



netWorked Youth Research for Empowerment in the Digital society

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# WYRED Processes Handbook

## WP1\_D1.3

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## 1. THE WYRED APPROACH

The EU-funded WYRED project (**netWorked Youth Research for Empowerment in the Digital society**) (García-Peñalvo, 2016b, 2017, 2018; García-Peñalvo & García-Holgado, 2019; García-Peñalvo & Kearney, 2016; Griffiths et al., 2017) aimed to provide a framework in which children and young people could express and explore their perspectives and interests in relation to digital society. It provided a platform (García-Holgado & García-Peñalvo, 2018; García-Peñalvo, 2016a; García-Peñalvo & Durán-Escudero, 2017; García-Peñalvo, Vázquez-Ingelmo, & García-Holgado, 2019; García-Peñalvo, Vázquez-Ingelmo, García-Holgado, & Seoane-Pardo, 2019; WYRED Consortium, 2017a, 2018) for this purpose, in which children and young people took part in a cycle of exploration involving dialogue, participatory research and interpretation of the results. Throughout the process the children and young people were in charge and it was their choices that drove the activity. WYRED has generated a diverse range of outputs, critical perspectives and other insights that can inform policy and decision-making in relation to children and young people's needs in this digital society. The funding period at the time of writing is just ending, and the approach developed during the project – the WYRED approach – is now a consolidated and successful approach to the empowerment of young people. This handbook describes the approach so that others may adopt it.

### 1.1. THE PROCESSES HANDBOOK

The objectives of the WYRED project involved a complex set of processes, and most of these continue to be relevant in the use of the approach after the funded project period has ended (WYRED Consortium, 2017b, 2017c). 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 to the main WYRED activity, and 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 progressed the work provided insights about which parts of the WYRED cycle, as originally designed in the proposal, were effective in supporting the objectives of the project, and which needed adjustment. There was a continuous process of reflection on these within the consortium, and this was the principal activity of WP1, which served 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

has existed throughout as an evolving document (in yearly versions) that aimed to capture the changes that resulted from this process of reflection and discussion. The document has helped the consortium to define the decision-making and other processes involved in the functioning of the WYRED research cycle, the platform and the community. It will continue to perform this function for the WYRED Association, which is taking over the management and support of the WYRED Approach after the end of the funded project period.

The WYRED project involved 10 work packages. WP1 has been discussed. The second, WP2, was dedicated to the preparation and implementation, throughout the project, of the inclusion strategy, and the third, WP3, focused on the development of the WYRED platform, which was used throughout the project as the space in which the online activities and interaction took place, and as a repository for the outputs of the work done by the young people. These two WPS are covered by later chapters in this handbook.

The next 4 WPs covered the full cycle of activity in WYRED – the WYRED Research Cycle. This started with Network Building in WP4, in which the children and young people who participate in the research cycle were attracted and engaged and the principal themes that represented their concerns were identified. The next, WP5, focused on social dialogue around these themes. This involved 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 designed and implemented research activities that explored 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. In addition to this the consortium introduced an annual summary document – WYRED Insights – which captures and presents the key insights arising out of the work done across all the groups participating in WYRED.

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 repeated three times during the funding period of the project and will continue after the funding period indefinitely, under the aegis of the WYRED Association (which was created during the project).

WP8 focused on the dissemination and exploitation of the project and its outputs, both the WYRED approach itself and the range of different results generated by the WYRED cycle, including

the Insights document. This work package ran 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 was also supported by 2 other work packages, which focused 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 focused 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).

## 1.2. METHODOLOGY

Representatives of all potential stakeholders have been involved in the discussion and reflection that has generated this handbook, in its initial and later versions. It is a living document that has been 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 three cycles of WYRED activity during the project, as a blueprint to guide the work. During and at the end of each cycle, it was discussed, examining the extent to which the processes defined were appropriate in practice, and adjustments were made to the activity where necessary. These adjustments are now incorporated into this third iteration of the handbook.

One of the key lessons from the work was 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, and the first version of the processes handbook reflected that to

some extent. In the second version, the decision was taken to focus on the flow of the activity in a WYRED cycle, rather than focusing on the specific timing of particular tasks as this had been seen to vary radically across the different consortia, depending on school curricula, timetabling, exam periods and other factors. This was quite a fundamental change, but it has been instrumental in helping to streamline the WYRED approach and make it more adaptable to different contexts. It has also made it more comprehensible to stakeholders not immediately involved in the project work

This third iteration maintains the cycle based approach, and introduces some elements that have grown in importance in the final year, such as the WYRED Insights document, which helps to surface the key insights that have been emerging from the WYRED work in different contexts, and helps to avoid the risk of fragmentation. The other key element is the organisation of online conversations around subject areas that young people were focusing on. These serve to complement and enrich the work being done in local contexts. They permit international engagement even when projects are not functioning in strict parallel (though fruitful bilateral international conversations have also taken place). The culmination of these conversations was the WYRED Online Festival, which took place over three days in October 2019 and which is to become an annual event.

## 2. THE WYRED RESEARCH CYCLE

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

#### 2.1.1. 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 success of the cycles within the project has been strengthened by achieving a sufficient critical mass of participants from diverse backgrounds. The consortium is strong in terms of its access to children and young people and other participants in a wide range of contexts across Europe, there is a need to keep extending this network, and this is one of the key tasks for the Association.

While the networking was originally planned at the start of the cycle, it became clear as the project progressed that network building was necessarily a continuous part of the work, that runs hand in hand with the work of dissemination and exploitation of results which was the focus of 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 has been 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 planned in WP4 became less relevant, since it was necessary only at the very start when there was a lack of material to generate interest in the project. Increasingly the results of the children and young people's research activities are what is used to attract other participants, and therefore some of the preliminary activities were not repeated later on, while others changed their function within the project activity. This will be discussed later in this section.

The other original 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 also took place in this regard, since the Delphi activity in the project, and the activity from the first cycle generated a clear set of themes that were then used subsequently. Furthermore, reflection supported by the EC review process, led to the definition, for the purposes of the funded project of a set of six key themes relating to young people and the digital society, and these, from the midpoint of the funding period onwards were used to frame the conversations in the project. This meant that the need to generate themes from scratch was no longer present, so that the initial discussions planned in WP4 and the social dialogue phase of WP5 have merged together. This means that networking in the WYRED Cycle is now a parallel activity, rather than part of a sequence. This has proved valuable as it has played an important part in streamlining 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 during the project cycles 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 played their part. Though it is possible that this kind of activity may play a role in future WYRED Association campaigns (the idea of an annual slogan competition based around the annual Insights document has been floated , for example) it was not felt to be useful during the rest of the project after the first cycle, and was not repeated. Though this kind of activity is useful to promote engagement it is less clear that it creates a sense of ownership (except perhaps among the winners). Efforts focused more on generating this through the promotion of the outputs of the research cycle.

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 approach focuses on youth perspectives, policy and other stakeholders are also important referents. 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. However, 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 could be counterproductive, furthermore new contacts and gatekeepers were being attracted to the project by other means so that there was no longer a need.

The key networking processes that remain relevant 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 tasks that do form part of the cycle are described in separate subsections (with headings in blue).

### 2.1.2. Videos

The original WYRED video is one of the key elements in the engagement strategy in WYRED. As the project progressed the work generated other videos as outputs of the work done by young people, and these help to extend the network. One important idea for example is to make a short WYRED video each year that presents, in short statements, the key insights emerging from WYRED. and this will be created using the input of the children and young people involved in WYRED. However, 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. Though the videos created serve as networking devices they are also dissemination tools, and this illustrates the way in which at the end of the funding period, dissemination and networking overlap to such an extent that they are almost synonymous in the WYRED context.

### 2.1.3. 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 was conceived of as a statement of intentions, values, and principles and of what we were aiming to achieve in the WYRED activities. The manifesto focused 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 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. Much of the content remains relevant, but there are plans to revisit it as part of the work of the WYRED Association in 2020, taking into account the insights that have arisen from the work done during the project. It is envisaged that it will be available as a living

documents that children and young people engage with especially as a part of their initial contact with WYRED. In this way the manifesto continues to play its part in the development of the WYRED network.

#### 2.1.4. Delphi outreach

The Delphi process was originally located in WP4 as it formed part of the network building as it served to attract and engage people in the activity of WYRED (Hauptman & Soffer, 2017; Rodríguez-Conde, García-Holgado, Zangrando, & García-Peñalvo, 2018). 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, in later stages it functioned in parallel. Any specific dialogue is 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. The annual WYRED Insights document includes outputs from the Delphi, as well as the dialogues and the research activity. However, its future role in the Association is under discussion, due to resource considerations in the more straitened circumstances in the post-funding period.

#### 2.1.5. Other conversations

The international online conversations that were introduced during the project in Cycle 3 also serve as networking (and dissemination actions). They form part of the continuous process of networking as well as enriching the dialogue and research process itself. There are also local conversations that are continuously taking place, though they are more dispersed and hence less easily visible, and they 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.

In summary then, while in the original project plan, networking was framed as the initial stage of the WYRED cycle, this is no longer the case, and networking, like dissemination is more useful seen as a parallel activity that supports the core of the WYRED Cycle.

## 2.2. SOCIAL DIALOGUE PROCESSES (WP5)

### 2.2.1. Introduction

As networking has become more an integral part of the WYRED activity as opposed to a discrete stage, the social dialogue has become the first stage of the cycle. This helps make the cycle as a whole more streamlined and easier to comprehend. The aim is to explore young people's concerns through dialogue and generate an open set of research questions relating to the digital society that concern children and young people. In a project such as WYRED, which has involved a large number of participants from diverse contexts many of whom are 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 has been to facilitate dialogues that 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 in the research phase.

The dialogues were originally seeded with outputs of the Delphi process and previous cycles, but since the midpoint of the project, on the advice of the EC reviewers, a narrower set of themes focused on the digital society have been used as starting points. This has focused the conversations and given focus to the range of the outputs that can emerge at the end of the WYRED process, though it does reduce the degree of agency available to the children and young people. It does however point to the possibility of focused use of the WYRED approach around other subject areas, such as for example global heating.

The aim of the dialogues is to frame discussion and generate research questions to be used in the subsequent research stage of the cycle (WP6 during the project). Increasingly as the project

has progressed however it has become clear that the outputs of the dialogues also have intrinsic value as insights into the concerns of the young around the subject of the digital society. They have therefore increasingly been shared as part of the dissemination activity and form part of the annual WYRED Insights report.

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, though some streamlining of the sequencing has taken place.

### 2.2.2. 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 people's concerns in relation to the digital society. There are six main themes:

- Internet Safety.
- Information and Fake news.
- Gender online.
- Self-image online.
- Living on Social Media.
- Digital participation.

Within these broad categories, a range of themes can be explored, 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, 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.

### 2.2.3. Synchronous dialogue sessions

These face to face sessions are 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 WYRED staff 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 for this 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). It is recommended that prospective facilitators have experience in these techniques with children/young people or receive prior training.

#### 2.2.4. 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 taken into account. During the funded period these have taken place largely as complementary international conversations that enrich the existing face to face work, though in some cases they have generated research questions.

### 2.2.5. 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 has been much too extensive to cope with in minute detail within the timescale permitted by the project, but the potential exists for the anonymised data to be used 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 and it does itself constitute an insight generated by the cycle relating to the concerns of children and young people.

## 2.3. PARTICIPANT RESEARCH PROCESSES (WP6)

### 2.3.1. Introduction

WP6 focused on what is now the second part of the WYRED cycle, where the consortium facilitates a wide range of exploratory research activities, in which groups of young people investigate and examine issues that concern them in the digital arena. The range of actions available is wide including:

- Research projects, where a social issue is addressed and solutions are explored and discussed, surfacing attitudes and understandings that 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 mostly takes place face to face, or the WYRED platform can be used, 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 and store 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](#). 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. 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, this toolkit of generative research activities (templates and guidelines) has proved a useful resource for groups during the project. It is available on the WYRED platform for use by all participants and third parties not currently involved in the project. Throughout the project it has been subject to revision in the light of experience and participant feedback.

### 2.3.2. 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 facilitators 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.

### 2.3.3. 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 their group 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.

## 2.4. EVALUATION AND INTERPRETATION PROCESSES (WP7)

### 2.4.1. 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.

The approach to evaluation has been slowly refined over the course of the project. This process has involved a streamlining of the evaluation process to make it more agile and more complete. While previously different phases of the process were subject to different evaluation processes there is now a single process. It serves also to collect further information about the research activities. A key development is that increasingly the aim has been 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.

As the project has progressed the value to children and young people of the approach has become increasingly clear, the adjustments being made have also increasingly focused emphasis on identification of what is valuable or useful and can be shared. The challenge, as throughout WYRED, has been achieving an approach that caters sufficiently to diverse populations and objectives.

### 2.4.2. Reporting and recommending

These two tasks are now subsumed into one as they work largely in parallel. During the project each partner collated the results of the evaluation at national level and shared them. These were then collated into an overall evaluation report with a series of recommendations which was a deliverable of the project. The results of the evaluation report are also discussed with all stakeholders in WYRED but especially the children and young people involved.

The collection of recommendations was originally a separate task but is now integrated with the report. In the phases after the funding period the more dynamic WYRED Insights document, which is more public facing than the average deliverable (it is not in fact not a deliverable) will become the key output.

The recommendations 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 (often framed as stories) to ensure accessibility of the results and insights to diverse stakeholder groups, not all of whom speak the language of research.

This work has gone hand in hand with the dissemination work (WP8) and has provided 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.

## 2.5. VALORIZATION PROCESSES (WP8)

### 2.5.1. Introduction

This part of the cycle involved 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 was 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 considerable overlap with the network building activity (WP4) and indeed the intention for the work of the WYRED Association is to merge these two areas. The central tool to guide this work during the project was the valorisation plan, which had clearly defined targets and tools, for both national and international contexts, to ensure effective dissemination and exploitation of the WYRED outcomes. It was revised annually to adapt to circumstances. Annual reports were also prepared on all the activity that has taken place in this regard.

### 2.5.2. 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 that have provided a continuous flow of news about project activities. These were 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 in which the project has a presence.

### 2.5.3. Events

The aim of these was to create and to deepen relations with individuals and stakeholders in order to spread awareness about WYRED and to expand the WYRED network. These took the form of short presentations and showcases and took place locally. The aim of these actions was to raise awareness of WYRED among stakeholders, particularly those not already contacted through network building, and to engage them in the activity. They were 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). The most extensive event was

the WYRED Online Festival which was in October 2019 at the end of the funding period. This event will be annual.

#### 2.5.4. 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 of the Association was constituted in Austria in the final year of the project and is now running and ready to take over responsibility for the WYRED approach as the funding period ends. The Board of the Association for the first year of activity is made up of a mix of the partners.

## 3. SUPPORTING PROCESSES

### 3.1. INCLUSION PROCESSES (WP2)

#### 3.1.1. Introduction

Inclusion in WYRED focuses 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 WYRED Approach and accompanies the work from the very beginning to the end. During the project, an inclusion team consisting of one to two members per partner institution assured transparency and the consideration of regional respectively cultural factors regarding diversity. The inclusion criteria, defined within the first project cycle, were 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 were continuously evaluated throughout the project and though some local adaptation was required in relation to sexuality and religion in the case of Turkey, proved to be largely appropriate for the purposes of the project.

### 3.1.2. Inclusion reports

Inclusion was monitored continuously throughout the project by the inclusion team, bringing together the partner experiences in the implementation of the diversity criteria in WYRED cycle within their countries and collecting feedback on the applicability of the criteria, and how far the predefined criteria and (as far as available) the respective bench-marks had been reached. 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. The inclusion reports summarized the inclusion activities of each year, evaluated the success of this work and could recommend changes if necessary. Detailed data were provided regarding the degree of implementation of diversity criteria and the representation of marginalized groups actively participating in the project.

## 3.2. WYRED PLATFORM PROCESSES (WP3)

### 3.2.1. Introduction

The aim of this work was to create the platform that provides a space for the activity of the WYRED project. The focus of the work was 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 throughout has faced considerable challenges as the design has had to negotiate the tension between user expectations which are based on their experience of a limited number of social platforms that monetise personal data and are therefore inimical to privacy and safety considerations, and the conflicting need for a platform developed with public money for children and young people to be founded precisely on those considerations. The latter need made it hard to reproduce the dynamism of social media such as Snapchat or Instagram.

However, these obstacles notwithstanding, the platform has served as a space for the WYRED activity, particularly for international online conversations, and as a repository for WYRED outputs. Future work by the Association aims to develop it further and continue to address these issues.

### 3.2.2. Participant training

Though this activity was originally placed under WP4, it was soon integrated with this work as the proper functioning of the platform depends on it being used appropriately, and this requires appropriate training to develop understanding of the issues that inform the design of the platform. Short videos were created for use during 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 etc. and also the platform functions and the WYRED cycle.

## 4. CONCLUSIONS

This third version of the WYRED processes handbook (and the last produced during the funding period) captures the evolution of the WYRED Approach. It is a more streamlined approach as the project has allowed us to refine and optimize the process. It is anticipated that this refining of the document will continue under the aegis of the WYRED Association.

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