

KA220-YOU – Cooperation partnerships in youth



RURAL YOUTH  
PARLIAMENT

# RURAL YOUTH PARLIAMENT — TOOL FOR YOUTH INVOLVEMENT IN LOCAL COMMUNITIES

IO2. INNOVATIVE METHODOLOGY FOR ORGANIZING RURAL YOUTH  
PARLIAMENTS IN DISADVANTAGED COMMUNITIES



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## Introduction

The Rural Youth Parliament project represents a cooperation of 4 partners that aims to improve the quality of life for young disadvantaged people in some areas in Europe. The partners come from Romania, France, Lithuania and Finland. This cooperation brings together the common effort of the partners, in order to offer new perspectives on the social and political life of the communities, for young disadvantaged people. Nonetheless, the partners' goal is to facilitate the cooperation between young people from these countries, as a method of good practices. The project was designed to address the needs, challenges and problems the young people face. The results of the project are especially drafted to meet these needs and to try to contribute to a better social life. Also, they are designed to be a new source of ideas, opinions, tools for youth workers, NGOs and other organizations interested in working with young people.

All the project results are designed as interactive tools that are to be uploaded on the website of the project and are available free for download, to those interested (they are free for download). The first result is an interactive Guide on best practices for transnational cooperation for rural youth engagement. This tool is meant to offer the main directions in approaching young people, in getting them involved in different actions, in example of actions that attract young people and how to apply them, etc.





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## Introduction

The objective of this project is to more actively integrate young people from disadvantaged areas, including rural areas, in the life of the public community. For this, four institutions, from four different European countries, will work together to create an innovative methodology for organizing rural youth parliament. Indeed, youth parliaments can be used as tools for an active engagement of young people, especially in disadvantaged communities. Nevertheless, organizing such events can present difficulties for small structures which do not always have the necessary means. The results of this project therefore aim to provide information as well as good practices to actors interested in the organization of youth parliaments.

This methodology will be available online in project websites, partner websites, Erasmus+ project results platforms and will be sent to all LAGs, public institutions, schools that are in contact with the project partners, which represents more than 150 different entities. This methodology aims to be interactive, and not just theoretical. Its main purpose is to deliver the best methods for organizing a rural youth parliament encompassing logistical aspects, selection of participants, motivation of participants to want to be part of the event. This will therefore be divided into several main sections, allowing concerned shareholders to find the corresponding information easier. This tool will also be available in digital format to improve accessibility and dissemination.





## **Methodology for organizing rural youth parliaments as tools for active engagement of young people in disadvantaged communities**

Many parliament simulations exist. They can be intended for an adult, student or even a young audience. These tools are used to discover in an interactive way the roles and functioning of national and European political institutions. Similarly, it can also have a listening role in the exchanges and debates led by the participants. Indeed, the discussions and demands presented during these simulations make it possible to draw up an inventory of the issues encountered by these audiences. This is why model parliaments are an all the more interesting tool to further integrate rural youth into public life. Indeed, first of all, there is a real distance between rural territories and urban territories, and in particular the capitals, where most of the political and public news of the territories takes place. A feeling of remoteness and abandonment can thus be felt by rural populations, who can feel withdrawn from public decisions.

This is also true for young people in rural areas. Indeed, this distance is all the more important for young populations since they can feel excluded from public life because of their age. However, the young population represents the future of our territories and it is therefore important to integrate their voices into public discourse from an early age. Developing a toolkit for organizing model parliaments can help create a place where young people's opinions are listened to and taken into account. Because this kind of event can sometimes be difficult to organize, especially for small structures, the development of tools can facilitate dialogue with young people.

In this framework, the project aims to create an innovative methodology dedicated to organizing rural youth parliament as a tool for the active engagement of young people, especially in disadvantaged communities. This methodology will be laid out in the form of a digital toolbox. Its main purpose is to deliver the best methods for organizing a rural youth parliament encompassing logistical aspects, selection of participants, motivation of participants to want to be part of the event. Indeed, having access to practical information and the experiences of other territories can be difficult for some territories, especially rural territories or disadvantaged territories. This project seeks to provide these institutions with all the information necessary to renew dialogue with the young population.

These results will be available from the project website in the form of an accessible practical guide. It will be sent to all LAGs, public institutions, schools that are in contact with the project partners. All interested parties will be able to access it digitally.

## Organizing the rural youth parliaments

The rural youth parliaments represent a public debate session, which is a very good method for gaining different types of skills: public speaking, communication, openness, kindness, empathy, logic, etc. It is used in order to involve all the parties that are interested in a certain topic.

All in all, this is a very good tool for leveling up social and communication skills and it should be used more often not only for this, but for familiarizing young people with procedures that aim to encourage free speaking and problem solving. At the same time, it represents a very good method of collecting different opinions and points of view, on different themes. This is why we consider this method as being an appropriate tool to be used by youth working NGOs, schools, youth organizations, youth workers, etc.

There are some advantages on organizing this type of public debates:

- You can obtain different points of view on a certain topic.
- You can control the process.
- The process is transparent.
- The participants can freely voice their opinions, etc.



Skills, competences and attitudes that young people will gain during the youth parliament:

<b><i>skills</i></b>	<b><i>competences</i></b>	<b><i>attitudes</i></b>
Speaking in front of a group	Communication	Good posture
Arguing your point of view	Argumentation	Open-minded
Listening other's point of view	Comprehension	Kindness
Resuming the points	Organization	Impartial
Getting involved in an event	Devotion	Motivation
Being proactive	Anticipation	Logical
Considering the point of view of others	Recognition of others	Equity
Being interested in several subjects	Monitoring	Curiosity
Analytical skills	Research	Inquisitiveness
Diplomacy	Compromise	Flexibility
Teamwork	Cooperation	Empathy

Networking	Building rapport	Synergy
Reflection skills	Use and adapt different tools and methods to help the reflection process	Awareness of one's own emotions, feelings and motivations
Skills on using different digital platforms	Ability to adapt the use of digital platforms on daily life making it easier and solving challenges more efficiently	Curiosity and willingness to engage into using different approaches
Practical knowledge of analyzing, interpreting, and inferring information regarding the project	Ability to contribute to political decisions at the local level	Willingness to evaluate and interpret the given information on the project topic

The main actors involved in this public debates are:

The Initiation Commission - has the role of identifying the theme that will be under debate.

- The Experts Commission - the members have to have expertise and be neutral. They will interview the witnesses and make a report of the debate.
- The witnesses - those interested in expressing freely their opinion on the debate topic.
- The public audience - they represent the population that is interested to participate at the debate, as the session is open to the public.
- Mass-media - they work as observers for the event and have the role of sharing the results with the wide audience.





The steps in organizing the public debate/rural youth parliaments are:

- Identify the debate theme.
- Motivate the selection of the debate theme.
- Research/documentation of the selected themes.
- Identify the interested parties.
- Prepare a list of potential witnesses.
- Invite the interested parties on the topic of the debate.
- Announce publicly the date, location and other important information regarding the public debate (via mass-media).
- Organize the logistics of the public debate.
- Identify the experts that will be part of the public debate.
- Define the hearing procedure (of the witnesses).
- Make sure you have the proper logistics for gathering the evidence and hearings (audio, written, etc.)
- During the event, you have to present the members (experts, witnesses, etc.), the work procedures, hear the witnesses, do the reports, etc.
- Monitor the mass-media impact on the event and on the theme.
- Organize the post-debate press conference, in order to share the result of the debate.
- Share the results on the website of the organization/project, etc.

Of course, this is a template for a very strict public debate session. The rural youth parliaments format can be adapted according to the interests of the participants, to their age, background, region, etc. The list presented above works as a starting point in organizing the debates, in order to keep a proper format of the event. The rural youth parliaments work as important tools for creating a set of social, political and communication skills.





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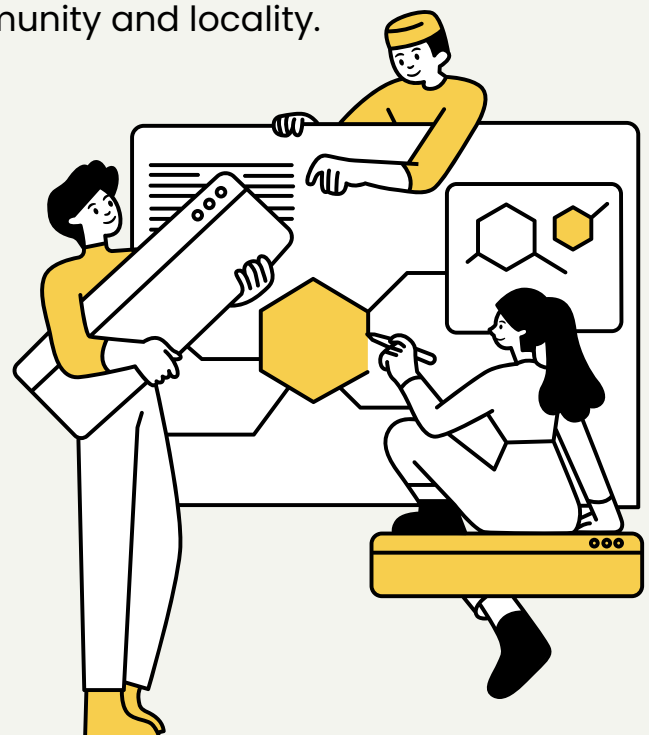


## Dissemination of the youth parliament event

In order to successfully develop and implement the youth parliament, it is important to evaluate one's available resources and choose an implementation method that fits with the available resources. The primary resources are people, capital, materials, time, and tools. While for many communities all of these resources are in short supply, some may be scarcer than others. Several methods can be used in the dissemination of the youth parliament event. Indeed, in underprivileged territories, it is important to increase the number of communication channels in order to reach all the audiences who might be interested, and who are not always easy to reach. Similarly, several audiences must be reached in order to communicate about the holding of this event. Young people are thus the first concerned, but parents and all those involved in the field of youth may also be interested.

The dissemination efforts can be directed at several different groups of actors. In addition to young people themselves, it is important to reach out to teachers, parents, youth workers, and community organizers. Some of these groups are not easy to reach, and, therefore, one of the first steps in the process is identification of the most effective ways to reach a particular group. These methods of outreach may be very specific to the community and locality.

For example, there may be several WhatsApp groups or Telegram channels for parents in the community that could be used to inform them about the youth parliament. Alternatively, they may be a particular space where young people like to congregate, such as a skate park, where a poster may be an effective way of drawing their attention to the event.





## Dissemination of the youth parliament event

Online spaces and particularly social media are often the most cost-effective way to disseminate information. It requires relatively few material and capital resources, and a moderate amount of people, time, and tools. However, particularly in disadvantaged communities, young people may have limited access to the internet. In addition, young people are very sensitive to embarrassment and awkwardness. If the online messaging is designed by adults to “appeal to the youth”, it may be perceived as “cringe” and elicit a strong negative reaction from its intended young audience. Such a reaction can lead to a wholesale rejection of the event.

An effective way to reach young people could be through “gatekeepers”. While parents, social workers, and teachers are often seen as the primary gatekeepers, there are often individuals among their peers whom they respect and whose opinions matter. It is worth soliciting the help of teachers and social workers to identify these gatekeepers among young people and reach out to them directly. Word-of-mouth from peers could be the most effective way of spreading the word among young people, especially in communities where access to other forms of communication is either limited or elicits mistrust.

## Dissemination of the youth parliament event

Nevertheless, online information is sometimes difficult to access for certain audiences, especially disadvantaged audiences. It is therefore important not to concentrate all of the communication on the Internet, but also to communicate outside these platforms. It is therefore necessary to go directly to meet the actors who could be interested in the event to inform them of the holding of the model parliament. Interventions within colleges, high schools, but also structures offering extracurricular activities, would make it possible to present the event to young people and their accompanying persons.

It is also necessary to relay the information related to the event within the public and private structures intervening in the field of youth. Indeed, they will be important information relays to reach a wide audience. All the partners will thus be able to transmit the information to all the potentially interested structures in their territories. These structures can thus be schools, structures organizing extracurricular activities, leisure centers, cultural establishments receiving young people, etc. Working with these actors in the communication of the event can also allow us to adapt our communication methods to adapt them to the target audiences.



<b>Method</b>	<b>Description</b>	<b>Resources needed</b>
Social networks of the project	<ul style="list-style-type: none"> <li>• Selecting social media channel popular among young people</li> <li>• Creating content that is appropriate for the medium and appealing to young people</li> <li>• Renewing the parliamentary publications in order to attract young people and their companions</li> <li>• Monitoring the attractiveness of posts by watching the interactions with the posts</li> </ul>	<ul style="list-style-type: none"> <li>• Active social network (Instagram, Snapchat, Tiktok...)</li> <li>• Attractive visual (Canva utilization)</li> <li>• Interested and responsive audience</li> <li>• A staff member dedicated to the communication of the event</li> </ul>
Social networks of the partners	<ul style="list-style-type: none"> <li>• Creating a publication to announce the event and its programme</li> <li>• Renewing the parliamentary publications in order to attract young people and their companions</li> <li>• Sharing posts posted by the project leader</li> </ul>	<ul style="list-style-type: none"> <li>• Active social network (Instagram, Snapchat, Tiktok...)</li> <li>• Attractive visual (Canva utilization)</li> <li>• Interested and responsive audience</li> <li>• Potential translation for target audiences</li> <li>• A staff member dedicated to the communication of the event</li> </ul>
Website of the project	<ul style="list-style-type: none"> <li>• Creating a publication dedicated to the event with all the information related to the event</li> <li>• Updating event information</li> </ul>	<ul style="list-style-type: none"> <li>• Updated and active page (can be checked with an analysis of the statistics)</li> <li>• Interested and responsive audience</li> <li>• Ease of access to information</li> <li>• A staff member dedicated to the communication of the event</li> </ul>
Websites of the partners	<ul style="list-style-type: none"> <li>• Creating a publication to announce the event and its programme</li> <li>• Sharing publication posted by the project leader</li> <li>• Updating event information</li> </ul>	<ul style="list-style-type: none"> <li>• Updated and active page</li> <li>• Interested and responsive audience</li> <li>• Ease of access to information</li> </ul>



		<ul style="list-style-type: none"> <li>• A staff member dedicated to the communication of the event</li> </ul>
<p>School events - Meeting the events</p>	<ul style="list-style-type: none"> <li>• Informal meeting sessions with the students at school, ideally during the school hours or right after.</li> <li>• The presentations should not exceed 30 min and include the basic information about the project and the event, who is the target group and what to expect in the event, presented in a dynamic way with visual aids.</li> <li>• During the presentation some non-formal education methodology (energizers, ice-breakers, simulations) should be used to involve the students and to be more attractive and illustrate what will happen during the event.</li> </ul>	<p>Human resources:</p> <ul style="list-style-type: none"> <li>• A YW and/or volunteer to facilitate the meeting</li> <li>• A teacher/educator/school representative to contact and organize the meeting</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Digital presentation: including logo, information about the project, contact details, including some interactive games</li> <li>• Projector, screen</li> <li>• Leaflets about the project + QR code to follow the project website/social media page</li> </ul>
<p>Interventions in youth leisure center</p>	<ul style="list-style-type: none"> <li>• Creating visual and educational support to present the event</li> <li>• Present the event in an engaging and interactive way</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and mastery of the event</li> <li>• Adaptability of communication media</li> <li>• Creation of a visual support (Canva utilization)</li> <li>• A staff member or a youth worker can present the event during one day or two</li> </ul>

<p>Communication through the structures intervening in the youth field</p>	<ul style="list-style-type: none"> <li>• Redaction of emails for these structures with the information related to the event</li> <li>• Keeping up to date with the structures of the organization of the event</li> </ul>	<ul style="list-style-type: none"> <li>• Redaction of emails</li> <li>• Creation of a visual support (Canva utilization)</li> <li>• Repertory of structures intervening in the youth field</li> <li>• A staff member dedicated to the communication of the event</li> </ul>
<p>Poster campaign</p>	<ul style="list-style-type: none"> <li>• Create an attractive and visual poster listing the main information related to the event</li> <li>• Approach the main places of reception of young people and their accompanying persons to hang the posters</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of a visual (Canva utilization)</li> <li>• Poster printing</li> <li>• Repertory of structures intervening in the youth field</li> <li>• A staff member dedicated to the communication of the event</li> </ul>
<p>Location outreach</p>	<ul style="list-style-type: none"> <li>• Identity location(s) where young people gather and socialize (e.g. community center, library, parks, etc.)</li> <li>• Develop appropriate form of advertising (e.g. posters, banners, leaflets, stenciled graffiti)</li> <li>• Make sure that the advertisement has an easy way for young people to access the info (dates, place, etc. clearly visible; website and/or QR code for the event)</li> </ul>	<ul style="list-style-type: none"> <li>• Time and people to research the places where to advertise</li> <li>• Materials and tools to create physical adverts</li> <li>• Technical knowledge for creating the physical adverts</li> <li>• Time to distribute the adverts</li> </ul>
<p>Gatekeepers outreach (peers)</p>	<ul style="list-style-type: none"> <li>• Reach out to teachers, club leaders, camp counselors, social workers, youth pastors, etc. to identify the gatekeepers among the peers</li> <li>• Reach out to peer gatekeepers</li> <li>• Supply the peer gatekeepers with information and resources to spread the word about this event among their peers</li> <li>• This method can be more effective if combined with other forms of dissemination</li> </ul>	<ul style="list-style-type: none"> <li>• People and time to identify and reach out to peer gatekeepers</li> <li>• Knowledge to develop materials that the gatekeepers can spread to their peers</li> </ul>

## Motivating the participants to apply

It is very common that young people often feel disinterested in and apathetic about the political and civic processes. In addition, they may feel a certain degree of mistrust towards adults and authority figures around them. Their sensitivity to things that may be considered awkward or embarrassing by their peers is an additional hurdle. Therefore, motivating young people to participate in youth parliament is a delicate negotiation process that requires a great degree of understanding and a willingness to listen among those who aim to organize youth parliaments.

In order to motivate young people, it is important to adapt both the message and the medium to their needs. Identifying the political and social issues that young people find important is a good start. In addition, identifying the reasons for apathy or disillusionment is equally valuable. Part of this project was a survey that identified some reasons for disengagement as well as some important issues. Young people often feel powerless and that their opinions and needs do not matter to the politicians and that they cannot affect any change. Giving young people an opportunity to engage directly with local authorities and feel that their ideas are heard and taken seriously would be a strong motivating factor.

Our analysis of the survey data suggests that young people care deeply about their academic and employment prospects. Participation in model parliament can lead to development of a number of important skills and competencies (outlined in section 1). Furthermore, participation in model parliament can serve as an indicator of such skills and competences when applying for jobs, study places, or grants and scholarships. This could be a strong motivator for some young people. As such, it could be a strong reason for young people to participate in model parliament.





## Motivating the participants to apply

Firstly, participants are more likely to engage and get involved in events when they see value in the actions, outcomes, activities that they can relate to their own lives, the objectives and proposed outcomes align with students' interest and goals like academic development, career, social life, the activities provide opportunities to achieve new skills, the staff is supportive and encourages free speech.

Secondly, to increase motivation and participation it is recommended to provide clear steps of the process and outcomes, attempt to align the activities to the participants goals and to outline the connection between them.

Thirdly, giving regular feedback on their contribution helps them understand how to assess their own contribution and progress over time. This can be achieved as a result of explaining very clearly what participation means to the organizations.

Using appropriate channels and materials for motivation is equally important. Social media and the internet more generally are important ways to reach young people, but also convince them that model parliament is something that can be interesting, contemporary, and relevant. By designing interesting and appealing content for social media and/or a modern enticing website can motivate young people to join the model parliament.

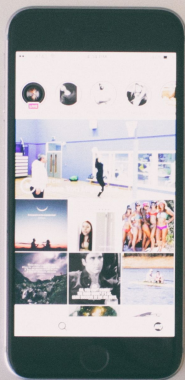


It is also important to be reactive with actors in the field of youth in order to motivate them to participate and to share this event. In order to achieve this goal, it is necessary to integrate the structures potentially concerned in the process of organizing the event. Indeed, if they play a role in the organization and communication of the event, institutions, both public and private, will be more invested in the event. Regular contact with these structures is therefore essential. Moreover, it is important to have contact with all the audiences who might be interested in the event. Thus, beyond having a dynamic and continuous communication, it is also important to take the time to answer questions from interested people. In addition, being accessible on social networks is very easy and does not represent a high cost. Answering these questions helps to remove any doubts that may remain among the public and strengthens the coherence of the event.



<b>METHOD</b>	<b>DESCRIPTION</b>	<b>RESOURCES NEEDED</b>
<b>ADAPT COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• Using an understandable language</li> <li>• Using adapted social networks</li> </ul>	<ul style="list-style-type: none"> <li>• Be communicative and confident</li> <li>• Social networks updated and follow-ups</li> </ul>
<b>PRESENT THE EVENT AS A PLACE TO LISTEN TO YOUNG PEOPLE</b>	<ul style="list-style-type: none"> <li>• Explain the importance of free of speech</li> <li>• Present the event as a place of expression dedicated to young people</li> </ul>	<ul style="list-style-type: none"> <li>• Provide free time for discussion</li> <li>• Create a climate of trust for young people</li> </ul>
<b>INTEGRATE THE STRUCTURES CONCERNED INTO THE ORGANIZATION</b>	<ul style="list-style-type: none"> <li>• Know all potential structures interested in the event Inform and exchange with structures</li> <li>• Integrate those who submitted it to the organization</li> </ul>	<ul style="list-style-type: none"> <li>• Inventory of all the structures concerned</li> <li>• Have regular contact with the structures</li> </ul>
<b>ANSWER TO QUESTIONS FROM THE PUBLIC CONCERNED</b>	<ul style="list-style-type: none"> <li>• Be objective and realistic in formulating responses</li> <li>• Listen to critics and readjust the event accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Having an open dialogue with the target audiences</li> <li>• Preparing answers to expected questions</li> </ul>
<b>ADAPT THE EVENT TO THE NEEDS OF THE PUBLIC</b>	<ul style="list-style-type: none"> <li>• Organize the event on youth-friendly times (Wednesdays, Sundays...)</li> <li>• Organize the format of interventions according to age</li> </ul>	<ul style="list-style-type: none"> <li>• Being aware of the capacities of young people</li> <li>• Being aware of the temporality of the event</li> </ul>
<b>ADAPT THE SUBJECT TO CURRENT ISSUES</b>	<ul style="list-style-type: none"> <li>• Organize debates on current topics</li> <li>• Organize debates on topics of interest to young people</li> </ul>	<ul style="list-style-type: none"> <li>• Regular news follow-up</li> <li>• Update on youth news, especially on local news</li> </ul>
<b>VALUE THE IMPLEMENTATION OF THE CONCLUSIONS OF THE PARLIAMENT</b>	<ul style="list-style-type: none"> <li>• Presenting the event as a real opportunity to make youth participate in the public life</li> <li>• Presenting a follow-up of the conclusions of the parliament</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up of the conclusion</li> <li>• Development of a work plan following the conclusions of the event</li> </ul>
<b>CREATE APPEALING CONTENT</b>	<ul style="list-style-type: none"> <li>• The content on social media and website for the model parliament should be modern, appealing and interesting</li> </ul>	<ul style="list-style-type: none"> <li>• Technical knowledge that allows to create modern and sophisticated content</li> </ul>

	<ul style="list-style-type: none"> <li>Interactive content or content that has a “call to action” can be particularly appealing</li> </ul>	<ul style="list-style-type: none"> <li>Tools and materials that allow the creation of such content</li> </ul>
<b>ASK THE QUESTIONS</b>	<ul style="list-style-type: none"> <li>Motivate young people by giving them a sense that they can directly express what they want and need and what issues are foremost in their minds</li> <li>Organize informal discussions in schools or youth clubs</li> </ul>	<ul style="list-style-type: none"> <li>Dedicated people who have experience working with young people</li> <li>Time for discussions</li> <li>Spaces where the discussions can take place</li> </ul>
<b>MAKE IT IMPACTFUL</b>	<ul style="list-style-type: none"> <li>Make sure that the model parliament allows young people to speak directly to political and civil authorities of their region</li> <li>By offering young people the possibility to speak directly to the representatives of their local government, they would feel more empowered that they can enact change or at least have their voices heard</li> </ul>	<ul style="list-style-type: none"> <li>People from the government that are willing and able to engage with young people not just as future voters, but as political actors</li> </ul>
<b>VIDEO PUBLICITY</b>	<p>A longer publicity video or a series of short videos shared on social media platforms (Facebook, Instagram, TikTok) inviting participants to apply.</p> <p>The video should demonstrate:</p> <ul style="list-style-type: none"> <li>Name and aims of the project</li> <li>Date and place</li> <li>Clear benefits for participants</li> <li>The idea that there will be fun and interactive activities</li> <li>Catchy music and language used by youth</li> <li>Sharing success stories of ex participants (if applicable)</li> <li>Link for application form</li> </ul> <p>example: <a href="https://www.youtube.com/watch?v=dArnBNbFFfw">https://www.youtube.com/watch?v=dArnBNbFFfw</a></p>	<p>Human resources:</p> <ul style="list-style-type: none"> <li>Script writer and video editor</li> <li>“Actors” or other participants to play the role in the video</li> </ul>



<p><b>MEMES PUBLICITY / CONTEST</b></p>	<p>To engage young people and get their attention, it is possible to organize a MEME contest</p> <p>Two approaches:</p> <ul style="list-style-type: none"> <li>• a topic is proposed (related to the coming up event) giving participants the creative freedom</li> <li>• a meme without a caption/half a caption is proposed where the participants have to finish it up according to the topic.</li> </ul> <p>Instructions</p> <ul style="list-style-type: none"> <li>• Topics are chosen</li> <li>• Team decides on a call format and the possible prizes</li> <li>• A call to participate is published a few weeks before the event on a chosen social media platform, including the contest dates, rules, prizes, platforms to use creating a meme and so on.</li> <li>• Rules: participants have to create a meme and send it to the organizer.</li> <li>• The meme is checked to be appropriate and is posted publicly all in the same folder.</li> </ul> <p>Ideally, the winner will be chosen by the most likes/shares of the posted meme. In this case, the event gets even more visibility.</p> <ul style="list-style-type: none"> <li>- the winner is chosen and the memes are used for later publicity</li> <li>- the winner gets his/her prize</li> </ul>	<p>Human resources:</p> <ul style="list-style-type: none"> <li>• Social media manager</li> <li>• meme generator</li> <li>• platform like: <a href="https://imgflip.com/memegenerator">https://imgflip.com/memegenerator</a></li> <li>• Engagement from the public</li> <li>• PC/phone</li> <li>• Social media accounts</li> </ul> <p>of partner organizations, schools ecc</p> <ul style="list-style-type: none"> <li>• Time to source and validate the memes</li> <li>• Prize for the winners</li> </ul>
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## Participants selection



These events aim to integrate as many participants as possible, from various trades and ages. The main purpose of the event is to collect a precise inventory of the issues and needs encountered by the young population in underprivileged areas. It is therefore important to organize an inclusive and accessible event. In order to create a space for youth expression that is as representative of reality as possible, it is important to take this objective into account in the process of selecting participants. Priority must be given to the participation of young people, who are the main audience of the event. Nevertheless, the presence of their supervisors, from school or not, is also interesting for the course of the event.

Similarly, the presence of various actors from public and private institutions in the field of youth is important to obtain optimum results at the end of the event. Indeed, this will allow these results to be integrated into the context of the situation experienced by these structures. Representatives of private or public institutions welcoming young people, or working in the field of youth should therefore be invited to attend this event. Their experience and knowledge of the youth field will help to better interpret the results of this event. It therefore seems important to invite them, as well as to invite the youth workers. Likewise, their participation in this event makes it possible to strengthen the joint work between these structures and to make these model parliaments a step in a common action plan in the field of youth. Their participation is important as it would allow communication between the young people and the representatives of the different institutions. This would facilitate direct insertion, increase the impactfulness of the event, and allow young people to be heard.



In order to organize a successful youth parliament, several different participants and groups of participants should be involved. Young people are the main category of participants that are needed to organize a successful youth parliament. Using the motivational activities and events described above, young people can be informed and enticed to participate. The youth parliament would take time, dedication and sustained interest. Young people can be selected based on filling out an online form and/or writing a motivation letter. Such a motivation letter would be good practice for argumentation and for any future application processes for education or work

Youth parliament also needs dedicated facilitators, organizers, and mentors. These participants could be selected from interested teachers and youth workers. The participant selection methods must mainly establish a number of participants for each category of profession (young people, youth workers, local elected representative, etc.). The numbers set must mainly promote the expression of young people, but must also allow adults to attend the exchanges and report on the exchanges.

## **Participants preparation prior the event**

In order to have exploitable results at the end of the simulation of parliament, it is essential that the young participants in the event arrive prepared. For this, it is necessary that they prepare in advance their interventions during the parliament. In particular, this will make it possible to already have an order of passage for the young people organized, making the organization of the event easier. Likewise, it will allow each young person to intervene. It is also easier to intervene from elements already prepared. Having a list of arguments prepared will help them gain confidence and to better participate in the event. Thanks to the preparation of arguments beforehand, the results of the parliament will be more easily justifiable before the local authorities. This preparation will also allow young people to learn how to structure their points of view and justify them.

<b>AIMS</b> <i>WHAT IS THE PURPOSE OF THE EVENT?</i>	<b>TOOLS</b> <i>WHAT TOOLS AND INSTRUMENTS CAN BE USED FOR THE SELECTION PROCESS? FOCUS IS ON DIGITAL TOOLS</i>	<b>TARGET GROUP</b> <i>WHO ARE WE WILLING TO INVITE FOR THE EVENT?</i>	<b>RESOURCES NEEDED</b> <i>HUMAN, FINANCIAL, ETC.</i>
<b>LISTEN TO THE YOUTH POPULATION</b>	<ul style="list-style-type: none"> <li>• Online form dedicated to each category of public</li> <li>• Selection regarding representative of the population of the territory (if too much inscription)</li> </ul>	Youth from the territory	<ul style="list-style-type: none"> <li>• Google Forms</li> <li>• Characteristics of the population of the territory</li> <li>• A staff member dedicated to the selection of the Google Forms responses</li> </ul>
<b>MAKE THEM PARTICIPATE IN THE PUBLIC LIFE</b>	<ul style="list-style-type: none"> <li>• Online form dedicated to each category of public</li> <li>• Selection regarding representative of the population of the territory (if too much inscription)</li> </ul>	Youth population from the territory (especially teenagers)	<ul style="list-style-type: none"> <li>• Google Forms</li> <li>• Characteristics of the population of the territory</li> <li>• A staff member dedicated to the selection of the Google Forms responses</li> </ul>
<b>BRING TOGETHER YOUTH INSTITUTIONS</b>	<ul style="list-style-type: none"> <li>• Online form dedicated to each category of public</li> <li>• Selection regarding representative of the population of the territory (if too much inscription)</li> </ul>	Representative of institutions working in the field of youth	<ul style="list-style-type: none"> <li>• Google Forms</li> <li>• Characteristics of the population of the territory</li> <li>• A staff member dedicated to the selection of the Google Forms responses</li> </ul>
<b>INFORM YOUTH WORKERS ABOUT THE ORGANIZATION OF PARLIAMENT</b>	<ul style="list-style-type: none"> <li>• Online form dedicated to each category of public</li> <li>• Selection regarding representative of the population of the territory (if too much inscription)</li> </ul>	Youth workers accompanying the young	<ul style="list-style-type: none"> <li>• Google Forms</li> <li>• Characteristics of the population of the territory</li> <li>• A staff member dedicated to the selection of the Google Forms responses</li> </ul>
<b>GATHER THE OPINIONS OF YOUNG PEOPLE ON LOCAL PUBLIC LIFE</b>	<ul style="list-style-type: none"> <li>• Online form dedicated to each category of public</li> </ul>	Representative of local authorities	<ul style="list-style-type: none"> <li>• Google Forms</li> <li>• Characteristics of the population of the territory</li> </ul>



	<ul style="list-style-type: none"> <li>• Selection regarding representative of the population of the territory (if too much inscription)</li> </ul>		<ul style="list-style-type: none"> <li>• A staff member dedicated to the selection of the Google Forms responses</li> </ul>
<b>MEET THE NEEDS EXPRESSED BY YOUNG PEOPLE</b>	<ul style="list-style-type: none"> <li>• Online form dedicated to each category of public</li> <li>• Selection regarding representative of the population of the territory (if too much inscription)</li> </ul>	Local elected representatives	<ul style="list-style-type: none"> <li>• Google Forms</li> <li>• Characteristics of the population of the territory</li> <li>• A staff member dedicated to the selection of the Google Forms responses</li> </ul>



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Enriching lives, opening minds.



## Participants preparation prior the event

In order to allow young people to gain confidence, it is also possible to have them take part in acting lessons and eloquence lessons before the event. These courses should allow them to acquire elements of knowledge on the attitude to have during parliamentary simulations. Similarly, young people from underprivileged backgrounds are not all accustomed to speaking orally, even less to explain their points of view and their opinions on current issues. These courses can thus be a good preparation for how to intervene orally. These courses can be provided by local theater associations, or debate associations, but also in the school setting. Similarly, on the Internet, there are resources, especially videos, on eloquence and argumentation techniques to which young people can have access.

Similarly, in order for the organization of the model parliament to be optimal, the young participants in the event must know how it works. In general, it is necessary for young people to know what a parliament is for and to study the functioning of different parliaments, whether local, national or European. For this, they can rely on their knowledge acquired during their school course, but also thanks to online resources. Similarly, it is necessary that the website of the project, or even of the event, devotes a page to the unfolding of the parliament. This page would list the intervention rules, the agenda and serve as a basis for preparation for the young speakers.

Similarly, to build their arguments, it is necessary for young people to be aware of current events. For this, a simple follow-up of information can be enough. Young people can therefore rely on local, national and international media, in particular on their websites. But they can also base their research on radio and television news. In addition to this, they can also attend fact-checking classes in order to differentiate facts from fake news.



<b>ACTIVITIES</b> <i>ACTIVITIES TO GET FAMILIAR WITH THE MAIN CONCEPTS AND THE AGENDA OF THE EVENT</i>	<b>MATERIALS</b> <i>USEFUL MATERIAL FOR THE PREPARATION PROCESS</i>
<b>PARLIAMENT BRIEFING</b>  The preparations for the youth parliament should begin a briefing.	Visual and printed materials about the workings of the parliament
<p>The participants should get a clear and accurate information about the processes of the parliament, whether the youth parliament stimulates the proceedings of the national, local or European parliament.</p> <p>The briefings should include screenings from the parliament proceedings if these are available. In addition, a mini rehearsal of the proceedings can be done before the main event. This would help the young people to familiarize themselves with the proceedings.</p>	<p>List of questions/topics that could be discussed in the rehearsal parliament</p> <p>Dedicated facilitator/ teacher to explain the proceedings and practice with the young people</p> <p>Space for conducting the briefing such as a school, a community center, or similar.</p>
<b>DEBATING EXERCISES</b>  Debating is an important part of most parliamentary proceedings.  If the locality has a debating club or someone with debating experience, they should give the young people a workshop in debating.  The topic should be chosen that would not be too difficult or controversial (e.g. dogs vs. cats). That would allow the young people to practice debating without finding it too emotionally challenging or uncomfortable, as this is meant to be about, presentation, public speaking, rebuttals, time keeping, and other technical aspects of the process.  After the practice debate, it is important to have a debriefing session (possibly with a counselor or social worker) to make sure that young people can work through any difficult emotions that have arisen during the discussion	<p>Local debating club facilitator</p> <p>Topics for the the debate</p> <p>Facility(e.g.) that can accommodate the format of a debate</p> <p>Psychologist or social worker for the debriefing</p>
<b>PREPARING THE TOPICS</b>  Once the young people understand the technical side of parliamentary procedures as well as how to debate, they should consider what issues they want to discuss in the parliament.	<p>Facilitator to help with the discussion</p> <p>Facility where the event can take place</p> <p>Tools such as phones, computers, internet, etc.</p>

<p>A meeting and a discussion could be a good way for them to decide on the topics.</p> <p>Alternatively, they could prepare by researching and preparing to discuss the topics that are on the agenda in the local, national or European parliaments at the moment. That way they can add their own contribution and perspectives to the most immediate issues.</p>	<p>research and documentation</p>
<p><b>ACCOMMODATION DISCUSSION</b></p> <p>In order to make the youth parliament more inclusive, it is worth having a discussion with the participants as to how to make that possible.</p> <p>For some travel may be too difficult or expensive, how can that be addressed</p> <p>Other potential participants may have other issues with participating. Can there be accommodations made for people who are hard of hearing (sign language interpreters), accessible facilities so that participants with limited mobility could take part, or even if there are some young people whose mother tongue is different from the one of the parliaments.</p> <p>Discussing how different needs can be accommodated would help young people be heard as to what they need to be more active in the political and civil life, as well as would give some ideas about what issues the parliament itself needs to address.</p>	<p>Facilitator to help with the discussion</p> <p>Facility where the event can take place</p> <p>Tools such as phones, computers, internet, etc. for research and documentation</p>



Taking into consideration that this kind of event focuses on different levels of the civic life, the target group should be composed of active members of the community such as: teachers, mayors, local actors, local authorities, political personalities, etc. that are involved one way or another in the community and can help the development of the organization and its members.

The number of participants will obviously depend upon your budget and the size of the venue. The identification of an age range will depend upon a number of factors. Legal considerations are most important. If you are expecting a participant to travel a long distance without an accompanying adult, a lower limit of 18 is advisable.

## **Presentation of the parliament**

The Rural Youth Parliament is a programme in which group discussion and role-playing techniques can effectively be used. It is meant to emphasize the public speaking abilities, decision-making and to help young people to develop debate skills, effective communication, etc. The event aims to give voice to young participants, and should not overshadow it with the intervention of accompanying adults. Thus, only young people will have the right to intervene during the simulation of parliament. Accompanying adults and other categories of audience may have the right to speak by way of introduction and conclusion of the exchanges, but they may not intervene during them. However, a youth worker representative may play the role of mediator in the simulation, so that the exchanges remain courteous.

## Presentation of the parliament

Otherwise, the simulation aims to introduce young people to the functioning of a parliament, which will therefore be based on its usual practices. The young people will thus be able to present their opinions on a subject in turn, but also to debate among themselves the points raised during the discussions.

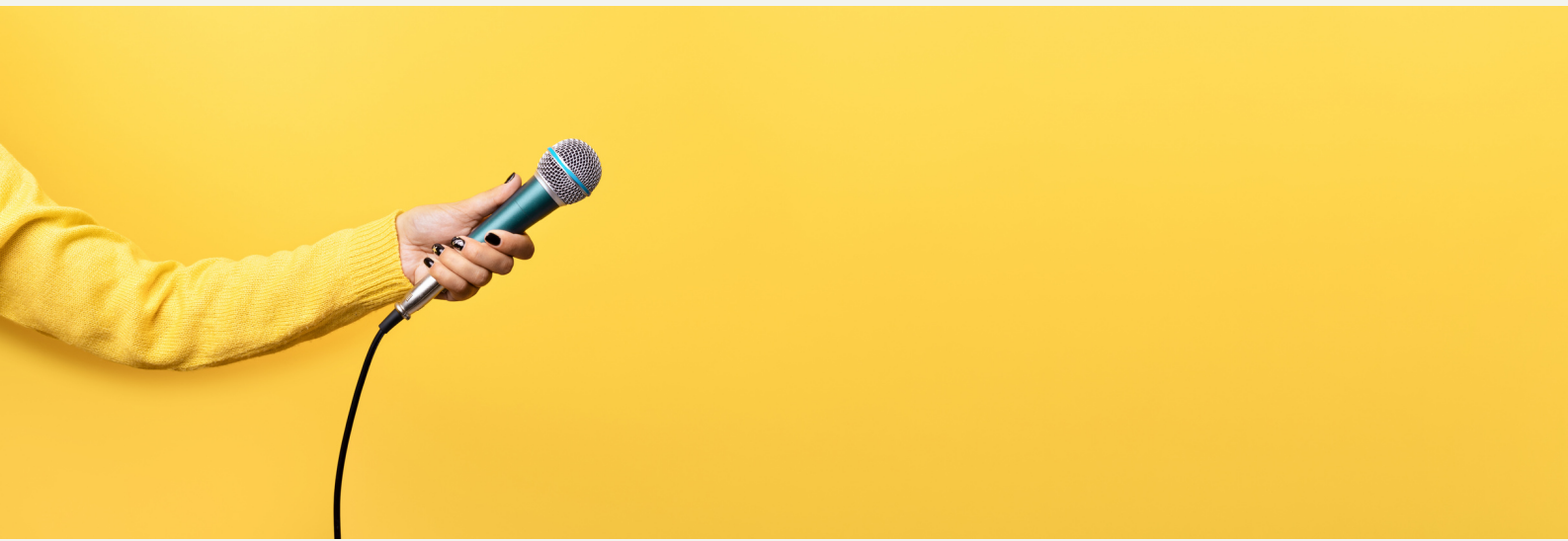
The topics covered will also be topics that are normally dealt with by parliaments, whether local, national or European. Current topics, ideally concerning themes around youth should be addressed during the simulations. The work done during the simulation should be submitted in the form of a work report or a bill, as in parliaments. Similarly, the results of this model parliament should make it possible to offer local elected officials avenues for reflection and work on the theme of youth within their territories. The Parliament impact is visible in everyday life, in the evolution or involution of a nation, as the Rural Youth Parliament can be. These kinds of events can represent a crucial point in a youth's development, even if one wants to become an active member of national institutions or one is part of a matter debate in the Rural Youth Parliament with a real impact on one's community.



## Organizing the simulation

In order to organize a simulation of parliament, several characteristics are required, especially for the facilitator that will arbitrate the exchanges during the event. First of all, it seems essential to respect an organization planned before the event. Indeed, by respecting a process of preparation of the event, as seen earlier, the young participants will be better prepared for their interventions during the simulation, but this will also allow the facilitator to be better prepared for the exchanges that will be held. Knowing some of the arguments, without needing to know them all, will allow him to be able to arbitrate the exchanges more fairly, and will also allow him to raise in the event of a lack of interaction. Its role is to encourage debate while maintaining a calm atmosphere.





## Organizing the simulation

In order for all young people to be able to express themselves, it is also necessary to create an atmosphere of confidence and free expression. The actions of the facilitator must aim for the creation of an understanding atmosphere as well as a safe place for all the participants. For this, the role of the facilitator will be to encourage all the young participants to intervene, in a benevolent attitude. They will have to adopt an objective posture, devoid of any judgment on the opinions or feelings of the young speakers. The latter must therefore also adopt an attitude of encouragement towards young people who have more difficulty expressing themselves in public. This can involve words of encouragement but also help in formulating their ideas.

The role of the facilitator will also be to adapt to the participating audience. Indeed, it will have to take into account the needs of the young participants, as well as their demands. Likewise, he will have to adapt his interventions and his remarks according to the youth of the participating public. It will be possible to offer the facilitator communication tools with young people. Indeed, a live interaction tool via digital platform could be implemented during the simulation. This would make it possible to collect the opinions and needs of young people, anonymously or not. This platform could also be opened before the event so that the facilitator can better prepare his interventions.



<b>FACILITATOR</b> FACILITATOR WHAT SKILLS AND COMPETENCES ARE NEEDED FOR THE FACILITATOR?	<b>METHODS</b> WHAT DIGITAL METHODS CAN BE USED?	<b>TOOLS</b> WHAT DIGITAL TOOLS CAN BE USED?	<b>RESOURCES NEEDED</b> WHAT HUMAN, FINANCIAL, ETC. RESOURCES ARE NEEDED FOR THE SIMULATION?
<b>ORGANISATION</b>	<ul style="list-style-type: none"> <li>• Creation of a digital platform shared by the participants and the facilitator</li> <li>• Creation of preparative notes thanks to the elements shared on the platform</li> </ul>	<ul style="list-style-type: none"> <li>• A drive shared between the young participants and the facilitator</li> <li>• Use of digital tools for exchanges between participants and the facilitator (slack..)</li> </ul>	<ul style="list-style-type: none"> <li>• Mainly digital resources, mainly free</li> <li>• A staff member can manage all the information shared on the different platforms</li> </ul>
<b>UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>• Creation of a privileged space for exchanges between the participants and the facilitator</li> <li>• Creation of a lexicon dedicated to the event created by the upstream facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• Use of digital tools for exchanges between participants and the facilitator (slack..)</li> <li>• Creation of a participatory document collecting all the necessary definitions</li> </ul>	<ul style="list-style-type: none"> <li>• Mainly digital resources, mainly free</li> <li>• A staff member can manage all the information shared on the different platforms</li> </ul>
<b>CONFIDENCE BUILDING</b>	<ul style="list-style-type: none"> <li>• Creation of a space for free expression for all participants</li> <li>• Encouragement of young participants</li> </ul>	<ul style="list-style-type: none"> <li>• Use of digital tools for exchanges between participants and the facilitator (slack..)</li> <li>• Creating a resource pack to prepare for speaking in public</li> </ul>	<ul style="list-style-type: none"> <li>• Mainly digital resources, mainly free</li> <li>• A staff member can manage all the information shared on the different platforms</li> </ul>

<b>CONSIDERATION TO THE NEEDS</b>	<ul style="list-style-type: none"> <li>• Directory of the needs of each participant</li> <li>• Compilation of each person's skills from the accompanying persons</li> </ul>	<ul style="list-style-type: none"> <li>• Use of digital tools for exchanges between participants and the facilitator (slack..)</li> <li>• Creation of a form listing the expectations and needs of each</li> </ul>	<ul style="list-style-type: none"> <li>• Mainly digital resources, mainly free</li> <li>• A staff member can manage all the information shared on the different platforms</li> </ul>
<b>ADAPTABILITY</b>	<ul style="list-style-type: none"> <li>• Preparation of the event with youth workers, knowing the abilities of young people</li> <li>• Planning meeting with the public to better understand their needs</li> </ul>	<ul style="list-style-type: none"> <li>• Creating an exchange platform between youth workers and the facilitator</li> <li>• Meeting to prepare and analyze the adaptations to be put in place</li> </ul>	<ul style="list-style-type: none"> <li>• Digital resources</li> <li>• A meeting</li> <li>• A staff member can manage all the information shared on the different platforms</li> </ul>
<b>RESPONSIBILITY</b>	<ul style="list-style-type: none"> <li>• Set up a timer to respect the impartiality of the debates</li> <li>• Appointment of a meeting secretary</li> </ul>	<ul style="list-style-type: none"> <li>• A clock</li> <li>• A drive shared by the participants and the facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• Human resources (a secretary)</li> </ul>
<b>TEAMWORK</b>	<ul style="list-style-type: none"> <li>• Games that develop mutual trust and respect</li> </ul>	<ul style="list-style-type: none"> <li>• Doodle for organizing time</li> <li>• Google Drive or Notes.io</li> </ul>	<ul style="list-style-type: none"> <li>• Access to the internet</li> <li>• Time to communicate</li> </ul>

## Best methods for organizing the rural youth parliament simulations

It is difficult to pick up the best methods for organizing an event such as a rural youth parliament simulation. There are many methods that can be used, depending on different variables: age of the participants, interest and hobbies, localization, study interests, goals and objectives, beliefs, etc. Although, it is very difficult to take all these variables into consideration and adapt your methods according to all them. Nowadays, we can confidently say that all the young people strongly resonate with social media posts, which represent one of the best channels we can use in order to approach youngsters. No matter their interests, all young people spend lots of time navigating on different social media channels

In order to easily reach out to the young people, we will go for these 2 main methods, considering all the others mentioned above, as important resources. We picked up these 2 methods, only because they are the easiest to use and seem more appealing to young people:

1. Social networks. Social networks are accessible and user friendly for young people. The main goal is to: Select social media channel popular among young people; Create content that is appropriate for the medium and appealing to young people; Monitor the attractiveness of posts by watching the interactions with the posts; Some examples of social networks and resources you can use in order to create attractive posts: Instagram, Snapchat, Tiktok, Canva.





## Best methods for organizing the rural youth parliament simulations

2. Location outreach. In general, young people from different groups spend their free time in the same locations. These locations can be different, according to their interests, but they are popular among their age groups, interests, habits, location, etc. These locations represent icon places for young people and they can represent both a source of information and trend setter for them. So, it would be advisable to try to reach out to these locations, as young people can resonate with the events proposed in these places. In order to use these locations as sources to get to the young people you have to:

- Identify location(s) where young people gather and socialize (e.g. community center, library, parks, etc.)
- Develop appropriate form of advertising (e.g. posters, banners, leaflets, stenciled graffiti)
- Make sure that the advertisement has an easy way for young people to access the info (dates, place, etc. clearly visible; website and/or QR code for the event).

Nonetheless, we should mention other methods of advertising this kind of events:

- Websites posting
- School events – Meeting the students
- Interventions in youth leisure center
- Communication through the structures intervening in the youth field
- Poster campaign
- Gatekeepers outreach (peers)



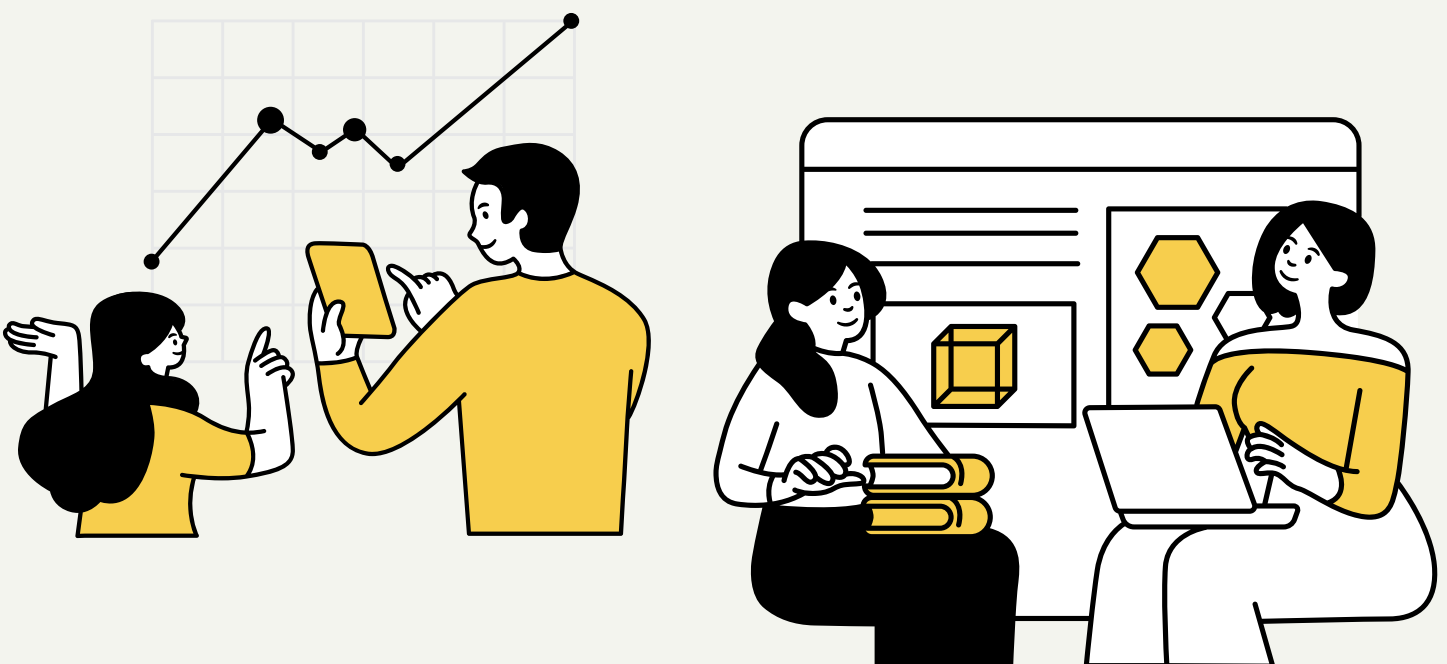
## Evaluation process

In order to verify that young people were able to benefit from this event, it is necessary to carry out a follow-up. This follow-up aims to assess what they were able to learn during the event as well as during its preparation. In order to evaluate the learning results, it is possible to propose a time of exchange with the young participants sometime after the event. This will allow young people to take a step back from their experience and analyze their participation. A time of oral exchange with them can be beneficial in the desire to continue to give them the floor in a serene framework of expression. Nevertheless, it is also important to be able to offer them a place of anonymous expression, so that everyone can express themselves without fear about their feelings. It could be interesting to offer to fill in anonymous forms. Young people could thus provide more honest feedback on their experience. The acquisition of new skills among young people can be notified with the completion of a skills assessment during their school course, for example.

## Evaluation process

A follow-up will also have to be carried out with regard to the results obtained during the simulation of parliament. Indeed, as highlighted during the communication, the results of the model parliament should serve as an action plan for local authorities. In order to demonstrate to young people that their opinions matter and that their issues are taken into consideration, it is also necessary to monitor the integration of these results into local public life. Meetings must therefore be organized between the organizers of the event and the representatives of the local public authorities before and after the event. The results of these meetings can be communicated to the young participants of the simulation. Similarly, exchange rapporteurs may be selected from among young people in order to participate in these meetings with local elected officials.

In addition to general evaluation of the process, it is valuable to ask young people to complete a self-evaluation form. In this form they can reflect on whether they have managed to achieve their own personal self-development goals, how they felt about their own contribution to the process, etc. This self-reflection would be useful for personal growth and future involvement in youth parliaments.



## Further steps

These model parliaments are opportunities for all the categories of audiences mentioned above. First of all, young people acquire knowledge and skills that they can reuse in the future. These skills, competences and attitudes will be useful to them as pupils, students, professionals but also citizens. Indeed, this knowledge and skills will be useful to them during civic education programs in their school career. Similarly, depending on their academic background, this may represent a first experience of oral expression argued in real conditions. But above all, these simulations will allow young people to discover the functioning of a parliament and the political decision-making bodies. They will also be able to discover the role of their opinions and their issues in local public life. They will learn the role of citizens and the importance of expressing their opinion and the issues they face. This will allow them to approach their future life as citizens with more serenity.



## Further steps

Follow-up after the rural youth parliament.

- How can young people use acquired skills, competences and attitudes?

First of all, the young people will be able to use the acquired skills, competences and attitudes in their daily personal and school life, becoming more involved and active citizens of their area.

If the young people are accompanied or are working together with teachers/youth workers during the whole process, it could be possible to reproduce the parliament event (also on a smaller scale, using just a part of it, but still remaining in a similar approach) or other follow up event in their school/classroom integrating it into the school curriculum or in the youth center between their peers. This would not also allow the youth to use previously acquired skills but would allow them to continue developing them and even acquire some new ones related to organization and taking initiative.

- How can organizers improve their work?

To be able to improve their work, the organizers should follow an evaluation and feedback giving procedure just as all the other participants. The self-evaluation and feedback forms, regarding every step of the process, should be prepared in advance, so the organizers could revise the work they did step by step.

At the end of every event a meeting should be held where the organizers could discuss the low and strong points, express constructive criticism and give ideas for the future. An independent specialist (or external team member) should summarize the vocal and written feedback to prepare a recommendation document shared internally between the organizers. The organizers should also take into consideration the feedback from the participants and other people involved, how to better adapt the event according to the needs of the group.

If there is a possibility, the project website could have a section where the organizations or singulars who are organizing the parliament events in different parts of country/Europe, are able to get in touch share their insights and their good practices between themselves, to continue to improve this methodology and their work, to share their recommendation/feedback document.





- How can the dissemination process after the event be done?

Achieving the project results requires an efficient dissemination campaign. Using the methodology and the contacts collected during the dissemination of the events, the good practices and results obtained during the events should be shared: updated partners' and project website, links on social media events, newsletters by email etc.

It is important to prepare a clear and engaging visual material, including the information on the project, the aims and the results of the event, positive feedback of the organizers, young participants and other people invited in the event (teachers, local policy makers ecc., if any) with some tips on how it can be used by others. It is important to get the point of view of the local authorities so the publication seems more reliable and has a bigger worth in the eyes of the youth and other interested parties.

- How can the simulation of a rural youth parliament become a phenomenon? To be able to spread this good practice, we have to start by including public structures, offices and local authorities in the organizational and dissemination process. Good practices and an effective dissemination campaign can be a catalyst for the other institutions to get inspired and use the created tools in their own environment.

The possibility to include young people, previous participants of the event, in the organizing process for the future events or for the events in their own environment, gives a whole new dimension of learning and publicity.

By enabling organizations to share their insights on organizing this event and getting in touch with other organizers all across Europe, using the project website, could create a new, strong network of partners, who are able to continue and improve the methodology, reaching always more youth and having a stronger say when it comes to the local authorities.



## Conclusions

The methodology presented above represents an interactive tool for organizing rural youth parliaments, as a method of engaging young people in the social and political life of the community. This methodology is addressed especially to the people working with youth: social workers, youth workers, NGO's, teachers, local actors, etc. Not only it works as a methodology for organizing rural youth parliaments, but as a method of organizing public debates. The emphasis is on teamwork, debate, communication skills, social skills, etc. It is more than an informal material, it can be used as a training/teaching material in different units: schools, NGO's, other public institutions. On the other hand, it is not a scientific nor an academic material, but it represents a good starting point for organizing youth events, especially those related to debate. In one word, the material represents a compendium of examples for different tools and resources that can be used in order to organize youth events. As other materials that have a rather general use, it can be easily transferred to different types of events. To sum up, we consider some people and institutions can find great use in this material, therefore, we suggest analyzing it and finding its use (or parts of it) in different events/classes/courses dedicated to young people.

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