

Evaluation

Focus

Narrative for Report

Part 1: Review

- Updating Dataset to include Cycle 2 Projects
- Case Studies

Part 2: Insights

- National Overview
- Thematic
- Clustering

Narrative for Report

Cycle 1

- Testing of Methodological Approach
- Dispersed set of project themes

Cycle 2

- Learning and greater focus
- Methods successful over short or longer term

Cycle 3

- Narrower focus
- Considered impact and outcome indicators
- Clear demonstrable links between WP5-7
- Structured data gathering

Part 1: Review

- Cycle 1 dataset available- 92 projects, 281 participants
- Need for greater analysis of thematic focus and results
- Cycle 2 dataset to be updated
- Focus on case studies
 - Demonstrate methodological strengths
 - Clear links between dialogue, question, response, interpretation cycle
 - Demonstrate outcomes
 - Evidence of C+YP voice being amplified
 - One per cycle per country

Part 2: Insights

Gathering Data

- Completion of Protocols
- Learning from Social Dialogue Work (WP5 Report)
- Evaluation feedback on Cycle 1 projects (Anna's templates)
- Delphi Report
- Original Insights Report
- Stakeholder Mapping Document
- Showcasing activities
- Today's discussion

Cycle 3

- Ensuring narrower thematic focus
- Connecting with C+YP in more targeted manner, ensuring meaningful engagement and interaction, including in evaluation
- One template to be completed on cycle reporting
 - Planning through dialogue, research activities and results interpretation
 - When will activities take place, linking internationally
- Considering outcome indicators from outset
 - How are C+YP voices to be included?
- Linking process to intended audience if possible

Feedback to Date- EY

3 projects; 48 C+YP

- Internet safety and privacy
- Access to information online, fake news
- Cyberbullying and online abuse

Doing good online includes hackers

Interrogate the news, most of the time, fake news is obvious.

Bullying online has same impacts as offline bullying. Need to be vigilant working with C+YP to spot the indicators

- Don't believe everything you read, Cormac, 11
- The Internet isn't always right, Julia, 11

Feedback to Date- MOVES

- 15 Projects; 35 C+YP
- Changes of education in a digital world
- New technologies and their impacts
- Climate change and environmental future
- Renewable energies
- Cyber-Bullying
- Self-image and its presentation online
- Living with stress online
- Future of work in a digital world
- Digital divide

Feedback to Date- MOVES

- Involve C+YP in examining how **future learning/** education is planned. These are the ones who are affected most. C+YP urgently want to see change happening.
- A high level of dissatisfaction with the current **education system** is given. They want to learn creatively, but the system prevents them from doing so.
- Young people are interested in the technologies that currently influence changes in **workplaces** and how far they can go.
- YP are aware of positive effects of **new technologies** (such as artificial intelligence and robotics on production processes or virtual reality on surgery) but also well aware how new technologies are also used for surveillance and control. An ambivalence between the fascination of technological achievements and fears of being overrun by the developments.
- Young people are interested in the current **environmental situation** and the future of our planet, they express their fears of nuclear energy, they support renewable energies. YP care about their environmental future, they make suggestions for their future environment, they want to be heard, they need to be heard.

Feedback to Date- MOVES

- When supported and given space, young men are willing to share their **personal experiences of bullying**. They care for others and have a strong feeling for justice and injustice and will give support to the young people who are being bullied.
- More important than online activities, young people who have left education early, are **more interested in finding a job** and having an income. They want to have their own family. They want to have a flat to live in.
- YP are overly concentrated on need to perform, to accomplish good grades, education system **only about learning for tests**. This produces stress and makes them sick, only the strong survive seems to be the motto. School structures produce stress.
- YP know that they are individually responsible for **working on their resilience**- the need to cope with stress (mental health training, sports, nutrition) can cause more stress.
- YP **fear digital divide**. If they don't have the right digital competences, they can only do unskilled work. The YP want to see that human rights and specifically workers' rights are ensured and fully respected

Feedback to Date- TAU

- 7 Projects; 63 C+YP
- Changes in education in a digital world
- Self-image and its presentation online;
- Gender discrimination, and gender differences online
- Tolerance of different cultures, and integration of migrants
- Climate Change and Environmental Future
- Digital divide
- Future of employment in a digital world

“Don’t be indifferent, today everything is accessible”

“All have the right and the obligation to be empowered and to feel equal.”

Feedback to Date- TAU

- **Frustration with education system.** They feel that the system does not really see them as individuals, and they are wasting time memorizing material that will not help them in the future. They want the school to pay more attention to values and less to grades, and more meaningful learning of life skills.
- **C+YP expect decision-makers to listen** and understand them, to change the education approach and the curriculum, with reducing the workload and more consideration of their private lives.
- **C+YP require more autonomy**, to choose the topics of study, to implement “meaningful learning”, with an emphasis on changing the teacher-student relationship.
- **Importance of challenging social stigmas.** The message to be conveyed is "No one has the right to tell me whom to love"; We are all the same “pieces of flesh and blood”.
- Need to be aware of issues affecting **children of refugees**, especially in terms of education system.

Feedback to Date- TAU

- YP should be an **example of peaceful coexistence** between different religions and cultures. They must to deliver the message "we are different but also the same". People should meet each other (online and offline) and share their common hobbies and interests.
- Social media can be used creatively to propose **environmental messages** of less consumption, more recycling, and more awareness.
- **Socioeconomic gaps** in society are growing, access to technology and awareness is linked.
- By **connecting together in real and virtual life**, C+YP can move beyond religious and secular tags in order to bridge gaps and disagreements, and to promote harmony and coexistence.
- Social media can have **conflicting impacts**. On one hand it widens the gaps between haves and have nots, on the other hand it can bring people together.

Drawing Insights Together

- Education system stifles creativity and creates stress
- Creative approaches to learning can be supported by online approaches
- Importance of C+YP to be involved in having a voice within education system
- Positive online contacts can work break down social divides
- Digital exclusion a real fear for C+YP, mirroring social and economic exclusion
- Awareness raising potential of social media to promote positive environmental message