

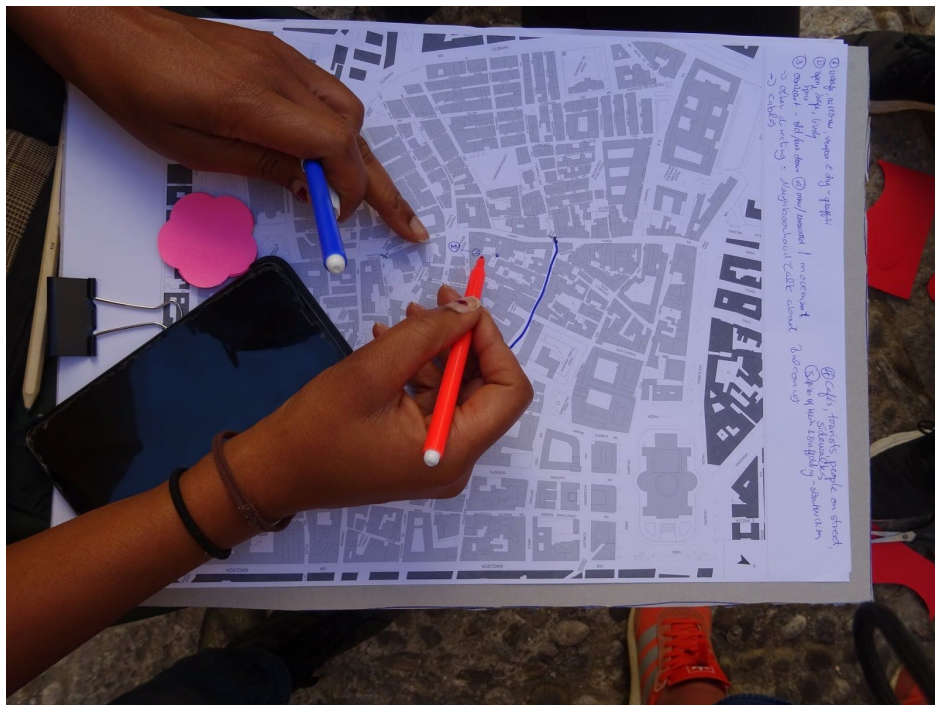


CIVACT

PROMOTING CIVIC  
ENGAGEMENT

## Learning from Diversity

Good Practices in the Local Adaptation of  
Methods for Working with Hard-to-Reach Youths



# Contents

|   |           |
|---|-----------|
| <b>About the CIVACT Project and This Document</b>                             | <b>3</b>  |
| <b>Introduction: The CIVACT Methods</b>                                       | <b>4</b>  |
| <b>Interpreting the CIVACT Methods</b>  | <b>4</b>  |
| <b>Five Partners, Five Local Contexts</b>                                     | <b>6</b>  |
| <b>Key Lessons from Analysing &amp; Testing the CIVACT Methods</b>            | <b>8</b>  |
| <b>Finding the Right CIVACT Method for You</b>                                | <b>9</b>  |
| <b>Suitability and Limitations of the CIVACT Methods in Detail</b>            | <b>10</b> |
| Perception Mapping  | 10        |
| Instawalks  | 11        |
| Go-Along  | 12        |
| Sketching   | 13        |
| Peer Methodology  | 14        |
| Role Play Using Personas  | 15        |
| Feeling Cards   | 16        |
| Person behind the Uniform   | 17        |
| Prototyping Solution Workshop   | 18        |
| Youth Forum   | 19        |
| <b>Concrete Use Cases for the CIVACT Methods from the Five Partner Cities</b> | <b>20</b> |
| APDES (Porto)   | 20        |
| Bond of Union (Palermo)   | 21        |
| Lawaetz (Hamburg)   | 21        |
| Mapping for Change (London)   | 22        |
| Young East (Gothenburg)   | 22        |
| <b>Addendum: More about the CIVACT project</b>                                | <b>24</b> |
| Our Target Group  | 24        |
| The CIVACT Train the Trainer  | 25        |



Göteborgs  
Stad



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## About the CIVACT Project and This Document

CIVACT, an ERASMUS+ Key Action 2 project which ran from October 2018 until September 2020, has worked to combat social exclusion and improve the social engagement of youth at risk of social exclusion across Europe.

Five partners in five countries developed a **database** of methods geared at getting young people at risk of social exclusion involved in questions of urban development and their own neighborhoods and created a **curriculum** to train youth workers and district managers in these methods.

Following a **training** of youth workers from each of the cities involved in the partnership, the CIVACT methods were interpreted and translated relative to the use contexts and local situations on the ground in the five partner cities.

The following document summarizes the resulting insights into the suitability, limitations and adaptability of the CIVACT methods with relation to:

- What use cases (for example schools, care work, outreach work) are well suited for which methods?
- What situations or contexts would necessitate an adaptation of the methods and how can they be effectively adapted to respond to them?

This document is geared at **organizations & coordinating positions** who also wish to get some context about the CIVACT project as a whole, and **youth workers & district managers** who are interested in implementing or experimenting with the CIVACT methods.

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→ **Use our methods:** All of the outputs from this project can be downloaded at the project's website, where the online version of the methods database is also hosted: <https://civact.communitymaps.org.uk>.

→ **Learn more about the project:** You can read more about the background for the selection of the methods as well as about the CIVACT training in the addendum at the end of this document.

→ **Short on time?** Flip straight to the Key Lessons on p. 8 or "Finding the Right CIVACT Method for You" on p. 9.

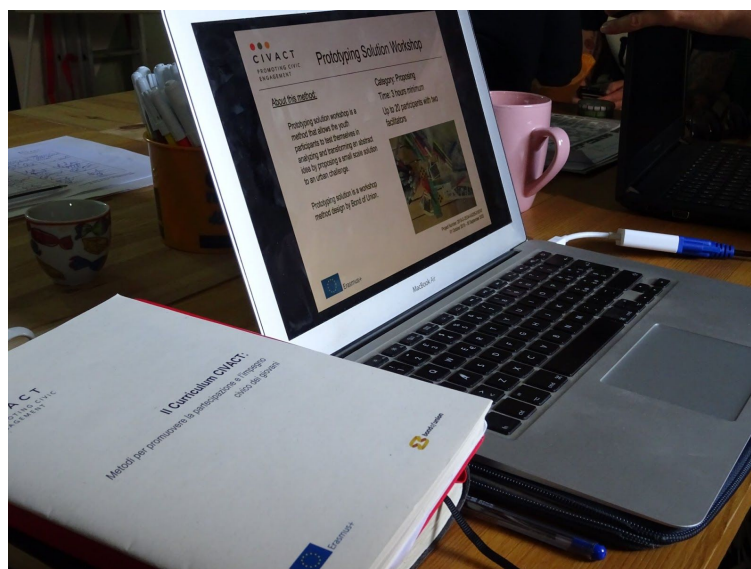
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## Introduction: The CIVACT Methods

The intention of the CIVACT project is to involve hard-to-reach youths in questions about the development of their own neighbourhoods, districts, and cities as an entry point for other forms of civic engagement. The CIVACT methods therefore concentrate on strengthening democratic decision-making processes, cooperation and teamwork, active engagement, positive experiences with official structures such as policy-makers and uniformed personnel, and the independent development of creative solutions to self-identified problems. These experiences seek to give the youths involved the feeling that they are being genuinely heard, that their opinions and views are important and legitimate, and that they can influence the structures which affect their daily lives. The methods were selected from a collection of practices which have been implemented successfully in the five partner cities to reach and empower young people within the context of urban development. They were divided into three categories - observing, interacting and proposing - which emerged while grouping and selecting them for inclusion in the curriculum. These categories build off of each other with relation to their degree of activity and agency and describe a progressively more complex and interactive process of spatial exploration.

## Interpreting the CIVACT Methods

After the CIVACT Train-the-Trainer (which you can read more about in the addendum), the youth workers who had been trained using the CIVACT curriculum returned to their respective cities to implement the methods in their own local contexts. The methods developed in this project were necessarily interpreted and implemented differently by the five project partners based on the contexts they work in, local legal restrictions, the topical focus of their work, whether they work with youths in groups, individually or both, whether they are personally involved in youth work or simply coordinate it or cooperate on it, and a number of other factors. The five project partners - [Lawaetz Stiftung](#) (Hamburg, Germany; Lead partner), [Bond of Union](#) (Palermo, Italy), [Mapping for Change](#) (London, UK), [Young East](#) (Gothenburg, Sweden), and [APDES](#) (Porto, Portugal) - also have very different national and local frameworks, institutional structures, and starting conditions for their youth work involvement.



Our original project plan foresaw testing of and reflection on the methods in the five project partner's cities. However, due to the COVID-19 crisis, it was not possible to test the methods in all five local contexts. However, the project consortium still wanted to explore the suitability, limitations and adaptability of the CIVACT methods for their local conditions and for various use contexts which are relevant for them. Thus, this document explores the following questions:

1. **Local contexts:** Which aspects of the five partners' local contexts are relevant for their local interpretation and implementation of the CIVACT methods?
2. **Use contexts:** In which use contexts (for example schools, care work, outreach work) do we think the CIVACT methods can be implemented?
3. **Core goal:** What is/are the core goals of the method?
4. **Challenges:** What circumstances or conditions would make it difficult (but still possible) to implement the individual methods?
5. **Deal-breakers:** What circumstances or conditions would make it impossible to implement the individual methods?
6. **Adaptations:** How could the methods be adapted to account for the challenges & deal-breakers mentioned above?

This information was developed both from feedback during the CIVACT training and a digital workshop in June 2020.





## Five Partners, Five Local Contexts

In order to give the workshop answers context, each of the five partners was first asked to reflect on aspects of their local situation which would affect the “translation” of the methods in those local contexts, such as topical concentrations or specialties of the youth workers implementing the methods (cycling, safeguarding rules, care work, strong urban planning focus, etc), connection to municipal structures, police departments and other decision-makers/official channels, resources such as time, money, and personnel, as well as any others which seemed relevant.

In Porto, **APDES**, an NGO with a social research department, is working together in the CIVACT project with two local youth work institutions with different target groups, backgrounds, and approaches - this has meant extra effort in adapting the methods to fit both contexts. The partners from APDES report that funding is a major issue for their partners: social work is underfunded in general, but funding for specific activities is also lacking and services also compete for the limited funding available. They report that demonstrating the cost-benefit ratio of preventative and outreach work is also not always effective for gaining additional funding for projects. Youth workers in Porto lack time and resources and face a range of additional challenges as well. The adaptation of methods dealing with authority figures (such as Person behind the Uniform) can also pose a challenge in neighborhoods where there is a structural lack of trust in the police and state services, as is the case for one of their partners, for example. Methods which rely on digital access are also often problematic, as disadvantaged youth have more difficulties in accessing digital tools and technology. On the positive side, the youths who take part in the CIVACT project are self-referred (as opposed to being referred by social or family services), and therefore demonstrate a high level of motivation and involvement in the activities.

In Palermo, **Bond of Union**, a social cooperative, is cooperating with a local high school in the CIVACT project. Due to the COVID-19 lockdown, the school closed in February and is not set to open until September 2020. The partners from Palermo report that there is a general lack of social and youth services in the city, which has been further underlined by the COVID-19 emergency; teachers fulfill the role of youth workers. The teachers were not able to test many of the methods digitally; furthermore, as many of the methods require an outreach approach, they are not always possible in the school context as they require parental permission. Bond of Union’s partners report that the methods which seem most suitable and adaptable to the school context are instawalk (which could also be adapted for field trips), perception mapping, role play using personas, and youth forum.

In Hamburg, the **Lawaetz Foundation**, a foundation concentrating on social cohesion, coordinates youth work in the city but doesn’t work with youths directly. Similar to in Porto, youth workers report that they consistently have too little money and time for their activities. There is a long debate in Hamburg about the added value of youth work; due to the full-day schooling system in the city, many politicians maintain that youth work is unnecessary and redundant. This impression also is the result of the focus of youth work in Hamburg, namely aid with homework, problems in school, and free-time activities. For these two reasons, youth workers often have a “bad reputation” with some people as “just playing around” and not professional. Nevertheless, the foundation enjoys a good and strong connection with local and municipal politics; the city-state structure creates good communication across political levels. There is a single contact person for issues surrounding youth work, regular meetings and structures for internal exchange and skills development. However, many of the youth



workers themselves are quite political; thus, methods such as Person behind the Uniform pose a challenge due to skepticism of authority figures and uniformed personnel among the youth workers themselves. Other than that, the “Right to your own image” law in Germany and the strong data protection rules pose the only real legal issues to implementing the methods; these affect primarily methods which use photographs such as Instawalk. The partners report that the main barrier to the implementation (or not) of the methods is the personal motivation and engagement of the youth worker, district manager, or teacher.

In London, **Mapping for Change**, a social enterprise specializing in participatory mapping services, is cooperating with different local organisations (schools, Trees for Cities charity and the Crown Prosecution Services) in the CIVACT project. The partner reports that there are few facilities to enable youth to engage and do things and the organisations that do exist lack, as in the other partner contexts, time and resources. In general, under-funded social care in London means that youth workers are stretched to full capacity and may therefore stick to traditional methods rather than learn / trust new ones. Furthermore, high levels of red-tape, for example risk assessments for leaving the usual spaces, can be a barrier to trying new approaches and methods. The service providers that do exist are highly disconnected, meaning that young people fall through the gaps and various activities compete for youths’ time in a busy urban context. Finally, the partners report that there is a lack of communication and trust between young people and authorities. Mapping for Change suggests that social prescribing might be a good opportunity to capitalise on the more informal connections existing at the micro level. They suggest that the methods most adaptable to the local context would be those that require little time / resources and effort, and can be standalone in terms of internal implementation rather than requiring the cooperation of other organisations / entities.

In Gothenburg, **Young East**, a municipal youth work programme, works directly with youths, who are directed to them by municipal social services, and also coordinates other youth work and programmes dealing with their target group. In general, Young East is able to incorporate the methods into their own work to a greater or lesser degree, however they lack the time and resources needed to proliferate the methods to local partners. The type of partner that they are collaborating with, for example an NGO, can also present limitations in using the methods, for example with regard to legal limitations, data protection restrictions, and trust. The adaptation and suitability of the methods was primarily limited by whether Young East is engaging in individual or group work, how much time the youth workers have available (as some of the methods are quite time-consuming and long-term), and their relevance for Young East’s target group.

# Key Lessons from Analysing & Testing the CIVACT Methods

1. **Even the inclusive CIVACT methods have their limitations.** Not all methods can be used with groups with impaired cognitive abilities or physical disabilities, for example. Also, for some of the more complex methods such as Youth Forum, low linguistic ability may be a barrier.
2. **Not all methods can be adapted to lockdown conditions.** Some methods are simply not possible digitally, only with individuals, or only outdoors.
3. **The CIVACT methods are quite flexible with regard to complexity.** We were able to think of a number of ways to make the various methods either more or less complex to address the needs of the specific participant group or resources available.
4. **Big methods like Youth Forum and Person behind the Uniform can be adapted to accommodate limited time and resources.** If the youth worker, trainer or teacher is short on time, they can still implement a shorter, smaller, or less complex version of the method which captures its core goal. We have made a number of suggestions for the individual methods below.
5. **It is important to manage expectations and find good ways to end emotionally-intense methods such as Role Play using Persona.** This will help prevent negative side effects such as disempowerment from unfulfilled expectations or complex emotions which arise during role playing.
6. **Not all methods can be adapted to all contexts.** The school context, for example, was particularly restrictive as to which methods fit it well.
7. **The CIVACT methods can be combined well to form longer chains of activity.** We have made a number of suggestions in the detail section below.
8. **Local laws such as safeguarding or “right to your own picture” can affect the implementation of the methods.** We have included some examples of limitations from our local contexts in the section before this one and the detail section below. The methods could be adapted to accommodate most of the cases that we encountered.
9. **Some methods work best when the youth worker, trainer, or teacher has a pre-existing relationship with the youth or youths.** This is particularly true of methods which discuss emotions, challenges the youths are having, or other sensitive subjects.



## Finding the Right CIVACT Method for You

| Scenario  | Well-suited methods  |
|---|--|
| <i>I don't have much time to plan or implement the method.</i>  | Perception Mapping - Instawalks - Feeling Cards  |
| <i>I am working with youths who I don't know very well.</i>   | Perception Mapping - Instawalks - Sketching  |
| <i>I am in a school setting.</i>  | Perception Mapping - Instawalks - Sketching - Feeling Cards - Role Play using Personas - Person Behind the Uniform |
| <i>I am working with youths with mixed ableness or cognitive disabilities.</i>  | Sketching - Go-Along - Peer Methodology - Feeling Cards - Prototyping Solution Workshop                            |
| <i>I am in lockdown and restricted to digital interaction.</i>  | Perception Mapping - Instawalks - Go-Along - Sketching - Peer Methodology  |
| <i>I am in lockdown and can only meet with youths individually outdoors.</i>  | Perception Mapping - Instawalks - Go-Along - Peer Methodology - Feeling Cards                                      |
| <i>I am working with youths with language difficulties (low local language ability, literacy issues).</i>               | Perception Mapping - Instawalks - Sketching - Feeling Cards - Prototyping Solution Workshop                        |
| <i>I want to have an in-depth conversation with a group of youths about a specific (potentially sensitive) topic.</i>   | Perception Mapping - Peer Methodology - Role Play using Personas - Feeling Cards                                   |
| <i>I want to have an in-depth conversation with an individual youth about a specific (potentially sensitive) topic.</i> | Go-Along - Peer Methodology - Feeling Cards  |
| <i>I want to creatively brainstorm solutions with the youths.</i>   | Sketching - Prototyping Solution Workshop  |
| <i>I want to promote positive interactions with decision-makers, authority figures, or unfamiliar places.</i>           | Instawalks - Person Behind the Uniform - Youth Forum   |
| <i>I want to promote dialogue among the youths and language capacity.</i>   | Perception Mapping - Feeling cards - Role Play using Personas - Youth Forum  |
| <i>I want to facilitate the youths' exploration of an area.</i>   | Perception Mapping - Instawalks - Sketching  |
| <i>I want to get a better insight into youths' daily reality.</i>   | Go-Along - Peer Methodology  |



# Suitability and Limitations of the CIVACT Methods in Detail

## Perception Mapping

|                     |  |
|---------------------|--|
| Category            | Observing  |
| Core Goal           | Gaining an understanding of a given issue or situation, for any stage from scoping at the beginning to evaluating at the end, by engaging participants in mapping their own experiences and feelings.  |
| Use Contexts        | The project partners suggest that this method is suitable for the following use contexts:<br><br>School - Sports club - Municipal youth work - Youth centre - Church youth work - Associations - District-level cultural institutions - NGO outreach - Outreach youth work - Library - Youth councils  |
| Challenges          | <ul style="list-style-type: none"> <li>• Engaging enough young people to get a full picture and a broad enough context to make it relevant</li> <li>• Not being able to go outside or be in a group - the method is still possible but is not as rich an experience as in person.</li> <li>• If the subject matter is confidential to an individual then this would be the wrong method.</li> <li>• It requires permission to go out, especially for students.</li> <li>• It can be difficult / impossible for people with disabilities.</li> <li>• It relies on first impressions.</li> <li>• It can be difficult to find background map material.</li> <li>• Not everyone is adept at reading maps.</li> </ul> |
| “Deal breakers”     | <ul style="list-style-type: none"> <li>• Implementing with young people with cognitive disabilities (we can’t think of a way to adapt it).</li> <li>• Complete inability of the facilitator to read maps.</li> </ul>   |
| Adaptations         | <ul style="list-style-type: none"> <li>• Make it more abstract / pictorial or collective (especially good for confidential or sensitive information) or use mental maps to be more inclusive for people with physical disabilities.</li> <li>• Use digital maps if not able to carry out face-to-face mapping (also a good adaptation for those with physical disabilities).</li> <li>• Create an app to upload pics and the route (can also be reused for future groups in the same city).</li> <li>• For young people under 18, it is a good idea to have an accompanying person during the exploration.</li> </ul>  |
| Additional comments | <ul style="list-style-type: none"> <li>• Highly adaptable to participants' needs / skill levels / specific restrictions.</li> <li>• Highly adaptable between paper &amp; digital.</li> <li>• It could be easily combined with other methods and is very good as the first activity to explore an area.</li> <li>• Increase the promotion / diffusion of maps created by youths through community platforms and other similar platforms.</li> </ul>   |

## Instawalks

|                     |  |
|---------------------|--|
| Category            | Observing  |
| Core Goal           | Use a familiar tool (digital photography) to access, explore, understand and share new spaces and ideas.   |
| Use Contexts        | The project partners suggest that this method is suitable for the following use contexts:<br><br>School - Municipal youth work - Outreach youth work - Youth centres / clubs - Sports clubs - Associations - District-level cultural institutions  |
| Challenges          | <ul style="list-style-type: none"> <li>• GDPR issues with photo permissions.</li> <li>• Having access to spaces in general, but also getting enhanced access or a guide.</li> <li>• Lack of access to technology.</li> <li>• The method relies on one sense (eyes) so is not inclusive to all; Accessibility &amp; ability barriers.</li> <li>• Young people could feel awkward and uncomfortable as they may look like tourists in their own neighbourhood.</li> </ul>  |
| “Deal breakers”     | <ul style="list-style-type: none"> <li>• "Right to own picture" law in Germany (even stricter than GDPR).</li> <li>• Age limitations for Instagram.</li> <li>• The method is not possible with visually impaired participants.</li> </ul>  |
| Adaptations         | <ul style="list-style-type: none"> <li>• Provide equipment (good adaptation for lack of access to technology).</li> <li>• Use more platforms (not just Instagram).</li> <li>• Doesn't need to be online - can be private.</li> <li>• Virtual tours if in lockdown.</li> <li>• Use Polaroids instead of apps.</li> <li>• Expand from photos to small video clips.</li> <li>• In schools, it could be used during field trips for example in museums.</li> <li>• Create an instaride with bikes or another form of wheeled transportation.</li> <li>• It could be used also with specific target groups.</li> <li>• Don't photograph people (to get around GDPR and other legal issues about photographing people).</li> </ul>   |
| Additional comments | <ul style="list-style-type: none"> <li>• Could be combined with Person behind the Uniform or Perception Mapping to promote the dissemination of experience.</li> <li>• To help add context to the photos, combine it with a “walking interview” or give specific instructions for captions.</li> <li>• Open it up to different interior spaces so that the youths can get familiar with potential future places of work or spaces that they would not ordinarily go.</li> <li>• Making it private (not on Instagram) has the desired in-group effect but lacks the out-group effect.</li> <li>• Develop a city list of potential instawalk sites in order to promote the ability to easily conduct an Instawalk without having to go through a lengthy permissions process each time.</li> </ul> |

## Go-Along

|                     |  |
|---------------------|--|
| Category            | Observing  |
| Core Goal           | Observe individuals spatial practices "in situ" while accessing their experiences and interpretations. Access the meaning of place in everyday lived experience. Access how individuals comprehend and engage their physical and social environments in everyday life.   |
| Use Contexts        | The project partners suggest that this method is suitable for the following use contexts:<br><br>Sports club - Municipal youth work - Youth centre - Church youth work - Associations - Outreach youth work - NGO outreach - Family treatment  |
| Challenges          | <ul style="list-style-type: none"> <li>• The facilitator needs to have access to the area in which the young person lives / moves / experiences, the ability to have one-on-one contact, and a prior relationship with the youth.</li> <li>• The method is very time-consuming.</li> <li>• Inclusion in terms of disabilities. Not being able to physically go along.</li> <li>• Unexpected reactions from the young person while walking along the path.</li> <li>• Limitations with youth who don't have their own path (for example because their parents drive them to destinations).</li> </ul>   |
| "Deal breakers"     | <ul style="list-style-type: none"> <li>• National or local safeguarding laws preventing one-on-one contact.</li> <li>• Facilitator is an external person with no knowledge of area or context.</li> <li>• Cannot be realised in schools as it is an individual method.</li> </ul>  |
| Adaptations         | <ul style="list-style-type: none"> <li>• Buddy system might be a way of adapting in contexts with strict safeguarding laws</li> <li>• In situations when it's not possible for the method to be implemented in person and live it could be done via google maps &amp; storytelling.</li> <li>• Digital tools like Snapchat or Instagram can also offer a form of digital go-along if physical meeting is not possible.</li> <li>• "Bike along" as an alternative to walking.</li> <li>• Using the go-along technique to explore a new or unexplored path (this could be a solution to working with youths who do not have their own path).</li> </ul>  |
| Additional comments | <ul style="list-style-type: none"> <li>• This is a very effective method for creating a one to one relationship and building trust with hard-to-reach youth.</li> <li>• The youth worker or "go-alonger" needs to be familiar with the space.</li> <li>• The go-along is a method which is really intended to be conducted physically, otherwise it runs the risk of becoming more of an interview. We do not know how the method would change if not done in person.</li> <li>• Being aware of the previous episodes which happened along the path can help buffer unexpected inputs from the young person being accompanied.</li> <li>• A buddy system could dilute the method (one-on-one vs. two-on-one social dynamics, trust issues).</li> </ul> |



## Sketching

|                     |   |
|---------------------|---|
| Category            | Observing   |
| Core Goal           | Use creativity to better understand / explore the territory. Allow the youth to create their own map / legend of the territory based on their perceptions.  |
| Use Contexts        | The project partners suggest that this method is suitable for the following use contexts:<br><br>School - Library - Youth councils - Youth centres / clubs - Outreach youth work - Municipal youth work - Church youth work - Associations - District-level cultural institutions   |
| Challenges          | <ul style="list-style-type: none"> <li>• In the original method, you need an illustrator as a trainer.</li> <li>• Participants with no or weak sense of direction.</li> <li>• Participants with low illustration skills could feel uncomfortable.</li> <li>• Adaption to other contexts could be difficult.</li> </ul>  |
| “Deal breakers”     | <ul style="list-style-type: none"> <li>• Cost to employ an illustrator (if deemed necessary and not available in your team).</li> <li>• Participants not being familiar with the area.</li> </ul>   |
| Adaptations         | <ul style="list-style-type: none"> <li>• Use different types of maps for different age groups.</li> <li>• Use icons or printed images / illustrations to get around needing an illustrator.</li> <li>• Provide an empty map, with just a few features as a base to help participants orient themselves.</li> <li>• Use the method in the school with an art teacher. Or have a drawing / painting / sketching workshop before implementing this method</li> <li>• Work in pairs to make youth more comfortable about the sketching process (this can be especially helpful for youths who are anxious about drawing or don't know how to draw)</li> </ul>   |
| Additional comments | <ul style="list-style-type: none"> <li>• The method is well-suited for younger children or older people who don't know how to write.</li> <li>• The method is inexpensive and the materials are easy to find.</li> <li>• The outcome of this method and others needs to be made clear at the beginning: What is the impact on the young people? What are the benefits? Will they get recognition? Will any of their ideas be used to implement something concrete after they put in so much effort?</li> <li>• It is important to implement this method in an area participants are familiar with.</li> <li>• If used in a school, sketching could be combined with other educational subjects to gain a wider knowledge of a specific area.</li> </ul> |



## Peer Methodology

|                     |   |
|---------------------|---|
| Category            | Interacting   |
| Core Goal           | Engagement with youth and promotion of active participation. To promote trust and proximity between youth and technical staff (youth workers). To facilitate the coordination between youth workers and other stakeholders. To advocate for youth workers' rights involving the youth community (peer to peer) in particular addressing young individuals in vulnerable situations.   |
| Use Contexts        | The project partners suggest that this method is suitable for the following use contexts:<br><br>Outreach youth work - Youth clubs - Sports club - School - Municipal youth work - Youth centre - Church youth work - District-level cultural institutions  |
| Challenges          | <ul style="list-style-type: none"> <li>• Lack of time, as it's a time consuming method. Need a lot of work / commitment from the youth worker, especially at the beginning.</li> <li>• If it relies on unpaid youth work, this situation can create a sense of non-accountability.</li> <li>• Lack of trust between the youth worker or peer and the young person.</li> <li>• If the group is too homogeneous, you may not be able to get as many dynamic / rich interactions.</li> <li>• Peers may have a lack of professional experience in youth or social work.</li> <li>• Might keep young people in the negative context you are trying to address (by trapping them in codes and norms of damaging communities such as drug users or convicts).</li> </ul> |
| "Deal breakers"     | <ul style="list-style-type: none"> <li>• Organisations working exclusively with individuals.</li> <li>• Peer methodology is difficult to implement in a school context.</li> <li>• Inexperienced youth worker(s).</li> <li>• Not having peers (of appropriate age, background) on your staff.</li> <li>• Not having the minimum time required for 1 group session and individual feedback sessions (about 1-2 weeks).</li> </ul>  |
| Adaptations         | <ul style="list-style-type: none"> <li>• Run shorter sessions with smaller groups.</li> <li>• Pay peer leaders to increase self-esteem and motivation. Time banking could be a money-less option.</li> <li>• Involve more people who have had first-hand experience with the challenge at hand (the peer as a role model).</li> </ul>   |
| Additional comments | <ul style="list-style-type: none"> <li>• The preparation and the attitude (empathy, listening capacity, etc.) of the youth worker are key and can help to overcome important difficulties.</li> <li>• It offers opportunities to talk about difficult topics - easy access to youths' honest feelings.</li> <li>• Good representation of a leadership development pathway (peer as a role model).</li> <li>• Can be used for harm reduction &amp; promotion of positive ideas.</li> <li>• Think about next steps (solutions) - not "just" talking.</li> </ul>   |



## Role Play Using Personas

|                     |  |
|---------------------|--|
| Category            | Interacting  |
| Core Goal           | Taking on the persona of another person to increase empathy and understanding and to stimulate dialogue.   |
| Use Contexts        | The project partners suggest that this method is suitable for the following use contexts:<br><br>School - Youth council - Youth centres - Youth clubs - Foster care - Outreach youth work - NGO outreach - Municipal youth work - Church youth work - Associations - District-level cultural institutions  |
| Challenges          | <ul style="list-style-type: none"> <li>• Participants could feel awkward, scared, or vulnerable depending on the persona being role played.</li> <li>• The method can be unpredictable. It can cause problems and tension or even have the opposite effect (strengthening stereotypes, defining a person by a single characteristic).</li> <li>• Time-intensive.</li> <li>• Personal experience can shape how the participants experience the method.</li> </ul>   |
| “Deal breakers”     | <ul style="list-style-type: none"> <li>• Not possible only through digital means, so not possible during lockdown.</li> <li>• The participants may not be able to understand the persona if the person is very far from their own experience (e.g. different race or social class, a person or group they have never had contact with).</li> </ul>   |
| Adaptations         | <ul style="list-style-type: none"> <li>• Well-suited to the school context (i.e. for discussing specific issues).</li> <li>• For personas which are very far from participants’ experience, take more time for a clear introduction to the context to be sure the personas are fully understood.</li> <li>• To prevent nervousness or discomfort, carry out the activity in a mutually agreed space where participants feel safe and comfortable.</li> <li>• Involve the participant’s stories in the planning of the session.</li> <li>• Provide real-life situations for the group to discuss.</li> </ul>  |
| Additional comments | <ul style="list-style-type: none"> <li>• Pay attention to the personas and the stories to avoid strengthening existing stereotypes and biases and respect all the participants.</li> <li>• It is important to think about how to end this method! The youth worker has the responsibility to deal with feelings which come up during the exercise. Be sure to give enough time to the participants to give feedback about the experience.</li> <li>• It’s important to think about what the next step would be and how one capitalizes on the momentum generated by the method.</li> <li>• It may be useful to have a ritual for how you exit your assumed role.</li> <li>• Very flexible method.</li> <li>• The facilitator can pre-determine the personas or allow the participants to design them. This can also help reduce unpredictability.</li> <li>• Multilayered: You can use the method to unpick people’s understanding of stereotypes about people &amp; groups, then you give them a task to do as that person which requires them to reflect on that person’s experience.</li> <li>• Role play with personas could be a first stepping stone to get to Person behind the Uniform.</li> </ul> |

## Feeling Cards

|                     |   |
|---------------------|---|
| Category            | Interacting   |
| Core Goal           | To build trust. To make people talk about their feelings and to more deeply explore their emotions. To develop emotional vocabulary. To give people a chance to communicate.  |
| Use Contexts        | The project partners suggest that this method is suitable for the following use contexts:<br><br>Sports clubs - Municipal youth work - Youth centre - Associations - District-level cultural institutions - School - Library - Outreach youth work - Municipal youth work - Social housing youth - Foster care  |
| Challenges          | <ul style="list-style-type: none"> <li>• A lack of practice could make the youth worker feel insecure working with the young person.</li> <li>• Language skills can be a challenge (youth has a different mother tongue or limited local language skills).</li> <li>• Without a previous relationship with the youth, the cards could be overwhelming in one-to-one sessions.</li> <li>• The method requires a facilitator for the conversation.</li> <li>• There may be cultural barriers; this method may not work as well in cultures which are more closed off or do not typically talk openly about feelings.</li> </ul>   |
| “Deal breakers”     | <ul style="list-style-type: none"> <li>• Lack of private safe space for the meeting.</li> <li>• Trust issues / trauma among participants.</li> </ul>  |
| Adaptations         | <ul style="list-style-type: none"> <li>• Could be used while teaching a foreign language.</li> <li>• Emojis / non-language options could help if language barriers exist.</li> <li>• Create cards with both pictures and words, not one or the other.</li> <li>• Timing: may need to implement this method after you have built a relationship with the participants.</li> <li>• Develop cards with braille for the seeing impaired.</li> <li>• Incorporate other forms of expression such as drawing, dance, or theatre.</li> </ul>  |
| Additional comments | <ul style="list-style-type: none"> <li>• Very flexible.</li> <li>• Low cost.</li> <li>• Low risk of “going wrong.”</li> <li>• The youth worker should start the "game" (good icebreaker).</li> <li>• Good method against bullying in school or other educational contexts.</li> <li>• It is important to provide a safe space with which the youths feel comfortable sharing.</li> <li>• Before introducing the cards, it may be useful to have a general conversation about feelings, in order to show them how the cards can help them in naming / expressing their feelings.</li> <li>• Can be used to normalise talking about feelings and / or introduce difficult topics.</li> <li>• Include this exercise in peer training.</li> </ul> |



## Person behind the Uniform

|                     |   |
|---------------------|---|
| Category            | Interacting   |
| Core Goal           | Person behind the Uniform (PBU) is about promoting youth influence and fruitful meetings between young people & adults in uniforms. The goals are to increase youth participation, reduce crime, and create good meetings which increase understanding between youths and uniformed professions.  |
| Use Contexts        | The project partners suggest that this method is suitable for the following use contexts:<br><br>Youth councils - School - Municipality (Police, Fire brigade, Ambulance, Security Company) - Sports clubs - Municipal youth work - Outreach youth work - Church youth work - Associations - District-level cultural institutions   |
| Challenges          | <ul style="list-style-type: none"> <li>• Youth workers / youth work institutions who do not have close relationships with uniformed professionals / departments.</li> <li>• The safety of the young people if police are involved.</li> <li>• Trust issues and negative perspectives among people in uniform, youths, and youth workers (for example anti-authoritarian youth workers or youth workers who have a negative view of uniformed professionals such as the police).</li> <li>• Institutional culture / mentality within the department.</li> <li>• Financial barriers to implementation (this method involves a lot of resources), including the fact that the method is patented.</li> <li>• Underage kids require their parents' permission.</li> </ul> |
| “Deal breakers”     | <ul style="list-style-type: none"> <li>• Lack of willingness from the departments themselves.</li> <li>• Lack of time - lots of preparation needed.</li> <li>• You need staff to coordinate the method, which requires money.</li> </ul>  |
| Adaptations         | <ul style="list-style-type: none"> <li>• Could be adapted with other professions, i.e. graffiti artists meet graphic designers, but also “invisible” uniforms such as professors, doctors, etc.</li> <li>• If you have a specific problem with one department, you can concentrate on that instead of implementing the full method.</li> <li>• For youth workers with negative perceptions of uniformed professions: maybe have a PBU with them before they do it with the youths.</li> <li>• Uniformed personnel should come to the first meeting in plainclothes to create a sense of equality and community (instead of hierarchy).</li> <li>• Pay the youth participants and ambassadors.</li> </ul>  |
| Additional comments | <ul style="list-style-type: none"> <li>• Be aware that 'ambassadors' stand out while in the PBU outfit.</li> <li>• The method does not address structural violence and discrimination in the system; It could also reinforce structural violence.</li> <li>• Could be used also to speak about racism.</li> <li>• PBU could be interpreted as one-directional; It is important to highlight and focus on the effects within the departments.</li> <li>• It may prevent youth workers from criticizing the system because of the close relationship with uniformed professions.</li> <li>• The effect is individual &amp; not institutional.</li> <li>• It's a very big method!</li> </ul>   |

## Prototyping Solution Workshop

|                     |   |
|---------------------|---|
| Category            | Proposing   |
| Core Goal           | Co-designing proposals for concrete action. Youth empowerment.  |
| Use Contexts        | The project partners suggest that this method is suitable for the following use contexts:<br><br>Youth centre - School - Sports clubs - Municipal youth work - Church youth work - Associations - District-level cultural institutions - Library - Outreach youth work - Youth clubs - Foster care - Youth councils   |
| Challenges          | <ul style="list-style-type: none"> <li>• Group dynamics.</li> <li>• The method is time-consuming.</li> <li>• Implementing this method with visually or physically impaired youths.</li> <li>• Method requires a previous knowledge of the area.</li> <li>• Requires existing relationships with stakeholders such as politicians and administrators.</li> <li>• Keeping a balance between creativity and designing realistic solutions.</li> <li>• The youth worker needs a space to host the workshop.</li> </ul>  |
| “Deal breakers”     | <ul style="list-style-type: none"> <li>• Not enough time or too large an area.</li> <li>• No budget / resources to implement the solutions.</li> </ul>  |
| Adaptations         | <ul style="list-style-type: none"> <li>• Reduce the size of the area addressed (smaller is better).</li> <li>• If participants don't have the same level of knowledge about the area, conduct an exploratory walk around the work area before the exercise.</li> <li>• If working with visually or physically impaired youths - it may be possible to build solutions verbally / digitally.</li> <li>• This method is good as the final activity of a longer educational plan / programme.</li> <li>• Add next steps to promote follow-up.</li> <li>• Cooperate with stakeholders and local institutions to make the solutions realistic and help promote implementation. Invite the key stakeholders to the workshop.</li> </ul> |
| Additional comments | <ul style="list-style-type: none"> <li>• Could be also used as an ice-breaker with an adult target group.</li> <li>• It is <b>very</b> important to manage participants' expectations, as the method can be counter-productive if it can't be implemented (disempowering).</li> <li>• Could it be used for co-designing service delivery / institutional structures having to do with youths (not just physical prototypes, but also institutional ones).</li> </ul>  |



## Youth Forum

|                     |  |
|---------------------|--|
| Category            | Proposing  |
| Core Goal           | Enable democratic participation through low-threshold engagement. User empowerment. First steps towards concrete implementation. Generating concrete suggestions. Familiarizing youths with democratic structures.   |
| Use Contexts        | The project partners suggest that this method is suitable for the following use contexts:<br><br>Sports clubs - Municipal youth work - Youth centre - Associations - District-level cultural institutions - Library - Outreach youth work - Sports clubs - Youth clubs - School - Youth councils   |
| Challenges          | <ul style="list-style-type: none"> <li>• Youths with other critical issues may not be in a position to prioritise such processes / activities.</li> <li>• Willingness / openness from the municipality / decision-makers.</li> <li>• Need to consider youth dynamics in specific meeting areas e.g. local gangs.</li> <li>• Time-consuming.</li> <li>• Difficult to implement with hard-to-reach groups.</li> <li>• It has the potential to marginalize quiet young people.</li> </ul>   |
| “Deal breakers”     | <ul style="list-style-type: none"> <li>• Institution that only does individual work.</li> <li>• High group fluctuation among participants.</li> <li>• Time!</li> <li>• Lacking a facilitator.</li> </ul>   |
| Adaptations         | <ul style="list-style-type: none"> <li>• If it's not possible to create your own youth forum, you may be able to join one from a different organization.</li> <li>• You could create a charter for youth empowerment which incorporates elements / the core goal of the youth forum.</li> <li>• Do things digitally.</li> <li>• Offer extra support for hard-to-reach groups.</li> </ul>   |
| Additional comments | <ul style="list-style-type: none"> <li>• Good adaptability to school context.</li> <li>• It's not a one-off; You need to be prepared to invest some real time in it and you need to take responsibility for the reactions / results of the youth forum.</li> <li>• It's a very big method!</li> <li>• Managing expectations and clearing up what level you're working at is important.</li> <li>• Playing off the charter of youth empowerment: transfer the concept of the youth forum to a way of being that embeds the opinions and voices of the youth into internal processes at an institutional level.</li> <li>• Can be implemented on a different range of levels and in any institution that provides services to promote youth co-design.</li> <li>• Invite politicians and other decision makers to the youth forum.</li> <li>• Show “newcomers” earlier work / results to get them to see the benefits of participating.</li> </ul> |



# Concrete Use Cases for the CIVACT Methods from the Five Partner Cities

Due to the COVID-19 crisis, not all partners were able to test the methods during this project, however all have made plans to integrate them into their work in the future. The following section describes both actions taken by the partners before the lockdown and social distancing measures as well as future plans for integrating and implementing the CIVACT methods.

## APDES (Porto)

APDES' local partner, FAP no Bairro, tested the method **Feeling Cards** with its volunteers before the lockdown. According to the feedback gathered, the method was successfully used as an icebreaker in the Reception Day of the new volunteers. The method was applied with the aim of getting the volunteers to know each other in a more personal way. FAP no Bairro noted that the price of the deck of cards was a limitation for them; however, the youth worker created their own deck of cards based on the original one. This method was used when the volunteers got acquainted with each other and in the beginning some discomfort was felt when it came time to talk about emotions and feelings. The youth workers concluded that this method is probably best suited for consolidated groups, as it is quite intimate. The youth workers stated that it was good to have different feelings to choose from – from simpler to more intimate options – because this gave space for the volunteers to choose what they would like to share with the group. The method provided a great opportunity for the group to get to know each other and also created positive group dynamics.

The methods **Prototyping Solutions** and **Feeling Cards** were also taught to the technicians that work in foster homes in a broader training about participatory and democratic processes with the Network Proteger+. The main goal is that the foster homes adopt participatory methodologies in their work with young people, aiming at the intellectual and emotional involvement of the youngsters thus leading to the empowerment and civic participation of the group and to a more autonomous life.

APDES and its local partners have two concrete plans for implementing the CIVACT methods in future. First, FAP no Bairro intends to combine a number of the methods to encourage youths to identify advantages and problems in their surroundings. They will first evaluate the neighborhood using **Perception Mapping**, potentially in combination with **Instawalks**, to identify places where the youngsters feel safe and / or unsafe and the reasons why, and to teach youths how to use a map and gain a sense of orientation. Then they will discuss the problems identified in step one using the **Youth Forum** in combination with **Prototyping Solutions** in order to find solutions to the identified problems, make a prototype of the solution, improve communication skills and learn how to work in a team. Finally, the group will brainstorm which entities to contact / approach to solve the main problems and apply the solutions discussed previously.

Finally, APDES intends to use and teach two methods from the CIVACT Curriculum in their Work In Progress Project. Work In Progress, a project from Gabinete de Intervenção em Saúde (GIS/APDES), is funded by EEAGrants and promoted by the consortium Calouste Gulbenkian Foundation and Bissaya Barreto Foundation within the scope of the Active Citizens Program. The main goal is to promote successful personal and professional pathways in foster and former foster



youngsters, thus leading to autonomy and consequently social inclusion. GIS expects to implement the **Prototyping Solution** and **Feeling Cards** methods with the youngster expert group in this project, a group of young people previously in foster care working with GIS from other projects.

## Bond of Union (Palermo)

Bond of Union is cooperating with the professional high school Francesco Ferrara in Palermo for the realisation of CIVACT project actions. More specifically, a selected group of school teachers has been trained in the CIVACT methods. These teachers planned to test some of the methods with their students in order to promote their civic engagement and also to experiment with techniques and tools of non formal education. As a consequence of the COVID-19 emergency, this plan was adapted and postponed to September 2020. In September, an educational open day in the Capo neighbourhood of Palermo will take place with the support of Bond of Union staff and local associations included in Bond of Union network to test some of the CIVACT methods with teachers and students in an open area. The open day represents the opportunity to arrange and imagine new actions in the neighbourhood by involving more stakeholders and integrating the work of local association with the educational work of the school.

As a way to adapt the CIVACT methods for their students, school teachers proposed the following solutions:

- Use the method **Feeling Cards** to teach a foreign language, for example English;
- Use the method **Instawalk** during visits to museums, for example by testing the accessibility of the museums for people with disabilities;
- Use the method **Role Play using Personas** to start a discussion about specific topics such as racism following the “Black Lives Matter” movement;
- Use the method **Perception Mapping** to invite the students to reconnect to the reality after their long permanence at home during the lockdown.

The teachers reported that many students had confusion and depression during the lockdown, so they would like to use the CIVACT methods to engage them in outdoor and participatory educational activities.

## Lawaetz (Hamburg)

In Hamburg, the following projects were developed following participation in the multiplier event in October 2019 in which the CIVACT methods were presented:

- The awesome room (*Das geniale Zimmer*): Children and youth speak about their bedrooms: What is missing? What would be awesome if it were there? What is there and what do I like best? How much space do I need? What does my room look like? The method **Feeling Cards** was used to help aid in emotional expression.
- Critical Walk: In an adaptation of the method **Instawalk**, places of commemoration of racist attacks were presented in an Instagram story.

- Interactive maps: in an adaptation of **Community Mapping** (inspired by the project's method database), interactive maps were developed to show and explain spaces of solidarity (where to get help, etc.)
- A project is in planning together with the Security Conference which will involve the method **Person Behind the Uniform**.
- Young people have been involved in the replanning of a shopping street using the **Perception Mapping** and **Community Mapping** methods.

## Mapping for Change (London)

Mapping for Change is working with four schools in particularly deprived areas across London as part of the Planting Healthy Air programme and in collaboration with Trees for Cities and Lancaster University. Each of the schools has an engagement teacher that is non class based and Mapping for Change will be working with them to share the CIVACT methods. The use of these will look to address issues in relation to the health and wellbeing of students as the quality of the local environment around these schools is poor; play spaces are heavily influenced by motor vehicles and green spaces are lacking. As a consequence of the COVID-19 emergency, our plan to introduce some of the CIVACT methods within this programme has been postponed to the start of the new term in September 2020.

- **Feeling cards** will be used in the beginning of this programme to encourage the young people to share their sentiments about the areas surrounding their school.
- **Perception mapping** will be undertaken to further build on how the young people feel about specific locations and why, as well as ideas they may have to improve these areas.
- **Prototyping solutions** will then be used to get the youths to redesign one play area within the school grounds. These prototypes will form the basis of the next phase of the project in which tree planting and greening-up will be implemented.

The Crown Prosecution Service Inclusion and Community Engagement Managers across England have asked us to provide engagement training to expand their repertoire of tools and techniques. These regional managers work with communities to engage around issues related to hate crime, violence against women and girls, and inequalities within the criminal justice system. Our intention is to train each regional manager in the CIVACT methods to enable them to adapt and deploy these in their work across the country.

## Young East (Gothenburg)

Young East is a municipal youth work programme in East Gothenburg. This district has higher deprivation levels, higher unemployment rates and poorer health indicators compared to the city-wide average. Young East has a close collaboration with the local outreach team and other units such as youth clubs that work with youth in the district. Young East has already had the opportunity to involve the outreach team and the youth clubs together with the Young East team. The units have received information regarding all the methods. Unfortunately, the units have not yet had the opportunity to test the methods together because of Corona restrictions. However, Young East has tested out a few of

them and as soon as the restrictions ease up then the units will meet and try both together but also with some of the youths.

- Young East is using the **Feeling cards** and has started up a working group within the unit to develop the use of feeling cards and the methodology of Non Violent Communication.
- The Young East team tested the **Go along** and will adapt that methodology in their one to one work with youth.
- **Person Behind the Uniform** will continue within the city district.

Young East can also see the opportunity to involve other units in the district such as the community safety team and NGO-coordination team. We intend to involve them as soon as the regular platform meeting is up and running again.





## Addendum: More about the CIVACT project

Here you can read more about the project's background and the CIVACT training.

### Our Target Group

The selection of methods in the CIVACT project was based on a needs analysis undertaken in the five partner cities which yielded a number of insights. The main target group of CIVACT, hard-to-reach youths, varies across the five partners. However, in all five local contexts, the youths in question face multiple challenges in their social environment including issues with family, drugs, criminal activity, school, training, employment and housing. The target group generally demonstrates low levels of education & literacy, high levels of unemployment, and a general disconnection from civil society. In addition, in all five contexts, the target group is characterized by a high percentage of migrants. This characteristic has two effects on the work in CIVACT: first, a large portion of the target group in each context has low competency levels of language skills in the respective local languages. Secondly, as mentioned by multiple partners, socialization in a different national and/or cultural context may mean that some individuals are not familiar with European democratic processes.

Age-specific and group-specific offerings in many of the partner contexts exclude many youths who need assistance. In addition, several partners report that there is a low offering of official involvement with the youth. Both of these circumstances place a higher focus on the role of the youth worker. Furthermore, youths from the target group lack positive role models and positive experiences with authorities in all of the contexts examined. Again, youth workers can provide such experiences, but they must be trained to be able to do so.

Youths in the partner cities are generally motivated when engaged. Unfortunately, youths in the target group feel ignored and excluded from official channels and are generally characterized by a lack of empowerment for a variety of reasons. Social media engagement can work for some groups, but can face hurdles addressing target groups with literacy or language barriers.

Finally, while general tools exist to work with youths, most partners report that there is a lack of tools to work with hard-to-reach youths in specific. In light of the shared challenges and needs above, the CIVACT methods have been chosen with the following consortium-specific needs in mind:

1. Youths from the target group are highly motivated when engaged directly, but need to see results to feel empowered and taken seriously. (*Accountability*)
2. The target group has low levels of experience with formal learning and training structures and traditional work culture. (*Low thresholds, Accessible formats*)
3. The youths may have significant language barriers, including non-local first languages and literacy problems. (*Engagement through other means*)
4. The youths have a lack of positive role models and positive experiences with authority figures. (*Affirmative approaches*)
5. The target group experiences multiple challenges; formats should therefore integrate engagement, leisure, and empowerment with traditional youth work to get as much benefit out of the method as possible. (*Synergistic effects*)

## The CIVACT Train the Trainer

The [CIVACT curriculum](#) was used by the project partners during a 3-day train-the-trainer event held in Palermo in October 2019. The event was an interesting learning opportunity for the nearly 20 youth workers, educators, partner staff and trainers who took part. During the event, the modules contained in this curriculum were presented; a selection of them was also tested by the participants.

Each of the three days of the training was organized around one of the three categories of methods: observing, interacting and proposing. The partner who had contributed the method prepared a PowerPoint presentation which not only presented the information contained here and in the methods database, but also went into depth based on their personal experience in using the method with the project's target group. A generous amount of time was left at the end of each method presentation for questions from the training participants. Due to the relatively small size of the group and the inclusive atmosphere of the training, the question session took place in an informal "round table" fashion.

The design of the training also included active testing of a selection of the methods (due to time constraints and the limitations provided by certain methods, it was not possible to test them all). The selection of methods for active testing was based on the ability of the method to be adapted to an international event and tested in a new and unfamiliar environment, the time needed for execution, and the local context in which the training was hosted.

Presentations were limited to thirty minutes (including question sessions), with no more than three presentations in a row. The goal was to vary the experience of the participants, make the training fun and interactive, and engage the participants in active "learning by doing." In addition, an attempt was made to combine aspects of methods which could not be tested (such as person behind the uniform) into methods which were able to be tested; so, for example, one of the personas used in the testing of role play using personas was a firefighter. The training in Palermo included active testing of perception mapping & instawalks on day 1, role play using personas & feeling cards on day 2 and the prototyping solutions workshop on day 3.

At the end of each day, the participants were asked to give their feedback in a world café style session. This feedback session gave the participants the opportunity to express their opinions about the methods, including limitations and benefits of each and suggestions on how to improve and/or adapt the methods. Finally, at the end of day 3, the youth workers were asked to give their feedback on the training as a whole.

The youth workers generally found the methods helpful and useful. Their feedback included lots of comments about adapting or mixing them, especially with methods already in use in their organizations. The participants considered the diverse group of peers from other countries and contexts to be a distinct added benefit. The interactive testing of the methods was also mentioned as a highlight of the training.



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All of the outputs from this project can be downloaded at the project's website,  
where the online version of the methods database is also hosted:

<https://civact.communitymaps.org.uk>.

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