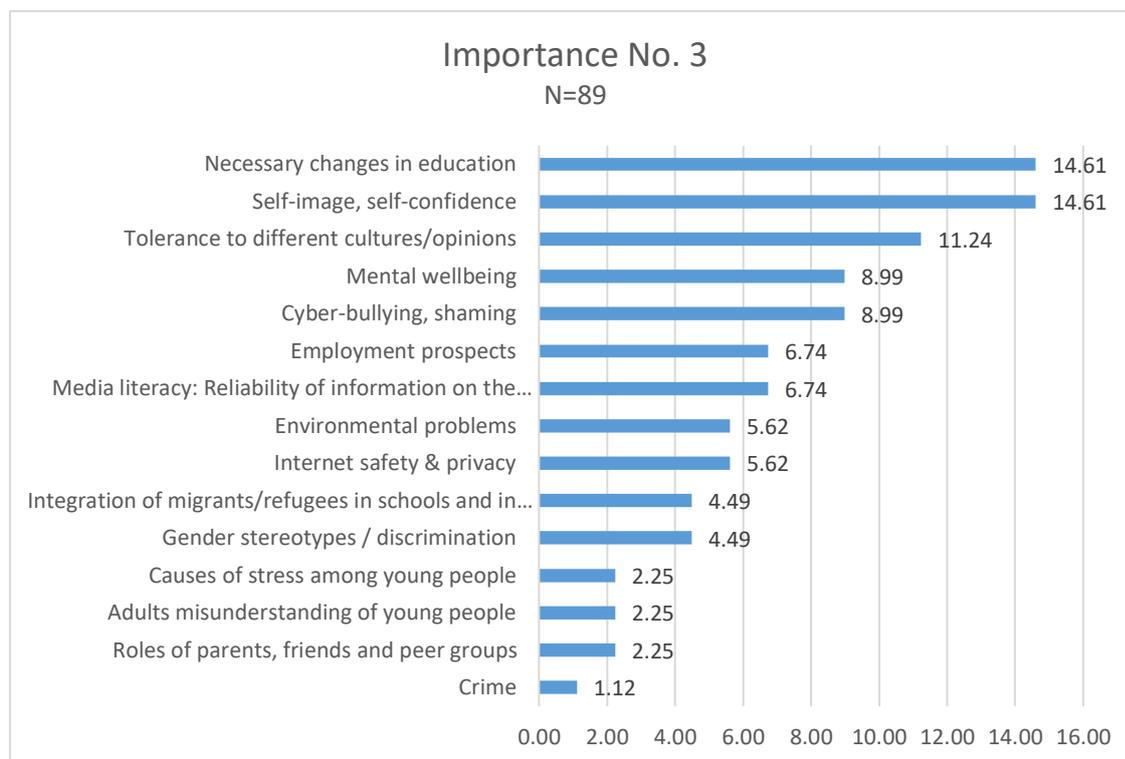


Fig. 38 Percentage of votes for Importance No. 3, stakeholders, 2nd round

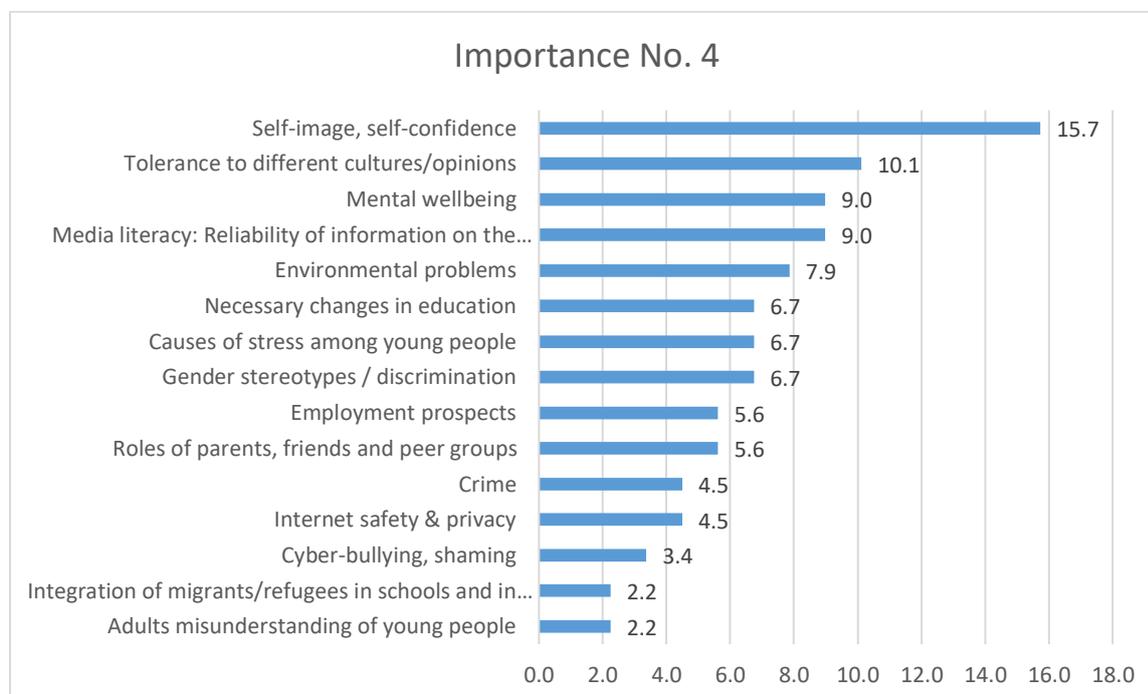


Fig. 39 Percentage of votes for Importance No. 4, stakeholders, 2nd round

Finally, Figure 40 presents the **overall importance** of issues in the first, second, third and fourth priority, by summing the percentage of voting for each issue.

The resulting top priority issue is **self-image, self-confidence** (16%) followed by **tolerance to different cultures / opinions** (12%), **mental wellbeing** (9%) and **necessary changes in education** (9%).

These results can be compared with the results presented in Table 2 (based on a ranking scale 1 to 5), where relatively higher importance was also attributed to **reliability of information on the Internet**.

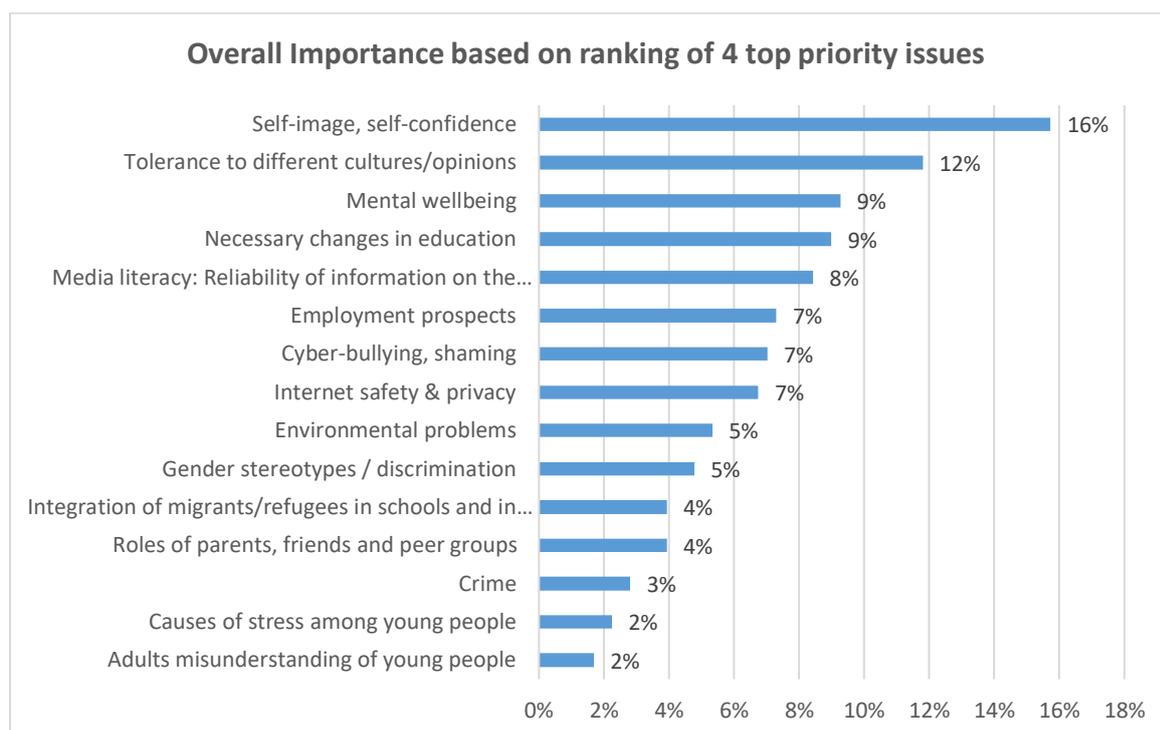


Fig. 40 Overall Importance based on ranking of 4 top priority issues, stakeholders 2nd round

Question 2: Ways to engage young people

What are the best ways to engage young people in decision-making? The following ways were proposed by respondents in the first round. Please rate them by their usefulness (1 Not at all useful, 2 Slightly useful, 3 Moderately useful, 4 Very useful, 5 Extremely useful)

1. New representative bodies such as “youth parliament”
2. Participation in committees, interest groups etc., together with adults
3. Direct communication between young people and decision makers
4. Utilization of existing “students’ councils”, youth organizations etc.
5. Fostering active groups in schools/universities/workplaces and recognition of the activists
6. Shared projects of self-responsibility (with family, school, etc.)
7. Using technologies in participatory processes (including online surveys, voting, etc.)

If you have identified other way to engage young people in decision-making, please add.

Results:

The results are presented in Figure 41, which shows that the usefulness of all the means of engagement was ranked as medium to high. The highest usefulness was attributed to **direct communication between young people and decision makers** (4.29) followed by **fostering active groups in schools/universities/workplaces and recognition of the activists** (4.25). These results are similar to the results obtained in the 2nd round of the young people survey.

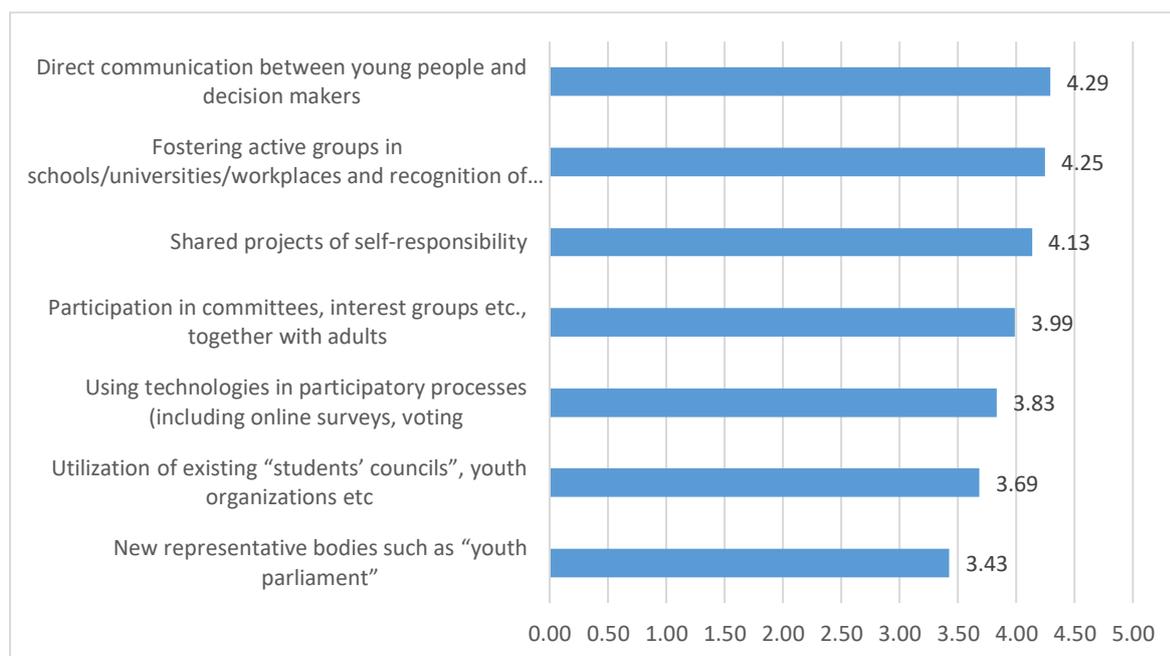


Fig. 41 Best ways to engage young people in decision-making, stakeholders 2nd round

Additional ways of engagement were suggested by stakeholders in free-text:

- *International conferences of youth leadership and integration of their ideas for social changes.*
- *To determine a percentage of YP votes in forums of decision makers - parliaments, youth parliaments.*
- *Targeted camping activities with different activities.*
- *Social media use.*
- *Conferences with young people.*
- *Use of creative media e.g. Video projects to engage young people.*
- *There are already some possibilities for YP to participate in decision processes. The challenge will be to show them these possibilities and to inspire them to use them.*
- *Allow their decisions to be heard and implemented if possible. Currently YP feel that their voices do not count. Show them that it does.*
- *Conferences, teacher training with pupils and teachers.*
- *Volunteering in all forms, taking part or in organization that shares values and choices and takes part in evolution and growth.*
- *Listen to their preferences. Accompany them in joint implementation of projects of their interest.*

- *To make the decision- making as fun and creative as possible and supporting groups to create their own forms of decision making - being very aware of the fear people can have to speak up in groups.*
- *Discussing issues and deciding rules in weekly total school assembly. All have right to speak: One person one vote.*
- *Applying informal methods in policy development process (e.g. workshops where youth can discuss and formulate their positions).*
- *Making participation in decision youth-friendly, enjoyable, and part of daily life and activities (mainstreaming).*
- *Non-formal education; Human rights education.*

Question 3: How to ensure that decision makers take into account the views of young people

The stakeholders were asked:

How can it be ensured that decision makers take into account the perspectives and opinions of children and young people? The following options were suggested by respondents in the 1st round. Please rate them by their usefulness (1Not at all useful, 2 Slightly useful, 3Moderately useful, 4Very useful, 5Extremely useful)

1. Establishing “shadow parliaments” of youth and disseminate their decisions
2. Organizing discussion groups that integrate adults, children and youth.
3. Institutionalizing participatory processes that require the inclusion of youth in decisions making, and setting appropriate implementation criteria
4. Forming legally bounded committees representing youth and taking active role
5. Regular evaluation of decisions that affect young people and require their opinion
6. Strengthening the citizenship of young people so that they learn to exercise their right to evaluate the system and not evade it

If you have other suggestions, please add.

Results:

The results are presented in Figure 42 below, and show that the usefulness of all the suggested means was rated as medium to high.

The highest usefulness was attributed to ***strengthening the citizenship of young people so that they learn to exercise their right to evaluate the system and not evade it*** (4.39), followed by ***Regular evaluation of decisions that affect young people and require their opinion*** (4.10).

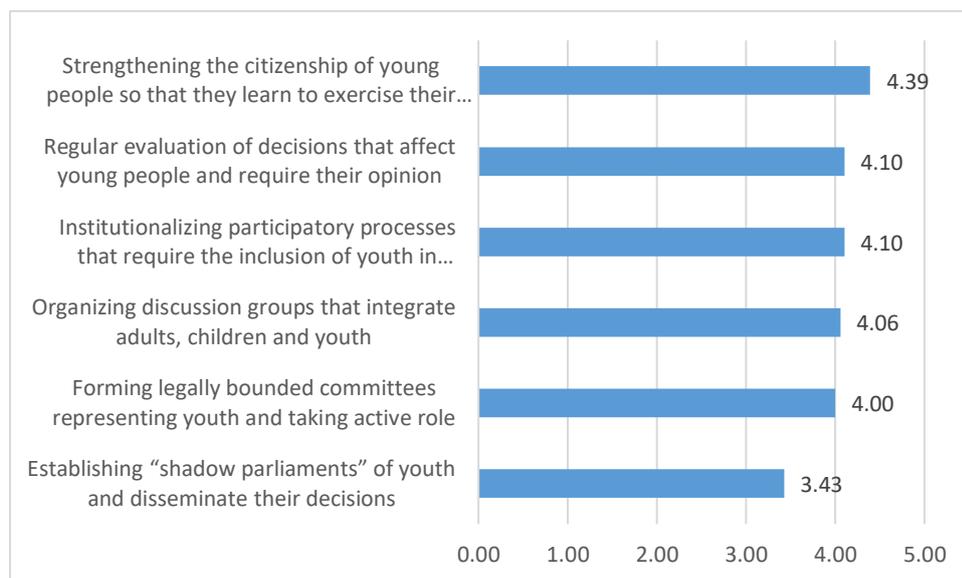


Fig. 42 How to ensure that decision makers take into account the views of young people, stakeholders 2nd round

Additional suggestions submitted by stakeholders in free-text:

- *Making public activities organized by young people.*
- *Imbue a sense of responsibility at an early age.*
- *An "ombudsperson for young people" with certain rights, e.g. a veto-right against governmental decisions concerning young people.*
- *Political parties have a crucial role to play in how they prepare or recruit young people. Change or implementation should also be explored with them.*
- *We should first focus on educating parents, teachers and adults. All the problems that young people are facing are the result of the lack of awareness in youth issues that adults have.*
- *Involving families with children and young people in activities related to citizenship, organized in educational centers by Town Councils.*
- *Decision makers need to be educated about the importance of listening to young people - this is a look at ageism and how that affects our society. We need to value younger people's voices. The more they are valued the more they become confident to speak up.*

3 Concluding Remarks

The Delphi study enabled the WYRED project team to elicit opinions of young people as well as stakeholders, in order to identify and prioritize key areas of interest for young persons in the context of WYRED, and to provide valuable insights regarding the involvement of young persons in decision making related to their concerns, attitudes and perceptions.

The study consisted of two surveys, one carried out among young people and one among stakeholders. The Delphi survey was conducted in two rounds. For each survey, special questionnaires were developed for the first and for the second round – 4 questionnaires in total.

The first round consisted of one closed question (rating the most important issues of concern for young people) and additional open questions dealing with ways of engaging young people in decision making, the benefit to society of such engagement, and how to ensure that decision makers take into account the opinions of young people.

The second round consisted of closed questions formulated based on the answers obtained in the first round. For example, in the first question (the most important issues for young people) the respondents were asked to react to the overall results of the 1st round (and possibly to reconsider their previous responses), and also to rate the importance of several additional issues suggested by respondents in the 1st round. Other questions in the 2nd round included optional answers based on selected free-text suggestions submitted by respondents in the 1st round. In this way, the participants in the second round took into consideration the ideas obtained in the first round, in accordance with the Delphi concept of iterative group interaction. 206 young people and 69 stakeholders from different countries took part in the 1st round, while 260 young people and 89 stakeholders participated in the 2nd round. The prioritization of issues of concern for young people was done by two methods: first, the importance of each issue was rated using a scale 1 to 5. Second, by selecting 4 most important issues and ordering them by importance.

The results from both rounds show that young people consistently attribute the highest importance to the issues of “*self-image and self-confidence*”, “*tolerance to different cultures/opinions*”, and “*necessary changes in education*”. One issue, *mental wellbeing*, which was one of the issues added in the 2nd round (based on free-text s submitted by young people in the 1st round), is also perceived as very important. It should be noted that the importance of this issue was also emphasized in some of the initial face-to-face social dialogues with young people carried out by the project team within Work Package 5. For certain issues, some education-related and gender-related differences of opinions have been found.

Interestingly, the opinions of stakeholders regarding the most important issues is in general rather similar to young people, except one noticeable difference: the stakeholders attribute much higher importance than young people to the issue of *media literacy*, namely the *reliability of information on the internet and in social media*. It is interesting to note that this observation has been confirmed by some of the initial face-to-face social dialogues with young people.

In the first round, participants suggested (by responding to an open question) numerous ways for engaging young people in decision-making. Frequent responses of young people were related to ideas such as surveys, direct communication with decision makers, joint

participation in relevant committees, discussions on social media, convincing young people that their views are seriously considered, and using youth organizations (e.g. student councils). Stakeholders also frequently mentioned direct access to decision makers and joint participation in committees, as well as more democratic education system, and engaging in real dilemmas from an early age.

Based on the ideas suggested in the first round, a closed list of potential ways to engage young people in decision making processes was presented in the second round. The second-round results show that the highest usefulness was attributed by young people as well as by stakeholders to “*direct communication between young people and decision makers*”, followed by “*fostering active groups in schools/universities/workplaces and recognition of the activists*”. Most young people tend to believe that the society in the year 2030 will be much better if their voice is heard by decision makers. It is noteworthy that this tendency is significantly higher among female respondents. In what way exactly the society will be better? They believe that first and foremost it will be a fairer society, more tolerant, more equal, more attentive to the youth needs, more open to different genders, cultures, religions, political opinions, controversial issues, etc. Moreover, they think that the education system will improve and that young people will feel more confident, expressive and in control of their role and impact in the society they live in. Furthermore, they tend to believe that more innovative solutions will be found for many problems (e.g. environmental issues) thanks to young people insights and their familiarity with new technologies.

Regarding the open question in the 1st round (only presented to stakeholders) how to ensure that decision makers take into account the views of young people, noteworthy suggestions related to some forms of institutionalizing the involvement of young persons in the decision-making processes, with appropriate evaluation/monitoring criteria, as well as establishing appropriate participation mechanisms, and strengthening the direct interaction between decision makers and young people. The 2nd round results show that the highest usefulness was attributed by stakeholders to “*strengthening the citizenship of young people so that they learn to exercise their right to evaluate the system and not evade it*”, followed by “*regular evaluation of decisions that affect young people and require their opinion*”.

To conclude, the results of the Delphi study provide interesting insights and valuable inputs to the subsequent stages of the project, in which the relevant topics will be explored further in more detail.

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Appendix 1: Delphi Questionnaires

Young Persons survey – 1st round:

Introduction:

Young people like yourself have a key role to play in our changing society, especially when looking towards the future. But young people are not often listened to, and are not free to shape our world. Your voices are unheard by policy makers, governments, teachers, and the general public.

A central aim of the WYRED project is to give young people like yourself a voice, particularly in relation to research into issues that concern you.

Demographic info:

Which gender do you attribute to yourself? (Female, Male, No answer)

Which is your year of birth? (drop-down list)

What country were you born in? (drop-down list)

What is your highest level of education? (drop-down list)

What are you doing in the moment? (drop-down list)

Question 1:

What are the issues related to young people that you consider most important and you think that in our project we should deal with them? You may select issues from the following list of issues and/or add your own. Please rank each issue by its importance (*1 Not important, 2 Slightly important, 3 Moderately important, 4 Important, 5 Very important*)

1. Necessary changes in education (e.g. future-oriented education)
2. Gender stereotypes / discrimination
3. Self-image, self-confidence
4. Employment prospects
5. Media literacy: Reliability of information on the Internet and social media
6. Internet safety & privacy
7. Cyber-bullying, shaming
8. Tolerance to different cultures/opinions
9. Causes of stress among young people
10. Adults misunderstanding of young people
11. Integration of migrants/refugees in schools and in the society
12. Roles of parents, friends and peer groups

Other (please add):

Question 2:

What are the best ways to engage young people like yourself in decision-making? (open question)

Question 3:

Please indicate your opinion regarding the following statement: “The society in the year 2030 will be much better if the voice of young people is heard by decision makers today.” (*1 completely disagree, 2 disagree, 3 neither agree nor disagree, 4 agree, 5 completely agree*)

Question 4:

In what way the society in the year 2030 will be different/better if the voice of young people like yourself is heard by decision makers? (open question)

Stakeholders' survey – 1st round:

Introduction:

The young have a key role to play in our society, as drivers of changes such as new behaviors. However, their voices are often unheard, and it is hard for research and policy to identify and understand their needs.

The WYRED project will create a framework for dialogue and research in which children and young people can express and explore the key issues that they see as important. Their perspectives will then be communicated to stakeholders (Policy makers, teachers, etc.)

The following questions are based in part on a previous preliminary survey among stakeholders in 6 countries.

Demographic info:

Which gender do you attribute to yourself? (Female , Male, No answer)

Which is your year of birth? (drop-down list)

What country were you born in? (drop-down list)

What is your highest level of education? (drop-down list)

Which of the following categories best describes your primarily area of employment, regardless of your actual position? (drop-down list)

Which is your actual position? (drop-down list)

Question 1:

Taking into account your experience working with young people, what are the most important issues that concern them and you think that in our project we should deal with?

The following issues have been identified by stakeholders in a preceding survey. Please add more if necessary. Please rank each issue by its importance (*1Not important, 2Slightly important, 2Moderately important, 3Important, 4Very important*)

1. Necessary changes in education (e.g. future-oriented education)
2. Gender stereotypes / discrimination
3. Self-image, self-confidence
4. Employment prospects
5. Media literacy: Reliability of information on the Internet and social media
6. Internet safety & privacy
7. Cyber-bullying, shaming
8. Tolerance to different cultures/opinions
9. Causes of stress among young people
10. Adults misunderstanding of young people
11. Integration of migrants/refugees in schools and in the society
12. Roles of parents, friends and peer groups

Other (please add)

Question 2:

What are the best ways to engage young people in decision-making? (open question)

Question 3:

How can it be ensured that decision makers take into account the perspectives and opinions of children and young people? (open question)

Second round

Young Persons survey – 2nd round:

Introduction:

This is a second round of a survey about issues that concern young people with relation to future society and decision making, carried out within the project WYRED (<https://wyredproject.eu>). The purpose of the current questionnaire is to reach a reasonable agreement among young people and to obtain additional insights. Part of the following questions is based on your (and other participants) answers provided in the previous round.

Demographic info:

Same as the 1st round (only for new participants who did not participate in the 1st round)

Question 1:

What are the issues related to young people that you consider most important and you think that in our project we should deal with?

The following list presents top results from the first round. For each issue you can see the importance attributed by respondents in the first round. Thinking again about these issues, please mark the importance (1 Not important, 2 Slightly important, 3 Moderately important, 4 Important, 5 Very important)

1. Self-image, self-confidence 4.17
2. Tolerance to different cultures/opinions 4.14
3. Necessary changes in education (e.g. future-oriented) 4.09
4. Causes of stress among young people 3.95
5. Employment prospects 3.94
6. Cyber-bullying, shaming 3.92
7. Internet safety & privacy 3.9
8. Gender stereotypes / discrimination 3.86
9. Integration of migrants/refugees in schools and in the society 3.67
10. Adults misunderstanding of young people 3.64
11. Media literacy: Reliability of information on the Internet and social media 3.62
12. Roles of parents, friends and peer groups 3.48

Additional issues submitted by respondents in the first round:

13. Environmental problems (e.g. pollution)
14. Crime
15. Mental wellbeing

Four Most important issues:

Double-click or drag-and-drop items in the left list to move them to the right - your highest ranking item should be on the top right, moving through to your lowest ranking item. Please select 4 answers

Question 2:

What are the best ways to engage young people like yourself in decision-making? The following ways were proposed by respondents in the first round. Please rate them by their usefulness (Not at all useful, Slightly useful, Moderately useful, Very useful, Extremely useful)

1. New representative bodies such as “youth parliament”
2. Participation in committees, interest groups etc., together with adults
3. Direct communication between young people and decision makers
4. Utilization of existing “students’ councils”, youth organizations etc.
5. Fostering active groups in schools/universities/workplaces and recognition of the activists
6. Shared projects of self-responsibility (with family, school, etc.)
7. Using technologies in participatory processes (including online surveys, voting, etc.)

If you have identified other way to engage young people in decision-making, please add

Question 3:

In what way will the society in the year 2030 be better if the voice of young people like yourself is heard by decision makers? The following possibilities were suggested by respondents in the first round. Please indicate your agreement with each of them (1 Strongly disagree, 2 Disagree, 3 Neither agree nor disagree, 4 Agree, 5 Strongly agree)

1. Fairer society: More tolerance, equality, openness to different genders, cultures, religions, political opinions, controversial issues...
2. Young people will feel more confident, expressive and in control of their role and impact in the society they live in.
3. Society will be more adapted to changes.
4. Better education system
5. Significant increase in innovation and production, thanks to the high creativity of young people
6. More integrated and responsible youth, having a greater sense of belonging
7. The society will not be better.

If you have other suggestion, please add

Stakeholders’ survey – 2nd round:

Introduction:

This is a second round of a survey about issues that concern young people with relation to future society and decision making, carried out within the project WYRED (<https://wyredproject.eu>). The purpose of the current questionnaire is to obtain a reasonable degree of agreement among the experts and to elicit additional insights. Part of the following questions is based on the answers provided in the previous round.

Demographic info:

Same as the 1st round (only for new participants who did not participate in the 1st round)

Question 1:

Taking into account your experience working with young people, what are the most important issues that concern them and you think that in our project we should deal with?

The following list presents results from the first round. For each issue you can see the importance attributed by respondents in the first round. Thinking again about these issues, please mark the importance (1 Not important, 2 Slightly important, 3 Moderately important, 4 Important, 5 Very important)

- | | |
|--------------------------------|------|
| 1. Self-image, self-confidence | 4.23 |
| 2. Cyber-bullying, shaming | 4.20 |

3. Tolerance to different cultures/opinions 4.12
4. Internet safety & privacy 4.04
5. Media literacy: Reliability of information on the Internet and social media 4.03
6. Employment prospects 3.96
7. Necessary changes in education (e.g. future-oriented) 3.96
8. Gender stereotypes / discrimination 3.91
9. Causes of stress among young people 3.74
10. Integration of migrants/refugees in schools and in the society 3.70
11. Roles of parents, friends and peer groups 3.62
12. Adults misunderstanding of young people 3.23

Additional issues submitted by respondents in the first round:

13. Environmental problems (e.g. pollution)
14. Crime
15. Mental wellbeing

Four Most important issues:

Double-click or drag-and-drop items in the left list to move them to the right - your highest ranking item should be on the top right, moving through to your lowest ranking item. Please select 4 answers

Question 2:

What are the best ways to engage young people in decision-making? The following ways were proposed by respondents in the first round. Please rate them by their usefulness (1 Not at all useful, 2 Slightly useful, 3 Moderately useful, 4 Very useful, 5 Extremely useful)

8. New representative bodies such as “youth parliament”
9. Participation in committees, interest groups etc., together with adults
10. Direct communication between young people and decision makers
11. Utilization of existing “students’ councils”, youth organizations etc.
12. Fostering active groups in schools/universities/workplaces and recognition of the activists
13. Shared projects of self-responsibility (with family, school, etc.)
14. Using technologies in participatory processes (including online surveys, voting, etc.)

If you have identified other way to engage young people in decision-making, please add

Question 3:

How can it be ensured that decision makers take into account the perspectives and opinions of children and young people? The following options were suggested by respondents in the 1st round. Please rate them by their usefulness (1Not at all useful, 2 Slightly useful, 3Moderately useful, 4Very useful, 5Extremely useful)

1. Establishing “shadow parliaments” of youth and disseminate their decisions
2. Organizing discussion groups that integrate adults, children and youth.
3. Institutionalizing participatory processes that require the inclusion of youth in decisions making, and setting appropriate implementation criteria
4. Forming legally bounded committees representing youth and taking active role
5. Regular evaluation of decisions that affect young people and require their opinion
6. Strengthening the citizenship of young people so that they learn to exercise their right to evaluate the system and not evade it

If you have other suggestions, please add.

Appendix 2: Full-text answers to open questions

First Round

Additional issues of concern for Young People	
Stakeholders Answers	Young People Answers
<ul style="list-style-type: none"> • Educational frameworks with a smaller number of children or youth • Development of online courses for self-learning with the support of teachers • Activities contributing to disadvantaged populations • Youth Exchange Between Countries • Mental welfare of the individual; Mental diseases • Self-learning ability • Cooperation • Promotion of respect and collaboration and of basic moral values. • Family independence • Digital Addictions • The importance of teenagers' role in society (voluntary service), • Road education, • Sexual education • The role of YP as members of a society that gives them political and social rights: how should they exercise this right, how do they learn it? • Values, cultural education, creativity 	<ul style="list-style-type: none"> • Discourse based on listening and not just incitement. • Contribution to the society • Alternative to matriculation exams • exam anxiety, • Expanding the curriculum: Women empowerment, abusive relationships: mental abuse, power relations and more; • Volunteering and contribution to the community; • Accepting the LGTB community. • The place of Jewish and national culture in education; • Veganism; • Ecology, climate change • Over- digitalization, food waste, pollution of the seas. Abolishment of atomic power; • Future technologies, development of technological possibilities to make the life of the people easier; • biotechnology, gene-technology and their impacts; • Design of leisure time, more sports in education • school-stress, • youth often are not taken serious by teachers; • No job chances without school exams; • Education in fields that are not covered by schools: sexual orientation apart from the heterosexual spectrum, finding ones identity and acceptance by oneself and others, support the young in these processes, e.g hate postings, etc.) • Sexuality, crime • Connecting with different countries or cultures • Animal rights • Mobbing; • No more refugees!



<ul style="list-style-type: none"> • Political education and participation, consciousness for historical events and their impacts for today, • Development of gender competences • Body consciousness, body image • Technology and status • Environmental issues, sustainable development, social rights • Civic engagement and understanding of surrounding world 	<ul style="list-style-type: none"> • Security in Mobile Phones • Free Internet access everywhere; • Respect of others; Show respect to others • Suicide, self-harm, eating disorders; • Mental illnesses; Anxiety or Depression: find a way to help with that as it can cause the young person to not be able to interact with their own age group as they do not understand fully that one could hear things or maybe even add INVISIBLE illnesses as they are a very big thing and it also makes it hard for a young person (like myself) to interact with others. • Sending inappropriate images; • Protecting websites so that things are not changed without the person knowing. • Online swearing; • Training on use of internet • Re-education and rehabilitation of socially deviant YP: methods to reintegrate of individuals in society, preventing exclusion from collective daily and social life; • Consequences of using drugs; • Depression and suicide; Werther effect or copycat effect. • Social communication skills for YP; We teach language and literature, but we do not teach how to use it. YP are not explicitly taught negotiation skills, active listening, empathy, etc. Which are the cause of problems, not only with the elders, but also with their peer group. This fact causes episodes of violence, low self-esteem, anxiety, not knowing how to ask for help, etc. • Alcoholism, drug addiction, etc., • Child and juvenile health
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Best ways to engage young people in decision-making

YP answers	Stakeholders' answers
<ul style="list-style-type: none"> • Questionnaires or a website that will act as an intermediary between the youth and the decision makers; • There should be some changes in the schools: • The Ministry of Education must include at least once a year in all schools a questionnaire in which the students will specify their opinions, tell what they learned, and if they went through all the current issues (bullying, racism, gender equality, etc.). • Schools must involve professionals many times more during the school year. In 6 years where I was in high school I went through 3 lectures on cyberbullying and 0 lectures on gender identities. • Conferences with youth, questionnaires (like the WYRED Delphi), Students Council, Representatives in organisations with influence on youth. • Surveys, collaboration in decision making (especially in places with many YP, like schools), connecting with places where YP can let their voice to be heard (there are such places but not publicized enough). • Enabling access to express our views in an easy way, and so to open for us the ability to make right decisions with the relevant info. Let everything be open and give us the ability to explain our opinions. The Students Council is a good tool. • In a school framework, to do a "referendum" - a questionnaire to be answered by anyone interested in the school, and its results will be an influential factor. • The best way to involve YP in decision-making is to enable them to deal with the heavy issues and to provide tools for formulating opinions (in formal and informal frameworks, and of course in the family unit). It is important to show that somebody wants to hear their opinion, and not only slander the young generation. On the practical level, it is important to create youth circles outside the bubble of each school, council, etc. • Using the education system and social networks to hear the youth opinion. • Give them a place to express themselves. • To involve us in bodies responsible for decision making. • First and foremost, try to listen to YP, because we usually have a lot to say but we have no way to implement it. To appoint people among decision makers who will be responsible for making the 	<ul style="list-style-type: none"> • Expose them to relevant issues and give them a "pipeline" to decision-makers. • Join forces with student councils in schools, youth movements in local councils, advertising in any possible media, supporting social involvement projects. • Integrate YP from the beginning of the process: to present different alternatives and to enable them to choose the relevant ones or to make new proposals. Especially to enable them to influence the process as partners (even if not entirely equal), and not only to approve decisions that were made without them. In terms of execution - possibly by conducting surveys or focus groups. • More democratic education systems - less supervision in contents, but more in decision-making processes at school. Similar to democratic schools. • To engage students in real dilemmas of real life at an early age - so that they learn to deal with complex issues and uncertainty. • Let them define the problem and let them lead work teams. • To talk and ask their opinion. Allow them to influence by filling public positions. • To create active groups in schools, universities and workplaces and to reward the activists with credit points and / or scholarships • Ask their opinion and act according to their recommendations. • To actively involve them in decision-making processes on issues relevant to them. Allow them to lead areas that require them to make decisions • Decision-making has to be accompanied by some responsibility, otherwise the decision maker has no ability to judge the quality of the decision. YP today have almost no responsibility or role in their lives, so they have no preconceived considerations to make informed decisions. A child who does not participate in the household or in any community activity will make decisions based on his personal experience, which includes immediate needs satisfaction and dealing with his personal world. When talking about shaping

voices of YP heard. You can also create a project (similar to WYRED), but much more widely distributed, to reach all YP.

- Create awareness of the project via means of communication, especially social networks.
- *There are two main obstacles that block YP to take part in such things and if we remove them, YP will understand that they can do things and will act accordingly. The first is our level of "caring" about our environment: Something fundamental in education both at home and in school causes most teenagers not to want to act for the better. It sounds odd and perhaps contradicts the statistics of young volunteers in youth movements, etc. But I think (and this is, of course, a personal opinion) that there is a gap here. I have looked at my class (12th grade) and was horrified to see how selfish people can be. Makes me wonder how it was created, how much it depends on the education at home and how what they get at school reinforces it. I do not think all these children are selfish and wicked, but rather that their parents or teachers missed something. With a proper educational process (which unfortunately I cannot describe exactly) they will become more aware and caring. The second obstacle is a bit easier to understand: it is the fact that YP cannot really interfere in making decisions. Maybe the school is not designed for decision making or influence by its students (unfortunately) and maybe that's exactly the problem. Imagine a caring, loving, contributing high school student trying to change what he sees as disturbing him and others. Right now the situation is that in order to really do something in high school you have to give up your studies. I think that the good credentials that the students aspire to are at the expense of social action and striving for change. And those who do nevertheless work for the other, volunteers, trying and changing, all of these have a negative experience rather than some credit for what they do. If you (a young person) want to change and influence during the four years in high school, you see that you cannot. So how one is going to the future? Concentrating on himself. But I will try to clarify in a concluding sentence: At the moment, in my opinion, the most important thing to bring YP into the process of involvement is a very important change in the principle of education and it should take place in the school. What they experience in schools affects the way how they will make future decisions. Every activity that stems from pure caring must be consciously nurtured and encouraged.*
- Provide opportunity for direct communication between YP and decision makers.
- To make the desire to help come from them, not to force them to make the decision, and to give YP basic information on which they can base their decision.
- Through surveys, lectures to raise awareness of the involvement of YP in these fields. To open more courses of entrepreneurship in order to enable YP to integrate and initiate ideas / projects of their own.

the human future, it is necessary first to involve the YP in the community and to give them responsibility, and only then can they be partners.

- To be involved in their platforms and to offer them the opportunity to speak and take part.
- Integration into interest groups, mixed thinking groups with young and old, committees;
- Create forums and discussion groups in which YP can **actively** participate in the expression of their interests, with observer groups that collect their concerns, worries and insecurities in order to be able to work in this direction.
- By making them participate in the decision making that concerns them. For example, delivery times of tasks, points to be obtained for complementary activities, etc.
- Familiarizing children from early childhood to take their own decisions according to their age, allowing them to make mistakes (eliminating over-protection) and showing them that their opinions are useful, and that they are taken into account.
- Making them participants in decision-making processes: youth councils, discussion groups, political representation, etc.
- Knowing their cognitive frameworks, listening to their opinion and correcting their lack of experience
- Mentoring of young adults to children and teenagers
- Shared projects of self-responsibility of YP with: family, school, institute
- Emancipation and transfer of responsibility.
- Letting them participate in the elaboration of norms, agreements, proposal of sanctions...
- Introducing case studies in which YP like them are affected. They need to see that the theme on which they are intended to raise awareness is not alien to them; peer learning.
- Fostering the development of responsible decision making from the first levels.



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| <ul style="list-style-type: none"> • To hold joint discussions and raise awareness that in various issues YP can express their opinions, and their superiors will be able to take this into consideration. • The best way is publicity on Facebook and engaging YP in lectures on this topic. • To enlighten YP about what is happening in society. • To share with YP everything that happens so that they are aware of the situation and thus will be able to act as they see fit and express their opinion on what is happening. • Presenting them the possibilities and the advantages and disadvantages of each. • To make decisions available to YP and to understand the impact they have on their lives and the tremendous power they can have in changing others' lives if they only try to influence. • Open a social network that engages in the involvement of YP in decision making. Perhaps from the same social network to elect representatives who could contact directly the government / parliament / other source of influence. • Important subjects should be raised in schools, in the army and in social media, so that even if YP are not involved in decision making, they will at least be aware of the process. • Enable YP to take part in committees that make decisions, so that they are represented. • YP should be educated from a young age to be politically aware and be involved in what's going on in their country, to ensure their engagement in the process of decision making. • A body like the National Student Council can handle and present the problems that youth identify. Such a body that includes a more diverse population, and if they really listen and try to work with it can solve many problems. • The decision-makers should hold discussions and continually involve us in informal ways through which we will speak directly with them. • Invite YP to the parliament and other important places, to let YP conduct talks with ministers, for example. • To open discussions in the project for youth interested in joining and influencing and giving the youth the right to vote on what to focus the project. <i>Youth must make decisions about the future rather than adults. The world changes all the time and only those who change with it can understand what needs to be done and changed.</i> • Groups in schools, various associations that integrate YP, organizations and various workplaces that will listen to the YP's minds and give them room to give their opinions on various issues and decision-making. | <ul style="list-style-type: none"> • Making them participants of the decision-making processes: experiences like youth councils, etc ... real approach to the processes and organisms involved in the decision making. • Giving them confidence in aspects that may seem relevant to them. • Elections for the young, school parliaments, community parliaments • Get active by oneself, not only by talks but by exercises and discussions; it has to be low level enough not to deter the young; • Let them participate in decision making in schools and society, let them take over responsibility (with all the effects this has) • Take them seriously and listen to what they have to say. Implement their ideas when appropriate. • For YP (beginning at the age of 15), first a focus should be on getting them interested in decision processes (politics). The rest should then happen by itself - by self-driven initiatives of the youth. • It would be important that young persons already in school education (as early as possible) are supported to build their opinions and to articulate it to others (e.g. in children/youth parliaments), as a fixed feature in education; these children then can get easier involved into participative decision making. • Communication on their level and with their forms of communication. • Allow them to participate on their own terms • To assure them that their viewpoints will have direct impact on the decision itself; to encourage their trust in the process. • Make their opinions have an actual effect. This could be done especially in schools, where their voice can actually have an effect on their lives. • By exemplary behaviour • Using social media in the best possible way. • Meeting with people who can be role models. • Providing an opportunity to experience the place where they want to be in the future at their present age • Identifying areas of interest and adapting them to the areas of interest of the decision-making process |
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| <ul style="list-style-type: none"> • <i>On local issues, for example the place of residence, the voting age should be reduced to 15, because they are mature enough to know what they believe and how they want the future to look. On general issues, since the influence is broader, the age of voting should remain the same, but there is also room to bring public representatives to speak with the YP so that they will hear their voices and act accordingly.</i> • Give them the place to make their voices heard even if they cannot decide anything. • Surveys should be carried out with participation of YP, and occasionally a platform should be provided to enable expression of opinions in a particular framework, so that ideas and opinions popular among YP will be brought to the public debate. • Surveys, elections, representatives in the parliament etc. • Participation in discussions, encouraging voluntary activities, various social activities. • <i>Ask me!</i> • By questionnaires, surveys (Many respondents submitted similar answers) • <i>Talk to me, acknowledge me as being equal</i> • Kind of youth parliament, where decisions are taken and which is connected to the regular parliament; translate political language for the young • By projects like WYRED, and elections for the youth • Give children and YP the chance to state their opinions and participate in discussions • Surveys like this (WYRED) • Surveys in schools, online Surveys • Anonymous surveys that are taken seriously by the youth • Surveys, especially at schools • Questionnaires, experiments and this project, which stakeholders HAVE TO consider. • By internet surveys, and social media. • School and social Media, media in general (TV, Internet,...) • Take them seriously, listen to them like they were adults • Experiments projects, questionnaires • Surveys • Directly talk to the YP, instead of involving experts into the projects. • School and social media, general media (Radio, TV) • Approach me and ask me for my opinion • surveys (anonymous), discussion-rounds, projects | <ul style="list-style-type: none"> • Building empathy, listening to ideas, giving them choices and supporting their decisions, making them feel supported, creating environments where they can express themselves. • Youth forums - events that gather views through creative experiences like a drama, art, or writing • Social media: individual and collective interactive opportunities" • As part of a fun event or project • Meet with them and get their opinions first hand • Consulting with them in a variety of creative ways, particularly face to face • A structure of something like 'workplace democracy', such that the managers (teachers, school administration) have to implement consultation. • YP should be engaged not only in topics that relate specifically to YP issues, but in all policies. In this way, their contribution can be meaningful and truly cross-cutting. • Youth councils at the local/town level proved to be pretty successful in engaging YP. • Direct involvement, with YP sitting at the table with decision-makers, needs to be fostered. But YP can also be decision-makers themselves, and should be encouraged to take leadership position in the public sphere. • Their involvement should not be limited to direct "in-person" presence; online tools can play a vital role in engaging YP. • Distrust in politics in general has to be overturned, by changing the overall perception of it. More accessible and understandable communication on what happens at the decision-making level can help. • Structured Dialogue has a big potential and is serving its purpose, but needs to be improved. It needs to go closer to YP, use a more youth-friendly language, go out of the European-bubble jargon, and strive for more concrete recommendations. • To develop a mechanism that not only enables youth to participate in the preliminary dialogue, but also in the assessment of the implementation. Also, to safeguard the implementation of political commitments related to these topics. |
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<ul style="list-style-type: none"> • projects, studies, surveys • Lower the minimum age for voting • Ask them, take them seriously • Let them decide themselves • Ask me what I think about a specific topic • Just ask, and ask directly • keeping in contact with YP, taking their opinion seriously • Participation and explanations how everything works/functions • Advertisements in the Internet • A Video for the questions of the youth • Just ask us and not the ones who are not concerned • To tell one's own opinion and not to be criticized for doing this • Including YP in decision-making events, such as debates. Involve kids in schools. Wider social media presence would encourage YP to get involved and express their opinions. • Making YP feel that their views and opinions are valued and listened to. A good way to do this is at schools, through group discussions and student parliaments. Also, if people of some 'power', such as the local council, visit schools in their community and speak to the students about the issues that matter to them, it could help engage YP by making them feel like their ideas are welcomed. • Make it fun and interesting. • Via Youtube, Instagram, the internet and the influence of celebrities. • Fun interactive activities • Talk to them as adults • By asking us and making it clear! Adults should hear what we say and not just ignore it, but take it up and do something about it!!! • By proposing a necessary decision in which we are forced to choose. • More encouragement via social media and the Internet. • Listen to us, give us space and don't judge • Making them know that our opinion is valuable and important • By taking into account their views and perspectives. That way YP will feel encouraged because their trust in their knowledge will be reassured. • <i>Through 101 philosophy classes, teaching formal logic and engaging students in logical problems outside of mathematics, encouraging independent thinking and challenging what they are told to</i> 	<ul style="list-style-type: none"> • Finding out what interests them and using tools they use. • Discussion, games, enabling them to develop their own projects about issues that they are concerned about, supporting them in developing a project from beginning to end. • Focus groups. • Youth advisory boards; Youth-led projects. • Strategies for stimulating ownership of decision making processes results, demonstrating direct impact on their everyday life. • Relation processes, action-research, participation • Allowing YP to identify problems and solutions, facilitating constructive dialogue with various stakeholders, promoting empowerment and meaningful engagement. • Starting processes and practices of participation, involving YP directly • Listen and interpret YP voices • Sharing through discussions • Through new technologies or through cooperation among schools and decision authorities for consultations, participations, thematic round tables during school lessons. • Make them feel protagonists and implement an effective transfer of decision power: not consult YP and then take decisions different from ones expressed by them, something that already happened with "Good school reform" discourage • Enhance necessary knowledge in order to understand the action logics and mechanism (institutional contexts and other context where decisions are taken, from micro to macro level (local, national and international) • The best strategies are those who foresee the real debates and discussions on ideas and good and best practices. • To propose real situations and cases within focus groups, and work on interactions as well as on monitoring of the effectiveness of decisions taken.
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think or what is popular consensus, the importance of rational engagement and debate and discussion between students as well as between students and teachers.

- Make them feel important in this decision making, that decision makers care about they thoughts, and that they can change the way things are.
- Smart empowerment.
- By showing that these issues are important to us and that YP can handle such things as well.
- Attracting YP through social media and not bothering them.
- If YP focus on issues that are more relevant, they may draw attention. Providing entertaining workshops, cross-cultural trainings.
- Played trainings, Learn / Apply, Empathic exercises (Train students to understand the problems experienced by the teacher, solve the problems, apply it by changing roles like social toys)
- Face to face meetings with adults (Several respondents submitted similar answers)
- Being able to engage in decision making online and to vote online instead of a ballot box.
- Listening and Dialogue. For a wider engagement of YP, cultural, informative initiatives and debates, organised by YP and not only form associations or institutions, starting from youth's social interests. These should take place within schools' and university's hours and in the spare time on a regular basis, in order to widen YP's imaginaries in a more communicative way.
- To instil in YP the idea that participation is a natural process that people undertake within the society they live in.
- Strategies of active participation with *recognitions for participation for the work done* and a direct engagement among participants.
- Promotion and valorisation of YP's potential, to promote their participation on issues concerning them, to create spaces of participating where they can express their projects.
- To create spaces of discussion and debate through the constitution of collectives (unions), associations that can become intermediaries between institutions and civil society. To organise music events to connect people. Give YP an *active role* in decision making processes (for instance youth committees in local municipalities).
- Youth participation in decision making processes start from adults: they have to leave spaces to participate, in this way YP will be able to put in practice possibilities of intervention and projects to develop social competences.
- To let YP "live" the object of these decisions. It could be the high school, the university, the working place or the neighbourhood. What's the point of asking YP to be concerned about the management

of place they feel extraneous, or more likely in transit willing to run away as soon as possible? In order to do that an effective tool might be socialization and daily practice through *moments of play*. It's when a place is perceived and constantly lived in a continuous and significant way that YP start perceiving it as their own, and consequently they will be concerned about the management and the decision making processes

- The creation of small local youth committees would help to allow YP to invest in organising activities aiming to living together in harmony and peace (sport, municipal assemblies, etc..)
- More channels of dialogue between administrations and youth representations bodies
- Trying to find an issue that affects everyone's daily life and share it with YP in a different way from the usual mass media, such as proposing *specific activities to avoid this negative change forecasted for the future* of YP
- Talking with them in a simple and straight way, without using big words and without being scared of saying things as they are.
- To let them understand the importance of opinion on society, in order to improve not only their lives, but also of the ones in their surroundings. Teaching them that most of the rights that we take for granted, such as the school assembly, our grandparents had to fight to achieve them.
- School is the right place for activities to raise awareness of YP. Social media: creating pages, posting images and slogans to strike and let reflect (something that YP today don't do much)
- Observe our environment and try to participate together (YP and adults) discreetly and non-invasively. After that, find a hook to let us participate and show our concerns in spaces free of judgments, where there is freedom of expression.
- Active participation of YP, generating responsibility for society and involving them in groups of interests, debates, raising awareness that with their participation the situation will be improved.
- Give them responsibilities.
- Reinforcing their sense of worth by informing them of the *relevance of their opinions*.
- Making them see that their involvement is useful, that their opinions are taken into account and that actual changes are made based on the information they provide.
- Providing digital tools as a means to be part of the decision-making processes.
- Improve participation processes, making them more flexible and transparent.
- Give autonomy and spaces to YP in which they can freely make their own decisions without external intervention. Confederated these nuclei self-managed by YP in representative structures that have decision-making power in city councils and other forms of local/provincial/state government.



- If their views are taken more into account and more valued, they are likely to be more involved in contributing.
- Today's social development has led the current youth to a state of perpetual adolescence; the current university models coupled with the precariousness of work and the postponement of the emancipation of the family home generate a state of general apathy in the youth in which they perceive they own nothing. *Establishing a series of responsibilities and maintaining a trust in the subject can lead to the latter being more proactive when he/she comes to participating in decision-making.*
- By trying to bring the issue closer to the way YP understand and interact with the world.
- Training in social skills is necessary, before YP are involved in their claims. Subsequently and as a society to which we all belong, it is fundamentally about " listening "and above all about" fulfilling ", to preach by example. YP today lack models to imitate, people who serve as models to promote their empowerment.
- Give us the opportunity to offer all the skills that we have been forming, to be one more in the team and that our ideas are taken into account or valued.
- By giving them a role to make them part of those decisions
- To form the critical spirit instead of the capacity of memorization. Focus less on specialization and productivity and more on the understanding and application of what is learned, so that students can become free individuals, but at the same time aware of the problems of society.
- To teach from an early age the personal responsibility of each one in a society. Let it be known since childhood that decisions not only incumbent upon an individual. And the documentation is prior to any decision.
- Making us participate in decision making, explaining how the decision affects us.

Ways to ensure that decision makers take into account the opinions of young people: Stakeholders answers

- Turn them into an influential group: Show decision makers that YP's opinions will largely determine who will vote for them throughout their lives.
- The institutionalized frameworks of youth, such as youth movements or student councils, have significant power mainly because politicians understand that they are the votes that will determine social processes in the future.

- To base on data collected from youth through research. Thus, it is possible to present positions of a relatively large population, and with regard to aspects such as gender, sector, religious perception, etc.
- To bring more youth to open discussions - such as Parliament committees / plenum - so that decision makers will see them before their eyes.
- Organize shadow parliaments of youth and disseminate their decisions, in parallel to the decisions of the official parliament.
- Raising awareness and creating change of perception among decision-makers.
- Organize discussion groups that integrate adults, children and youth.
- Institutionalize processes that require the inclusion of children and youth in decision making and setting criteria for the manner in which the decisions are made so that their voices will be taken into account.
- Decision makers need to get to know these views, so they have to be involved in the platforms where the YP are present.
- Through universities, associations or entities engaged in research on this group, by providing them with studies on their problems and needs in which a special focus is placed on what is important to achieve greater motivation and involvement of YP in the process of teaching-learning.
- Establishing formal and continuous processes (meetings, surveys, etc.) where children / YP can express their opinions and the responsible are obliged to send feedback.
- Including YP in their team.
- Enabling YP to express themselves freely and through appropriate channels. Incorporating spaces and times in the digital literacy / diffusion / formation actions to share among teachers, families, students. That said opinions really reach those responsible
- Admitting the opinion of the youngest in the process of deliberation.
- **Children:** the school community must establish the channels so that the children opinion can be taken into account and transferred to the educational authorities. We have to set and strengthen areas / situations / aspects that affect them: school schedules, facilities, spaces, activities... **YP:** their citizenship needs to be strengthened so that they learn to exercise their right to evaluate the system and not evade it. Local and educational authorities should provide "spaces" for consultation that make them feel involved in decisions.
- Making easier for children and YP to express their opinions through bodies that can produce reports that, although not binding, need to be considered by decision makers.
- Presence and participation of YP and use of codes and decals of behavior, taking into account their perspective and implications. Institutions like UNICEF can contribute a lot: they have an important trajectory and experience in this regard.
- Regular evaluation of the aspects that have required the opinion of the young.
- Having fixed times when they can bring in their topics, by asking them again and again and inviting them to tell their opinions, in making decisions within the organization transparent.
- Communication at the same level
- In schools: fixed seats in steering groups, collaboration in boards, committees, panels;
- Change the educational system. It concentrates on producing people for the marketplace to make lots of money and to be competitive. This is wrong. YP should be taught self-confidence, self-realization, how to live, how to care for the planet and how to advance humanity.
- The YP can build initiatives and go to public and tell their needs. Initiatives like these can be found in Austria again and again, e.g. an initiative of YP against alcohol when driving.

- Legal obligation to hear the perspectives of the persons concerned (e.g. education reform). Youth representatives should take part in decisions, surveys; Lobbying for the youth, public sponsorship, and participative methods for decision making.
- Having black on white evidence to show the NEEDS!
- By foregrounding them in discussions, and positively discriminating in favor of YP.
- Give them some kind of political representation, maybe even voting, since decisions affect them as much as anyone else
- Continuous transmission of YP views to decision makers;
- School-based surveys with social responsibility projects
- Observations and interviews
- By interviewing children individually
- Selecting a group of spokespeople to organize meetings and setting up projects through constant consultation and feedback with children and YP;
- Forums where policy makers meet and hear YP;
- Surveys among children and YP to gain their opinions and perspectives
- Lobby for children's opinions to as an essential component to be included in policy making;
- Representatives of children and YP's councils and forums should participate in meetings;
- A structure like 'workplace democracy', such that the managers (teachers, school administration) have to implement formalized consultation.
- At the local, national, and European level, there should be clear processes and structures in place that ensure that the opinion of YP is taken into consideration. Promises and good intentions are not enough if then there are no concrete systems to make it happen. Consultations, seats reserved for YP in local councils, meetings that aim at getting the opinion of youth, online surveys, and other specific form of political engagement need to be designed and incorporated in all policy-making processes.
- To form **legally bounded** committees representing children and youth who will have active and equal role in decision making.
- We can be inspired by the youth council in the French speaking part of Belgium. In our case, if the Minister of Youth want to pass a bill, she can ask the position of the Youth Council. If she doesn't follow our position, she needs to explain why to the parliament;
- Invite decisions makers to meet and work with YP on the decision making process. To build relationships with YP and decision makers and to encourage decision makers to listen and understand YP's perspectives and opinions.
- Provide forums for dialogue;
- By participation in trainings on their own and with YP on youth engagement, decision making processes, etc.
- Interaction among stakeholders (schools, families), continuous participation, soliciting and stimulating public opinion;
- Animating spaces that allows free expression and guiding YP in understanding mechanism of public expression and influence.
- Through periodic debate sharing specific issues
- Creating an observatory that monitors existing policies
- Creating consultation mechanism in schools on different issues concerning social reforms;
- Government blog (on national level or on local level) with thematic forums to be linked and followed through schools
- Facilitating politics understanding by YP and creating a political youth magazine;



- Civic education in higher education levels
- To institutionalize a consulting mechanism; making compulsory the inclusion of YP in decision making processes;
- The importance of opinion and perspectives of children and YP should be more than a simple testimonies but rather influencing actions by awarding or sanctioning them;
- Through pressure groups that put pressure on Parliamentary Commissions;
- Associations and institutions that take direct youth energies in concrete project and proposals;

Potential benefits to society if YP's voices are heard by decision makers (YP answers)

- The society will be better because the people who live in it, who are today's youth, will be able to live in a society that they helped create and design, so they will be more satisfied with their lives and thus become more efficient and more creative, sociable and helpful.
- If the decision-makers decide to listen to YP, then there may be a chance that our society will start to accept more, but it also depends on the education that these YP went through. (This is a case of what came first, the egg or the chicken. Decisions affect youth).
- The society will be more innovative and more attentive to each other.
- It will be more adapted to the population that will constitute the majority in 2030 - that is, today's youth and YP. YP are more aware of the technological developments and social changes taking place today, and therefore, if decision makers listen to them, they will create a system that is more suited to these changes.
- One of the most prominent social changes is greater openness to the different, and the creation of an international society that is more accepting. Listening to YP's opinions will encourage the development of such a society, increase the international ties on which we depend and bring greater openness to the different.
- With the many changes taking place, no one knows what will happen. I believe that YP are more aware of these changes and their needs, and therefore can build a society that is more suited to their values and needs.
- It would be better if they listen and act accordingly. Adults are more experienced. But they are also stuck with ideas and do not try to rethink, therefore it will be right for them to listen and be open, but not necessarily to accept any idea of adolescent hormone-filled mind.
- There will be more understanding, tolerance towards different political parties, societies and cultures. People will be able to express their opinions without being considered "traitors" or "fascists". For example, not every leftist will be an automatic traitor and not every religious person will be dark.
- A sensitive and comprehensive look at the environment, and a focus on the desired future in the eyes of the young generation that will have to take responsibility and lead the company in the coming years.
- Especially in social issues. Today's YP are much more open to various social issues, mainly thanks to the Internet and social networks. On the Internet there is a possibility to open subjects that are taboo and create a discourse. Our generation talks about things more freely as a result, and that makes us more social and more inclusive.
- **It is not certain that it will be better.** The education system today encourages gaps, racism and hatred of the other, so if this continues, it will not be better.
- The society in 2030 will attribute more importance to the younger generation, the future "decision makers" in 10 or 20 years. I think it would be great, because then more effort will be made to develop the younger generation and to "improve" it as much as possible, with the understanding that they are those that will influence in a few years.

- If they listen to YP who notice the problems in their immediate surroundings, the society will be able to deal with these problems so that in the future they will not worsen (fearing the future, shaming, etc.)
- In 13 years YP like me will constitute the center of the population. We will raise our own children, so our involvement will now have a positive impact, for we are the ones who will live in this situation in a few years. We will educate our children accordingly.
- More YP will be exposed to and become interested in how to manage the state, and so *there will be more chance to find talented politicians*.
- The society will be more suitable for YP who have decided that the world will be shaped according to their worldview and how they think it is right to act and live. *But that does not mean that society will necessarily be better.*
- Technologically, the world will develop and improve. Familiar problems will be solved, but new problems will arise.
- The ambitious YP always look forward and know from their point of view what changes need to be made so that they can shape the future as they see fit.
- The brain of YP is always thinking about innovative things in light of the reality they live in. I have no doubt that if adults listen more to YP they can reach more innovative and developed things.
- The society will be more suited to the technological era and more attentive to the needs of the younger generation.
- There will be more feeling of comfort among the young. Decisions will include the opinions of the young generation and not only of those who are in charge of them.
- Solutions will be found to our problems as YP: The problems that today adults do not see and do not know.
- Improvement in primary education. Society will know that the connection with diverse populations must be strengthened and that more emphasis among children is needed about their attitude toward others. Therefore the society will invest more in education.
- Better and more interesting ways of education (changing teaching methods and sometimes even older material to better connect to society today), education from a young age to helping the weak and supporting those lacking power (something that is barely available today), learning values that are not in the focus of schools today.
- The young generation is more open-minded and therefore can think of better solutions to existing problems. I believe that if they give YP a more central place in the decision-making process, they will be able to learn better, to achieve more significant achievements and be more able to improve the world. This will enable a much higher technological advance, better diplomatic relations (after all, youth are less politically fixated, so that they can conduct more efficient negotiations and perhaps find solutions that adults do not see), and will allow greater progress in all areas. While teenagers learn how to memorize irrelevant facts, we can learn skills that will really change the world. I think that from the obsessive attempt to evaluate people in a way that will allow them to be placed in future jobs, the world has forgotten the fact that the youth must be prepared for the future so that they can create a better future for the youth that will follow.
- If the decision makers listen and implement, we will have a more productive, more inclusive and attentive society. The more we strengthen it, the more we can cultivate the future generations (whether in self-confidence or in a healthier life).
- The society in 2030 will be more open and inclusive, more creative and developed.
- If decision makers are aware of YPs' problems and needs, it will help them to plan ahead in a way that ensures that today's youth's needs are be fulfilled.
- It will be possible to know what are the problems that concern the youth and thus to solve them more efficiently, making it easier for YP.
- The society will be better because a very large part of the population is children and youth. If they listen to their statements, this part of the population will be more satisfied. In addition, children have a different perspective, more modern and up to date.
- Society will be different in that it will insist on more enlightened and modern values.

- The decisions will be more tailored to the majority of society, YP will have room and experience in making decisions and in changing the society.
- In 2030 the people who dominate the society will be today's YP. If decision makers listen to YP right now, by 2030 the society will be more advanced, more open and accepting, and more suited to the developing world.
- If they will listen to YP they will receive new solutions that are appropriate for the YP's lives.
- Although YP should be listened to more than in the current situation, their views can be extreme and irrational, and therefore their proposals should be taken with some restraint and it is necessary to listen also to older people with more established opinions and more correct considerations.
- Will be more aware of the distress and difficulties of different ages. YP often think differently and therefore can offer ideas that adults will not think about.
- The education system will be more suitable for pupils/students, allowing them to express themselves and succeed in different ways
- I do not think it will be much better/worse
- Not at all, because many YP are very uneducated.
- Often YP have good ideas, but are not taken seriously; naturally they often lack experience but in fact it is this lack of experience which is the reason why they begin to question things and not to take them as given, and so to find solutions for problems, in new and unconventional ways.
- More tolerance and equality between men and women, different cultures, religions, digitalized society; education more oriented towards values.
- Women and men will earn the same in the same position...
- Not at all
- Will be more respectful to each other
- It will be more modern, when the YP design it themselves.
- When the YP voices are heard, it will be considered how the world will change for us and what has to be done to make it better, in economics e.g.
- The world will be more adapted to our needs.
- It will be more modern
- The needs of the people will be satisfied and maybe there will be less discrimination.
- All age groups will be considered. The world will be designed to all age groups and not only to the ones that already have a certain age or a specific position.
- *I do not believe that society will get better*
- *It will not get better*
- *Not really better*
- If decision makers listen to YP, it could help them to get a broader view on what our society wants. Understanding what issues matter to us, such as education and discrimination due to gender, race, sexuality or religion, I think is important because it would help to further progress in solving problems in society.
- It will be safer and better for the YP of 2030.
- In 2030 our generation will have better understanding of each other, meaning we will get along better. This will result into a better community.
- YP will feel more confident, expressive and in control of their role and impact in the society they live in.
- It will be more online

- Many YP today are *fickle, ignorant and ill-informed*. The more qualified and wise older generation (in general) would be more suitable for creating a better future. Many youths are too easily convinced and overly-emotional, with a blatant disregard for most logic and well-informed debate. Of course this is a generalisation, but it is what I think.
- The society would be more egalitarian. But the opinions and views of the young change much over their adolescence, and they may want something completely different by 2030. In addition, many YP are uninformed and so are not in a position to suggest legislation.
- It will be a fairer society.
- YP will feel more invested in the matter than the decision makers just because it concerns their future.
- It will become more pragmatic and more rational, encouraging constructive intergenerational, discouraging dogmatism in politics and encouraging sensible policy.
- We will live in a future with more tolerance about gender, religion, cultures...
- At least a fraction of the past young will feel more integrated in society, more active socially and politically and will carry on that idea to the rest to shape a better future.
- The internet will be better and safer.
- YP will have their say more and will be more involved in politics and decisions
- More equal society (several similar responses).
- A fairer society
- Safer society and more jobs
- Being anti-racist, anti-sexist, anti-fascist, ecologic and free, I believe that in a just society we must listen to the voice of every age group, to meet the needs and rights of every single individual.
- The older generation is not as bold when it comes to taking cutting-edge steps: they are slow to adapt to more modern ideas/ways of life. YP are able to shape their future.
- I don't know if society will be different if YP are heard. Undoubtedly a society where are all generations are heard is more willing to improve itself. Listening to YP today means to listen to adults of tomorrow.
- Society will be driven by decision makers who will get a wider knowledge of the reality of that part of society, YP, promoting development/support to that social sector and a more direct participation in society.
- Stronger democratic structures.
- Society could be different whether YP would live politics and not see it as something far and obsolete.
- Lack of participation of YP implies closing themselves in their private life and decreasing their engagement. This is only partially true because YP today are engaged in other forms, such as in initiatives in public spaces and in social networks.
- I don't believe that if YP voice would be listened by decision makers the society would be better or different. But it is important that decision listen to YP as it brings issues and perspectives potentially useful to improve society.
- There would be more consideration and engagement of a social category that today is the most neglected.
- The integration of "different people" might improve and it might also improve the importance of unrepresented voices.
- In 2030 society COULD BE better, or evolve, thanks to the voice of YP who think like me. They demonstrate strength, culture, energy, curiosity, ideas and the willingness to do, to progress, to create and improve. This could be one of the possible incentives for development of future society. It could lead to the integration of "differences". Probably with sharing political ideas there's hope for a positive change in future society.

- Society will be more open to the world. More respect for other cultures and traditions. An increasingly technological society, but also respecting the environment.
- Future should change for the better with changes reflecting modernity but in the same time with a pinch of the mentality of our grandparents.
- It would be a society more open to cultural diversity, with less discrimination and injustice and willing to dialogue.
- *A society a little more open and empathic with the problems of others and therefore more prepared to face social, cultural or economic conflicts.*
- There will be more variety of ideas.
- YP can incorporate new methods, rhythms and ideas into the new society. For example, in all that is related to the current technology, participatory processes, communication in horizontal hierarchies, etc.
- The society will adapt better to the reality (technology, globalization, etc.), because we who were born with this context and we know how to make the most of it, better than people who are not, for example, digital natives. A change can be the *incorporation of technology to fields hitherto not explored* in depth such as education, bureaucracy, etc.
- Technology will be part of day-to-day activities to improve administrative tasks, medical care, education, political processes, etc. Although technology is already part of society, people who are implementing it are not users of technology. *Listening to YP who today see technology as something inherent in their daily activity will facilitate the implementation of policies and measures that have technology as their central axis.* Many today's problems such as gender discrimination, cyberbullying or multiculturalism will be solved. Involving YP in these processes, the next generation will have the bases to continue solving them.
- On the one hand it will be a society with a more integrated and responsible youth, since YP would have a greater sense of belonging. On the other hand the YP would contribute to a greater renewal of ideas and would give a new perspective when making decisions.
- The third age of 2030 will live substantially better than any of earlier times.
- It all depends on the evolution of YP and their way of seeing the world. For society to progress it is appropriate to properly train today's YP so that tomorrow they will make society better collectively.
- *The anachronism of government agencies often means that policies are implemented without a concrete knowledge of material reality. In this university, this fact is blatant, since the university community is not consulted at all, and after the approval of decrees and measures, in principle designed to optimize higher education, it ends up being a further slab in the difficult situation of the university. To listen to the concrete problems and to legislate taking into account the subject to which the legislation is going to be applied is a key to the construction of a society of solidarity and concord.*
- It will be possible to get ideas from the point of view and opinion of the new generations, where often the most critical vision of society resides.
- Although knowledge and experience are factors to be taken into account, the conditions of society in which these values were the summit have changed. The world today is not governed by the standards that did it only 10 years ago, so those people who have been born, grew up and have developed in these new conditions are, in a way, "natives" "of a different way of understanding what surrounds them. Progress depends entirely on what people do with the means we have, so someone who has been born and assimilated the environment in which he moves is more effective when it comes to bringing that medium to the next level.
- The Spanish education system should take a 180° turn and adapt to the changing society. Are we creating autonomous citizens, with good skills to solve conflicts or those who follow an idea learned from memory? YP have innovative and creative ideas because of their lifelong learning approach in education, which can give a vision of cultural progress. Expand horizons, offer freshness and dynamism.
- YP are full of new ideas, different forms of innovation and different points of view that can give great contributions to society. However, I believe that these ideas should always be measured with caution.



- If the YP feel heard, they will fight more to get changes, they would take into account the needs they perceive, employment problems, etc.
- This would be a better society, more tolerant, more advanced in its time, because it would have been able to hear the voice of the future when it was still past and thus avoid many problems later.
- With the knowledge of previous generations and the innovations of the young, society can evolve and develop. If it is not done, it stagnates and rots.
- It would be a more egalitarian world.



Second Round – Stakeholders’ Answers:

Other ways to engage young people in decision-making	Other ways to ensure that decision makers take into account the opinions of children and young people
<ul style="list-style-type: none"> • International conferences of youth leadership and the integration of their ideas / demands for social changes; • To determine a percentage, even if small, of YP votes in forums of decision makers - parliaments, youth parliaments. • Targeted camping activities with different activities. • Social media use • Conferences with young people • Use of creative media e.g. Video projects to engage young people • There are already some possibilities for young people to participate in decision processes. The challenge will be to show them these possibilities and to inspire them to use them. • Allow their decisions to be heard and implemented if possible. The youth feel that their voices do not count. Show them that it does. • Conferences, teacher training with pupils and teachers • Volunteering in all forms, taking part or in organization that shares values and choices and takes part in evolution and growth; • Listen to their preferences. Accompany them in joint implementation of projects of their interest. • To make the decision- making as fun and creative as possible and supporting groups to create their own forms of decision making - being very aware of the fear people can have to speak up in groups; • Discussing issues and deciding rules in weekly total school assembly. All have right to speak: One person one vote. • Applying informal methods in policy development process (e.g. workshops where youth can discuss and formulate their positions); • Making participation in decision youth-friendly, enjoyable, and part of daily life and activities (mainstreaming); • Non-formal education; Human rights education; 	<ul style="list-style-type: none"> • Making public activities organized by young people. • Imbue a sense of responsibility at an early age. • An "ombudsperson for young people" with certain rights, e.g. a veto-right against governmental decisions concerning young people. • Political parties have a crucial role to play in how they prepare or recruit young people. Change or implementation should also be analyzed with them • We should first focus on educating parents, teachers and adults. All the problems that young people are facing are the result of the lack of awareness in youth issues that adults have.



Second Round – Young People Answers:

Other ways to engage young people in decision-making	Other ways to ensure that decision makers take into account the opinions of children and young people
<ul style="list-style-type: none"> • It should be made mandatory that in making decisions that affect young people an elected representative of youth is present. Such a representative could at least express the youth opinion, so that it can influence the way decision makers look and perhaps change it. I would like such a representative to have a real ability to influence decisions, but I doubt that will happen; • A focused and concise online guide about the process of decision making and its importance; • It is not enough to let us speak. We want to act. If we are given a platform where we can act and not only talk about changes that we wish to do when we grow up, the success will be bigger; • To encourage decision makers to communicate with young people. It is important to talk to young people at eye level or even without knowing that they are young, and to treat their opinions as adults' opinions; • A way to provide feedback about decisions, especially those that affect our lives (e.g. decisions of the Ministry of Education), so that it will not be necessary to strike, etc. • Creating stands on the street with regard to the issues being dealt with • Society, parents and teachers should stop waiting until we turn 18 to treat us as adults. They make decisions for us, they treat us as non-reliable beings and then suddenly when we enter adulthood we are expected to behave accordingly - but only a few days ago we were asking for permission to make decisions; • Providing young people a right to vote in all policy and law making processes concerning young people; • Throughout arts, theatre and drawing; • Direct involvement of YP in decision-making mechanisms; • Create some radio space where youth can address different issues, mediated by experts in the field; • Participation through interactive activities: workshops, exhibitions, etc.; 	<ul style="list-style-type: none"> • It is necessary to give young people the opportunity to play their part and to foster their growth path by not letting them become passive users of services but active users involved in building activity and society itself • It strongly depends on the impact the voice of young people has on decision makers. If this "voice" is simply heard and not taken into account then I am afraid that not much will change;