



netWorked Youth Research for Empowerment in the Digital society

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Grant Agreement number: 727066

## WYRED Processes Handbook

WP1\_D1.2

H2020-SC6-REV-INEQUAL-2016

Grant Agreement number: 727066

1<sup>st</sup> November 2016 – 30<sup>th</sup> September 2019

WYRED Process Handbook

WP1\_D1.2\_v4\*

<b>Deliverable description</b>			
Filename	WYRED_WP1_D1.2_v4		
Type	R		
Dissemination level	CO		
Due Date (in months)	M19		
<b>Deliverable contributors</b>			
Version No.	Name, Institution	Role	Last update
1.1	BOUNDARIES, Nick Kearney	Creator	15/05/18
1.2	All partners	-	10/01/17
1.4	BOUNDARIES, Nick Kearney	Creator	14/09/18

\* cfr. GA – Annex I Part A – 1.3.2 WT2 – list of deliverable

## Table of contents

<b>1. THE WYRED PROJECT</b>	<b>4</b>
1.2. THE PROCESSES HANDBOOK	4
1.3. METHODOLOGY	5
1.4. THE WYRED RESEARCH CYCLE	6
1.4.1. BUILDING THE WYRED NETWORK (WP4)	6
1.4.2. SOCIAL DIALOGUE PROCESSES (WP5)	9
1.4.3. Participant Research Processes (WP6)	11
1.4.4. Evaluation and Interpretation Processes (WP7)	13
1.4.5. Valorization processes (WP8)	14
1.5. SUPPORTING PROCESSES	16
1.5.1. Inclusion processes (WP2)	16
1.5.2. WYRED Platform Processes (WP3)	16
1.6. CONCLUSIONS	17
<b>2. REFERENCES</b>	<b>17</b>

## 1. THE WYRED PROJECT

The EU-funded WYRED project (**netWorked Youth Research for Empowerment in the Digital society**) (García-Peñalvo, 2016, 2017; García-Peñalvo & Kearney, 2016) aims to provide a framework in which children and young people can express and explore their perspectives and interests in relation to digital society. It provides a platform (García-Peñalvo & Durán-Escudero, 2017; García-Peñalvo, García-Holgado, Vázquez-Ingelmo, & Seoane-Pardo, 2018) for this purpose, in which they take part in a cycle of exploration involving dialogue, participatory research and interpretation of the results. Throughout the process the children and young people are in charge and it is their choices that drive the activity. WYRED generates a diverse range of outputs, critical perspectives and other insights (García-Peñalvo, 2018; Griffiths et al., 2017) that can inform policy and decision-making in relation to children and young people's needs in this digital society.

### 1.2. THE PROCESSES HANDBOOK

The objectives of WYRED involve a complex set of processes. In addition to those involved in the research cycle itself, there are a range of support processes that serve to facilitate the core activity of the children and young people involved. These take place in parallel throughout the project and will continue after the end of the funding period. They relate to the way the platform and the community are supported, and how WYRED locates itself in the wider conversation about the digital society. As the project progresses the work provides insights about which parts of the WYRED cycle, as originally designed in the proposal, are effective in supporting the objectives of the project, and which need adjustment. There is a continuous process of reflection on these within the consortium, which is the principal activity of WP1, which serves to manage the evolution of the WYRED cycle in the light of the experience of the project. This document - the WYRED Processes Handbook - is the main deliverable of WP1, and it exists as an evolving document (in yearly versions) that exists to capture the changes that result from this process of reflection and discussion. The document serves to define the decision-making and other processes involved in the functioning of the WYRED research cycle, the platform and the community.

The WYRED project involves 10 work packages. WP1 has been discussed. The second, WP2, is dedicated to the preparation and implementation, throughout the project, of the inclusion strategy, and the third, WP3, focuses on the development of the WYRED platform, which is used throughout the project as the space in which the activities and interaction take place. These two WPS are covered by later chapters in this handbook.

The next 4 WPs cover the full cycle of activity in WYRED – the WYRED Research Cycle. This starts with Network Building in WP4, in which the children and young people who will participate in the research cycle are attracted and engaged and the principal themes that represent their concerns are identified. The next, WP5, focuses on social dialogue around these themes. This involves close discussion and exploration of the themes to identify key research questions that concern children and young people in relation to the digital society. Subsequently, in WP6 these children and young people design and implement research activities that explore these questions

and issues in a range of different ways. WP7 focuses on the significance of the results. The young research participants discuss their results and with the help of the partners, decide how best to present them to different target groups at policy level and in the wider society. These 4 work packages form a cycle that is aimed to generate insights relating to the perspectives and concerns of children and young people in relation to digital society. The cycle repeats twice during the funding period of the project and will continue after the funding period indefinitely, under the aegis of the WYRED Association (which is to be created during the project).

WP8 focuses on the dissemination and exploitation of the project and its outputs, both the WYRED approach and the different results generated by the WYRED cycle. This work package runs throughout the project, carrying out the valorisation of the WYRED activity through workshops, event participation, online activity and the creation of the WYRED Association.

The WYRED Research Cycle is also supported by 2 other work packages, which focus on the management (WP9) and quality (WP10) of the WYRED Project. While the content of this Processes Handbook focuses on the WYRED Research Cycle, which is expected to exist beyond the EU funded project that develops and initiates it, WP9 and WP10 focus on the funded period itself, and the requirements involved in relation to this. The WP9 and WP10 processes are therefore covered separately, in the Project Handbook (D9.1) and the Evaluation and Quality Plan (D10.1).

### 1.3. METHODOLOGY

Representatives of all potential stakeholders are involved in the discussion and reflection that generates this handbook, in its initial and later versions. It is a living document that is evolving with the work of WYRED. The initial stage involved the creation of an initial draft, in which all the project partners participated. The document was subject to frequent iterations during the initial development of the draft, exploring a range of options. The processes were subjected to extensive discussion by stakeholders. Partners organised local focus groups and seminars to discuss the processes set out in the draft with local and regional stakeholders, and the inputs from these discussions were then incorporated by the partners into the draft to create the first version of the Handbook.

The document was then used throughout the first cycle as a blueprint to guide the work of WYRED. During and at the end of the cycle, it was discussed, examining the extent to which the processes defined are appropriate in practice, and adjustments were made to the activity where necessary. These adjustments are now incorporated into this second iteration of the handbook.

One of the key lessons from the first cycle has been the need to accommodate the realities of the different contexts in which the partners work. The original proposal, necessarily for the purposes of comprehension of the aims and intentions, set the work out in a chronological “lockstep” that made unreasonable assumptions about the feasibility of synchronisation across such a heterogeneous set of contexts. The first version of the

processes handbook reflected that to some extent. In this second version, the decision has been taken to focus on the flow of the activity in a WYRED cycle, rather than the specific timing of particular tasks as this has been seen to vary radically across the different consortia, depending on school curricula, timetabling, exam periods and other factors.

## 1.4. THE WYRED RESEARCH CYCLE

### 1.4.1. BUILDING THE WYRED NETWORK (WP4)

#### 1.4.1.1. Introduction

This first part of the WYRED cycle centres on network building. At the start of the project, beginning from zero, the focus of the work was to bring together stakeholders from a variety of different constituencies such as researchers and policy makers, children and young people, schools, youth organisations and others across Europe. The eventual sustainability of WYRED and the success of the cycles within the project depends to a large extent on achieving a sufficient critical mass of participants from diverse backgrounds. While the consortium is strong in terms of its potential access to children and young people and other participants in a wide range of contexts across Europe, this is a potential that needs to be realised and extended.

While this was originally done at the start of the cycle, it has become clear that network building needs to be a continuous part of the work, and that it goes hand in hand with dissemination and exploitation (WP8). The results of the cycle as they are fed out into society, attract others to the project and towards participation, thus facilitating the building of the network. Furthermore, as the cycles have developed it has been evident that each locus of WYRED works at different rhythms, while one may be finishing activity and producing results another may be in the dialogue stage, or researching, and so on. The result of this is that increasingly there is a continuous flow of insights that can be used to feed dissemination and network building.

The implication of this is that some of the original networking activity in WP4 is less relevant now, since it was necessary only when there was a lack of material to generate interest in the project. Some of the preliminary activities are therefore not repeated, while others are changing their function within the project activity. This will be discussed later in this section.

The other objective of this network building stage of the WYRED cycle was to begin the process of dialogue in the project, by identifying the key overarching themes that concern children and young people in relation to future social change, in order to prepare for the subsequent activity in the WYRED cycle. This work was also envisaged as a further mode of attraction of participants to WYRED. A shift has also taken place in this regard, since the Delphi activity in the project, and the activity from the first cycle have generated a clear set of themes that can be used. These evolve with time, but the need to generate them from scratch is no longer present, and for this reason in many contexts the initial discussions of WP4 and the social dialogue phase of WP5 are in

practice merging together rather than constituting separate events. This is proving valuable as it streamlines the work, helping to maintain motivation and engagement.

The activities originally proposed as part of the network building included a manifesto, a slogan competition, a video spot, a questionnaire for stakeholders, a Delphi process and initial dialogues. The experience of the first cycle has led to the following adjustments.

The slogan competition took place early on in the project and generated some interesting results, but it was not viewed as an especially successful way of generating interest or ownership. Linguistic issues particularly play their part. It may be that this instrument can be revived for specific activities at certain points but not for the project as a whole, it will not be repeated. Though this kind of activity can promote engagement it is less clear that a competition creates a sense of ownership (except perhaps among the winners). Efforts are not focused more on generating this through the promotion of the outputs of the research cycle. It has therefore been discontinued.

The original stakeholder questionnaire was one of two phases of contact with all the potential stakeholders in WYRED during the network building stage. Though the WYRED project focuses on youth perspectives, policy and other stakeholders are also important referents for the project. The function of the questionnaire was to interest participants in the possible subject areas of the research activity in WYRED. The process of responding to the questions provoked engagement and reflection and at the same time allowed the identification of potential areas of interest which fed the later Delphi activity.

Though the stakeholder questionnaire was a useful device in the first cycle and helped to identify a good number of potential “gatekeepers”, some of whom brought young people into the project, it was decided that to ask these busy stakeholders to participate in the same questionnaire a year later would be counterproductive, as questionnaires are not always well received. At the time it was useful, but since then new contacts and gatekeepers are being attracted to the project by other means and there is no longer a need.

The key processes that continue to take place in the WYRED cycle are described in the following subsections in this section. This structure is repeated in all sections, so that tasks that are no longer present or relevant are described briefly in the section introduction, while current tasks are described in separate subsections (with headings in blue).

#### 1.4.1.2. The videos

The WYRED video is one of the key elements in the engagement strategy in WYRED. As the project progresses it is envisaged that young people will contribute videos that can help to extend the network, and this is already happening as part of the outputs of WYRED work, but at the very start in order to have a video as soon as possible the work was subcontracted, and the video was created by young professionals. It is available on the project website and YouTube and it provides a visual, metaphorical narrative of what WYRED does, and serves as a tool for presentations etc. There are plans to generate another “motion graphics” video to explain the WYRED cycle

and its benefits. While part of the network building work package is however more a dissemination tool, and in some sense, this demonstrates the close overlap between network building and dissemination mentioned above

#### [1.4.1.3. The manifesto](#)

This was originally envisaged as a joint statement by all the partners that would principally voice the concerns of young people, who would participate in its creation. It is conceived of as a statement of intentions, values, and principles and should make clear what we are aiming to achieve in the WYRED activities. The manifesto focuses especially on young people's right to express and voice their concerns regarding numerous issues relating to the current digital society, and on the right to be involved in all aspects of research and decision-making processes in digital society that affect them but in which they are frequently considered to be passive users rather than active creators. The manifesto is a "work in process" document which will evolve over time.

The original objectives of the manifesto as part of WP4 were partly related to initial network building - the process of creation was envisaged as a way of engaging potential participants' interest in the project. It was however also seen as necessary to have a shared declaration of the values, principles and goals of WYRED and for this to be a way of making WYRED comprehensible to others. While the initial network building function is now less important, the others remain vital and the consortium, in parallel with the overall discussion relating to this handbook is working on creating new versions of the manifestos that consider the experience of the first cycle. It is envisaged that these will be available as living documents that children and young people can comment on continuously, and which can be periodically updated in the light of these comments. In this way the manifesto continues to play its part in the development of the WYRED network.

#### [1.4.1.4. Delphi outreach](#)

The Delphi process was originally located in WP4 as it forms part of the network building in the sense that like the other activities mentioned it can serve to attract and engage people in the activity of WYRED. It was also useful as a way of generating themes for the dialogues in WP5 since its aim is to map and identify young people's attitudes and expectations regarding their key areas of interest in relation to the digital society.

In the first cycle it provided useful results that drove the discussions in WP5, the activity was repeated a year later, and the results continue to feed discussions throughout WYRED, both within the social dialogue phase and in other conversations we participate in. The difference is that while initially the Delphi functioned in sequence, prior to the dialogues, it now functions in parallel. Any specific dialogue is simply seeded with the most recent Delphi results. It has also acquired a valuable extra function as a tool for helping to position WYRED within wider conversations about young people and the digital society, as a kind of observatory that provides insights about the concerns of young people. This is valuable since it helps to increase the relevance of outputs coming from WYRED. This is a role we wish to develop, producing an annual report (WYRED Insights) compiling outputs from the Delphi, the dialogues and the research activity to feed policy conversations.

#### 1.4.1.5. Other conversations

Though less immediately visible, as it is a more dispersed activity, it is important to remember that the networking phase of the project, originally seen as time-limited, is now a continuous process. Partners are in continuous contact with stakeholders through dissemination actions, and these actions permit further development of the network. These processes however are not centrally defined as they depend on the local conditions in each partner context. Increasingly the networking is simply an integral part of the overall process of sharing of the results of the research cycle that children and young people have participated in, rather than separate actions.

As can be seen, some of the activity done in the first cycle does not therefore need to be repeated as it would be superfluous. What the networking phase now involves is continuous conversations with stakeholders about the outputs of the WYRED research cycle and the Delphi, and the manifesto. All of these are closely coordinated with the dissemination work carried out in WP8.

### 1.4.2. SOCIAL DIALOGUE PROCESSES (WP5)

#### 1.4.2.1. Introduction

As networking has become more an integral part of the WYRED activity as opposed to a discrete stage, the social dialogue has become for many participants the first stage of the cycle, which as a result is more streamlined and easier to comprehend. The aim is to explore the themes brought out through the Delphi process and previous cycles through dialogue and generate an open set of research questions relating to the digital society that concern children and young people. These are then investigated and researched in WP6. Increasingly however it is clear that the outputs of the dialogues, as well as giving rise to the research, have intrinsic value as insights into the concerns of the young around the subject of the digital society. They are therefore increasingly being shared as part of the dissemination activity and form part of the annual WYRED Insights report.

In a project such as WYRED, which involves a large number of participants from diverse contexts many of whom will be from non-academic backgrounds, it is very important to ensure that the work is based on rich questions that are relevant to children and young people. It is also important to ground the research in the realities of the digital society in Europe as experienced by children and young people. To ensure this the aim of this phase of the WYRED cycle is to facilitate a set of dialogues that explore the themes already identified in previous phases and cycles. The discussions can be either local face to face discussions or take place in international online fora. The dialogues will allow the participants in the process to express their views, speak of their experience and identify the aspects that they would like to explore further.

There are various activities that make up the work of the dialogues. In general terms these have not undergone much change in the way they are organised or presented since the previous section, though some streamlining of the sequencing has taken place.

#### 1.4.2.2. Dialogue preparation

In the preparation of any dialogue activity in WYRED, the facilitators aim to prepare a set of key themes that can be used to seed the dialogue. These are focused on children and young peoples concerns in relation to the digital society and are derived from the results of the most recent Delphi and the results of previous cycles. They may include themes such as trust, identity, modes of presentation, vulnerability online, sexting and sexualisation, the linkage and limits between online and offline, communication with peers and family, the boundaries between personal and private, communication, gender relations in social media, games and entertainment, obstacles to change, youth as community, inequality in digital access, misuse of technology and environmental abuse, mobbing and how technological innovation may contribute to the reinforcement of social injustice... and so on. The selection of specific themes to be discussed is however at the discretion of the young people involved at the start of the session. The facilitators provide a selection based on themes already identified in previous sessions as interesting to young people in the specific context.

#### 1.4.2.3. Synchronous dialogue sessions

These face to face sessions are increasingly the first contact of any group with WYRED. They involve a short introduction, presentation of possible themes and discussion of these that at the end of the dialogue process generates research projects that the participants will undertake. In some cases, just one session may be sufficient to generate research questions, in others more sessions are necessary to reach conclusions. They are organised and facilitated by the partners in each country. What is increasingly notable is that these sessions of themselves generate interesting insights that can be shared as part of the wider conversation. Though this was not originally anticipated it is becoming a useful added value of the WYRED project in terms of the potential contribution to thinking about young people in the digital society.

The activities that form part of the sessions are proposed by the facilitators and there is a wide range of possibilities. The discussions can include conventional debate and discussion structures, techniques such as fishbowl as well as video exchange and annotation, image-exchange based activities, and blog and Twitter based discussions. Structured dialogue processes and other approaches such as World Café and Open Space Technology can also be adapted to the online context.

Key aspects to bear in mind when implementing these sessions are the ability to facilitate groups face to face, and online, an awareness of facilitation techniques and tools of engagement to promote active involvement, knowledge of the technology used and an attention to relationship building and equal regard (diversity of perspectives).

#### 1.4.2.4. Asynchronous dialogue sessions

These sessions differ from the previous synchronous ones only in so far as they take place online and asynchronously. The basic principle of dialogue and exchange leading to insights and research questions is the same. The dynamics are however different since they are not bounded by time limitations, so that in addition to

the previous aspect bear in mind, the risk of dispersal, limited, sporadic or intermittent participation, and a lack of focused attention need to be considered.

#### 1.4.2.5. Analysis and research questions

In all the sessions a record is made of the discussions. In some cases, the context may require this to be in the form of notes, in others audio or video recording has been used. While the identification of key questions takes place within the sessions, it is frequent that other questions are identified but not taken up by the participants. The analysis of the dialogue records allows these to be captured, both for use as examples in other sessions, and also as insights from the dialogues that can be shared. It is important to note that the amount of data generated by this process will be too extensive to cope with in minute detail within the timescale permitted by the project, but this is not the objective, though the anonymised data will be made available for research purposes. What is important here is the insight the process affords. The final part of the analysis also involves the generation of a full list of research questions generated in each cycle. This was previously a separate task, but the nature of the process means that it is one of the natural outputs of this task.

### 1.4.3. Participant Research Processes (WP6)

#### 1.4.3.1. Introduction

WP6 focuses on the second part of the WYRED cycle, where the consortium facilitates a wide range of exploratory activities, called research activities, in which groups of young people, internationally or locally, investigate and examine issues that concern them in the digital arena. The range of actions envisaged includes research projects, where a social issue is addressed and solutions are explored and discussed, surfacing attitudes and understandings are highlighted through reflection in the process; creative projects, making use among others of video, theatre, web publishing, comics, music, art, various events etc, to express attitudes and understanding through the chosen medium; journalistic approaches, to observe, document, record and comment on social phenomena, either online or offline, and to produce documentary outputs in different media; action research and ethnographic projects, in which participants explore their own perceptions in their day-to-day lives, e.g. through journals or video blogging; solidarity projects, where a specific problem is identified and practical solutions are implemented, and where the output is a narrative of the issues and the problems faced in solving them.

The research groups arise naturally out of the dialogue phase as participants come together around specific questions that they wish to explore. Much of the work involves creative activities by young people in response to a particular question or issue, facilitated by the partners where necessary. Interaction during the research activities ideally takes place on the platform, though some users may prefer other media. Each group working on a research activity has a dedicated space on the platform to record and review work progress if they wish.

This stage of the WYRED cycle generates a range of outputs, some of which are intermediate by-products of the process, while others are final outputs. These may include quantitative data, narratives, artefacts such as videos, digital stories, publications, music, art, reports, images etc. The outputs of the research activities are stored in the WYRED platform repository. In the following stage the participants decide what to do with them and how much of them to share.

The first task in the first cycle involved the creation of a stimulating collection of research activities that participants can use, called the activity toolkit. Though the different research groups involved in the project and linked up to each partner may design their own processes, in some cases guidance can be useful and to this end, a toolkit of generative research activities (templates and guidelines) was produced. This collection of different research methods and activities, as well as ideas and success stories was designed to facilitate the research process for the participants so that they can create projects, design research processes, analyse data and so on. It is available on the WYRED platform for use by all participants and third parties not currently involved in the project. After its initial creation it is subject to revision in the light of experience and participant feedback.

#### [1.4.3.2. Design of activities](#)

This is a key moment for the participants in which they work on the design of their research projects. They can use the activity toolkit as a reference for this and the partners are also available to guide the process if necessary. In practice, for many of the young participants this is one of the stages that requires most facilitation, as this is an aspect that is new to them. Engaging participants and maintaining their enthusiasm at this point can be challenging. There is also sometimes a limited degree of creativity in the design of the research activities. If necessary partners may adopt a more interventionist attitude, suggesting activities in cases where participants exhibit uncertainty.

#### [1.4.3.3. Implementation of the activities](#)

As the title suggests this is the point where the projects are carried out. In some cases, especially where the activity is taking place outside a structured school environment, a key challenge can be maintaining participation over time, as most young people have many other commitments, and WYRED can be a lengthy process. Different solutions to this have been used in different contexts, ranging from giving the activity a bounded schedule of sessions, to identifying “early win” tasks where achievements can be made soon to capture commitment, and limiting the scope of the activity.

The outputs of their explorations are stored on the groups space on the WYRED platform. These take the form of “artefacts” such as videos, sculptures, publications, music, reports, and images. These are not just the final products of a research process, but also intermediate outputs, such as a video interview, for example, that forms part of a research process, or the draft storyboard of a video that shows the thinking involved. They can then be shared within the platform or more widely at the discretion of the participants, and these become part of the

WYRED artefacts repository, a knowledge base that centralises all the outputs and is also a source of material for the annual WYRED Insights document (see section 1.3.1.6)

## 1.4.4. Evaluation and Interpretation Processes (WP7)

### 1.4.4.1. Introduction

This part of the cycle involves the evaluation of the research activities and works at various levels:

- The first relates more to the success of the research cycle within the project as a whole and involves evaluating whether the social dialogue and the collection of research activities is functioning appropriately, whether the toolkit is appropriate, and whether the overall set of results is useful.
- The second relates to the quality of each research project. It involves evaluating each particular research activity according to its own internal design and success criteria, principally it focuses on whether the participants feel they have achieved an answer to their question.
- The third focuses on the extent to which the projects done by the participants can be shared. The aim is to evaluate which of the results, or which combinations of the results constitute or include insights that may be relevant for policy and susceptible to presentation as recommendations. In particular, it is likely that insights that are common across a range of research activities across Europe may be generalizable to recommendations.

This last stage of the WYRED research cycle focuses on these three levels. However, in addition to this conventional “evaluation”, it is also necessary to make the results accessible to other constituencies within society than the research/policy community, and especially to other children and young people who might be interested in participating. This can require reframing of the results in other formats, using other more creative, informal or dynamic approaches. In some cases, the artefacts already generated in WP6 have the potential to do this, in others there is a need to devise other ways to present the outputs. To do this, the young participants in the research work together and sometimes with the partners, examining their results and discussing and then implementing ways of making these results accessible to the wider society and the policy community. This involves finding appropriate “voices” to communicate the results of the research work and it is coherent with the overall approach in the project that aims to ensure the empowerment and engagement of children and young people throughout.

As in the case of WP6 the first task in the first cycle was preparatory. The evaluation approach was created then and the array of specific evaluation activities is linked to the toolkit (WP6) and includes self-administered evaluation processes and processes that can be carried out by the local partners. The task is therefore not repeated, though it is as with all other aspects of the project subject to adjustment in the light of the experience of the project, which is why it is mentioned here. The adjustments being made are increasingly focusing attention on how to identify what is useful and can be shared (to an extent if this aspect is successful then the

other two are as well). The challenge, as throughout WYRED, is achieving an approach that caters sufficiently to diverse populations and objectives.

#### 1.4.4.2. Evaluation implementation

This task is central to this stage and is maintained as conceived of originally. It serves also to collect further information about the research activities. A key development is that increasingly the aim is to integrate the process with the research process itself, rather than as a separate stage, as this makes it more streamlined, and also facilitates compliance. It is less easy to carry out the process after the research activity itself has ended.

#### 1.4.4.3. Reporting and recommending

Two tasks are now subsumed into one as they work largely in parallel. Each partner collates the results of the evaluation at national level to create a national report. These are then collated into an overall report with a series of recommendations. The collection of recommendations, which will also form a part of the annual WYRED Insights report, was originally a separate task but is now integrated with the report. They are also collected in a central public space on the WYRED platform which presents the most accessible and communicative outputs of the project research cycles that are designed for public consumption and serve as principal material for the valorisation processes in the project. The different formats for recommendations include short videos, reports, publicity campaigns, online games or other formats and many will be creatively interpretative in nature to ensure accessibility of the results and insights to diverse stakeholder groups, not all of whom speak the language of research.

This work goes hand in hand with WP8 and provides much of the material for the valorisation work. The public collection functions as a resource for engaging directly and dynamically with the insights that emerge from the cycles of activity in the project in different activities and events designed to contribute to the wider conversation around children and young people and the digital society.

The results of the evaluation report are also discussed with all stakeholders in WYRED but especially the children and young people involved, and they feed into further WYRED cycles (and later iterations of this handbook).

### **1.4.5. Valorization processes (WP8)**

#### 1.4.5.1. Introduction

This part of the cycle involves the definition and set up of the most appropriate tools to be used for giving young people the opportunity to be heard. The overall objective is to valorise the outcomes of WYRED cycle activities and extend the reach of the WYRED community and its impact on policy makers and other relevant social sectors. In this sense as previously mentioned there is a lot of overlap with the network building activity (WP4). The central tool to guide this work is the valorisation plan, which has clearly defined targets and tools, for both national and international contexts, to ensure effective dissemination and exploitation of the WYRED outcomes.

It is revised annually to adapt to circumstances. of the activities described in the plan, and particularly the degree to which the tools chosen for the targets at both national and international level are appropriately implemented. The plan is revised annually. Annual reports are also prepared on all the activity that has taken place in this regard.

#### [1.4.5.2. Website and social media presence](#)

The public website was built in the early phase of the project, following the definition of the WYRED logo and graphic design. It contains blogs for the international audience and in the partner languages to provide a continuous flow of news about project activities. These are articulated using the notion of “WYRED stories”, which are short narratives about different projects and other aspects relating to the work. The activity on the website is shared out to the diverse social media channels in which the project has a presence.

#### [1.4.5.3. Events](#)

The aim of these is to create and to deepen relations with individuals and stakeholders in order to spread awareness about WYRED and to expand the WYRED network. These take place locally throughout the project lifetime. The most extensive is the WYRED Festival which will take place online in Autumn 2018. Participation in merging relevant events such as youth festivals is also planned.

#### [1.4.5.4. Stakeholder engagement workshops](#)

The aim of these actions is to raise awareness of WYRED among stakeholders, particularly those not already contacted through network building, and to engage them in the activity. The stakeholder engagement showcase workshops are structured to make them attractive to target groups and adapted to national contexts and needs. They also facilitate interaction between stakeholders and beneficiary groups (youth).

#### [1.4.5.5. WYRED Association](#)

The aim of the WYRED Association is to provide a legal framework for the WYRED activity to continue beyond the funding period. After defining Statutes and a Business plan the constitution of the Association will take place in the second half of the project. The Steering group of the Association for the first year of activity will be made up of a mix of the partners and the members of the Advisory Board. During the final year of the project funding period, elections will be held among members to nominate a new board of the Association.

## 1.5. SUPPORTING PROCESSES

### 1.5.1. Inclusion processes (WP2)

#### 1.5.1.1. Introduction

Inclusion in WYRED focusses on an understanding of diversity that regards differences as normal and values the idea of equal participation in all aspects of life and decision making. In focusing on the issue of giving the high variety of children and young people a voice, this is most essential for the quality of outcomes and fulfilling the project's objectives. The inclusion process is an integral part of the whole work process as it accompanies the project from the very beginning to the end. An inclusion team consisting of one to two members per partner institution assures transparency and the consideration of regional respectively cultural factors regarding diversity. The inclusion criteria, defined within the first project cycle, are oriented towards diversity factors such as gender, age, education, work situation, socio-economic status, cultural background/migration, regionality, disabilities and religion. Partner feedback proved most essential for this process, as it added culture-specific aspects to the criteria and their operationalisation. The criteria are continuously evaluated throughout the process of the project and when it turns out to be necessary they will be adapted to the needs of the work.

#### 1.5.1.2. Inclusion reports

Inclusion is monitored continuously throughout the project by the inclusion team, which is made up of a member of each partner with quarterly meetings on this subject. These meetings bring together the partner experiences in the implementation of the diversity criteria in WYRED cycle within their countries and collect feedback on the applicability of the criteria, and how far the predefined criteria and (as far as available) the respective benchmarks are reached. The protocol of the meetings will also report on the actual inclusion status of WYRED in terms of participating children and youth and will summarize the recommendations, directly to relevant actors and yearly in the inclusion reports that the team will produce. Given that a watchword of the project is heterogeneity, this work in addition to its intrinsic value, helps to guarantee the coherence and legitimacy of the outputs of WYRED. As well as making recommendations, the inclusion reports also summarize the inclusion activities of the past year, evaluate the success of this work and recommend changes if necessary. Detailed data are provided regarding the degree of implementation of diversity criteria and the representation of marginalized groups actively participating in the project. Furthermore, the perception of the participants in relation to the support provided by the team as well as usability and accessibility are core topics of the reports.

### 1.5.2. WYRED Platform Processes (WP3)

#### 1.5.2.1. Introduction

The aim of this work has been to create the platform that will provide a space for the activity for the WYRED project. At the stage the project has now reached the platform has been developed, and the focus has been on

designing to support user interaction and the research cycle. The process began with the definition of platform requirements, followed by the development of a prototype and testing. The platform is currently functional, but subject to continuous revision, and two further iterations are planned during the project lifetime that will consider feedback from the participants and other users.

#### 1.5.2.2. Participant training

Though this activity was originally placed under work package 4, it is in fact more appropriate here as the proper functioning of the platform depends on it being used appropriately, and this requires appropriate training. This involves short modules to be used on induction of users into the WYRED platform. They focus especially on raising awareness about ethical issues involved in the project, such as data protection, privacy safeguarding and other issues and also on the functions of the platform and the WYRED cycle of activity. Though the modules are already created it is planned to develop them further. Further modules are also planned for facilitators.

## 1.6. CONCLUSIONS

This second version of the WYRED processes handbook captures the way that the WYRED research cycle is currently working. It is a more streamlined document than the first version, partly because several activities were only really relevant for the first cycle, and are therefore no longer continued, and partly because some activities have been merged or it has been decided that they are not useful. In this way the process is more streamlined and easier to comprehend. It is anticipated that it will undergo further evolution as the work progresses and the details and salient aspects of each process are further tested and experienced.

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