

Youth in Route

Routes for fostering sense of initiative
and active citizenship among disaffiliated youth

Route 3 – Community mosaic (community engagement) practical guide



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Route 3 – Community mosaic (community engagement) practical guide

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Practical guide identification

Practical guide title: Find you voice, shape your community

Duration: recommended 1h20

Use:

- Youth (individual use)
- Youth workers (facilitation support)
- Both

Practical guide outcomes:

- Identify key needs, challenges and resources within own community
- Describe basic concepts of civic engagement, volunteering and active citizenship
- Explain the main stages of community project planning and management
- Recognise the principles of teamwork, leadership and collective action
- Understand the role of digital tools and social media in advocacy and campaigning

Route tool(s) explored in this practical guide:

- Community needs assessment tool
- Project planning and management guides
- Fundraising and resource mobilisation tutorial
- Leadership and teamwork skills-building exercise
- Civic engagement and volunteering opportunities database
- Social media activism and digital campaigning guides

Practical guide purpose

This practical guide is designed to support the worksheet activities of this route by providing clear explanations, step-by-step guidance for using the tools and practical tips linked to real-life situations. It also includes short, realistic case stories that show how youth can rebuild personal, educational, professional or social pathways over time, often through small and gradual steps.

This guide is not a set of rules or instructions that must be followed. It is meant to be used flexibly and at your own pace. You can read only the sections that feel useful, move back and forth between the guide and the worksheet, and use it on your own or together with a youth worker. There are no right or wrong ways to use this guide and engaging with it in any way that feels meaningful to you is already a valuable step.



Section 1 – Seeing your community with fresh eyes

Linked to worksheet activity 1

1.1. Why this matters?




Taking time to reflect on what is happening around you can help you understand your community in a more realistic and structured way. It can help you notice both challenges and strengths, such as barriers that affect daily life, but also people, places or resources that already offer support. This is not about judging your community or expecting you to solve everything, but about recognising what you see, what matters to you and where change might begin.

In daily life, we are constantly affected by the spaces and relationships around us: whether we feel welcome, whether young people are taken seriously, whether support is easy to access, and whether there are opportunities to participate. Often, these things shape our sense of belonging without us fully noticing it. When you pause and pay attention to them, it becomes easier to understand why some situations feel discouraging, and why others help people feel connected, included or able to act.

For young people, reflecting on community needs, shared challenges and existing strengths can help rebuild that sense of connection gradually. It can also support a more positive view of yourself, not only as someone affected by problems, but as someone who can notice, understand and respond to what is happening around them.

Looking at your community with fresh eyes also supports initiative and active citizenship. When you have a clearer sense of what people need, what already exists and what could improve, it becomes easier to imagine meaningful next steps, whether that means asking questions, sharing ideas, joining others or planning a small action. This reflection helps create the conditions to move forward at your own pace, based on what feels realistic and meaningful for you right now.

1.2. Key concepts and definitions

	<p>Community</p>
<p>A community is any group or space where people share some kind of connection. This could be your neighbourhood, school, youth centre, sports club, online group or another place where people interact and affect each other's daily lives</p>	
	<p>Community need</p>
<p>A community need is something that people require in order to feel supported, included, safe or able to take part. This could be information, safe spaces, access to activities, emotional support, transport, respect or opportunities to be heard</p>	
	<p>Belonging</p>

Belonging is the feeling that you are accepted, respected and part of something. In practice, it can show up when people feel welcome, listened to and able to participate without being judged or excluded



Community resource

A community resource is any person, place, group, skill or service that can support people or improve community life. Resources can include youth workers, local organisations, parks, clubs, supportive adults, online networks or community initiatives



Active citizenship

Active citizenship means paying attention to what happens around you and taking part in ways that matter to you and others. It does not always mean big action; it can begin with noticing an issue, asking questions, sharing ideas or joining a small local effort




1.3. Understanding the tool: Community needs assessment tool

What this tool does	What this tool does <u>not</u> do
<ul style="list-style-type: none"> <input type="checkbox"/> Helps you notice patterns in your community, including what works well and what feels difficult <input type="checkbox"/> Supports reflection on everyday situations linked to belonging, access, support and participation <input type="checkbox"/> Encourages awareness of needs, strengths and possible areas for action <input type="checkbox"/> Creates space to pause and think more clearly about what matters to you 	<ul style="list-style-type: none"> <input type="checkbox"/> It does not label or categorise you or your community <input type="checkbox"/> It does not diagnose problems or provide final answers <input type="checkbox"/> It does not judge your observations as right or wrong <input type="checkbox"/> It does not tell you what you must do next

Why is the community needs assessment tool useful?

- It can help you notice patterns in your community, especially in situations that may already feel familiar but difficult to explain clearly, such as exclusion, lack of support, limited opportunities or barriers to participation
- It offers a simple but structured way to reflect on what is happening around you, which can make it easier to organise your thoughts than trying to describe everything at once
- It can support a better understanding of both challenges and strengths in your community, helping you identify one realistic issue to focus on without pressure to fix everything immediately

1.4. Step-by-step guidance for the tool use (supporting the worksheet)

	<p>Before using the tool</p>
<ul style="list-style-type: none"> <input type="checkbox"/> You can answer based on what you see, feel or notice in daily life; you do not need expert knowledge <input type="checkbox"/> It is okay to think about only one community space, such as your school, neighbourhood or youth group <input type="checkbox"/> You do not need to find a big issue; small everyday challenges also matter <input type="checkbox"/> Try to notice both what feels difficult and what already helps 	
	<p>While using the tool</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Read each section slowly and focus on real examples that come to mind <input type="checkbox"/> Use short notes or keywords if full sentences feel like too much <input type="checkbox"/> If you are unsure, start with what feels most familiar or easiest to describe <input type="checkbox"/> Try to think about different people's experiences, not only your own <input type="checkbox"/> When choosing one priority issue, focus on something that feels important and specific enough to understand 	
	<p>After using the tool</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Notice whether one issue stood out more clearly than others <input type="checkbox"/> Reflect on whether you also identified strengths or resources, not only problems <input type="checkbox"/> You do not need to decide on an action immediately; understanding is already a useful step <input type="checkbox"/> You can return to your notes later if another part of the worksheet starts to feel more relevant 	

1.5. Tips for common situations

- If you feel unsure what to write, begin with one place you know well and describe what you notice there most often
- If everything feels too broad, focus on one question at a time instead of trying to think about the whole community at once
- If it is hard to identify strengths, think about people, groups or spaces that make things even a little easier
- If one issue feels emotional or personal, you can write briefly and come back later if needed
- If you notice many problems, choose the one that feels most relevant or urgent to you right now

1.6. Real-life example/short case study

Alice is 19 and spends most of her time between home, a vocational training course and a few places in her neighbourhood where she feels comfortable. She often says

that people her age are “just left to deal with things on their own,” but she has never really stopped to think about what that means. Most of the time, it just feels easier to keep moving and not expect much from the community around her.

Over time, Alice started noticing small things that kept repeating. Some young people did not know where to go for support. Others spent time in public spaces but were quickly seen as a problem rather than as people who needed somewhere to be. She also noticed that information about local activities did not always reach the young people who might need it most. Even when opportunities existed, they often felt distant, unclear or not meant for people like her.

At the same time, Alice began to realise that not everything around her was negative. There was one youth worker who made time to listen without judging. A local group sometimes shared useful information online. A few young people in the area were trying, in small ways, to support each other and stay connected. These details had not seemed important before, but slowly they helped her see that her community was not only made up of problems. There were also signs of support, even if they were limited or uneven.

This shift did not suddenly solve anything. Alice still felt frustrated by what was missing, and she was not ready to take on a big role or start a project. But she began to understand the situation more clearly. Instead of only feeling that things were “bad” or “not for us,” she could now name what felt difficult, who seemed affected and what was already helping, even a little. That made the situation feel more real, but also more understandable.

Little by little, Alice felt less disconnected from what was happening around her. She was still unsure what action, if any, she wanted to take, but she no longer felt completely outside of the picture. Paying attention to her community helped her feel that her perspective mattered and that noticing what is happening can already be a first step towards engagement.

For your reflection...

- While reading this story, what moment or detail stayed with you the most and why?
- Have you ever had a general feeling about your community that became clearer only after paying more attention to it?
- In Alice’s story, what changed when she started noticing not only the problems, but also the small signs of support?
- Are there things in your own community that you notice differently when you slow down and look more closely?

1.7. For youth workers

It offers guidance on how the worksheet activity and practical guide can be used to support reflection and dialogue, while respecting the autonomy, pace and emotional safety of the young person. This box can be skipped by young people.

Using this section in practice

This section can be used in different ways, depending on the context and the needs of the young people involved. Youth workers may choose from:

- Use the worksheet activity 1 as a conversation starter if the young person(s) prefer(s) to talk rather than write
- Invite the young person(s) to focus on one community space they know well instead of discussing “community” in abstract terms
- Support naming both challenges and strengths, so the reflection does not become only problem-focused
- Accept brief, partial or uncertain answers as meaningful starting points
- Return to this worksheet activity later if the young person(s) needs more time before identifying an issue clearly

Facilitation tips


When using this section with young people, youth workers are encouraged to:

- Let the young person(s) define what “community” means in their own life
- Avoid correcting or over-interpreting their observations
- Listen for what feels important to the young person(s), even if it seems small
- Help narrow broad frustrations into more specific and describable issues
- Recognise that noticing exclusion, barriers or lack of belonging can bring up personal feelings, and allow space for pauses or silence

Additional resources

This section is for listing and describing any practical tools or resources that will support the youth worker in applying the worksheet and practical guide. Please list 2-4 recommended external resources that are freely accessible, aligned with the topic and reinforce resilience and active citizenship and/or address the cause of disaffiliated youth. Resources may include toolkits, videos, articles or reports, guides or facilitation tips sheets, reputable training platforms. Use <https://www.shorturl.at/> if your links are too large.

Youth workers may draw on the help of the following practical tools and resources:

 <p>Adolescents and participation toolkit</p>	<p>Toolkit</p>	<p>Offers understanding of how young people can express views, participate in decisions, and engage in change in their families and communities</p>	<p>https://shorturl.at/77axn</p>
<p>Have Your Say! Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life</p>	<p>PDF</p>	<p>Offers practical guidance on youth participation in local and regional life</p>	<p>https://shorturl.at/r5sdF</p>

Section 2 – From idea to community action

Linked to worksheet activity 2

1.1. Why this matters?

Having an idea about what should change in a community is important, but it can still feel difficult to know where to begin. Many young people notice issues around them and care about what is happening yet may feel unsure how to turn concern into action. Sometimes the idea feels too big, the steps are unclear, or it is hard to imagine that a small action could make any real difference.




Taking time to plan a simple community action can help make things feel more possible. It can help you move from a general concern to a clearer goal, identify who the action is for, and break the process into realistic steps. This is not about creating a perfect project, but about learning how ideas can be organised in a practical way.

In daily life, people often care about problems but do not always act because they feel overwhelmed, unsupported or uncertain. Planning can help reduce that pressure. When an idea is made smaller, clearer and more connected to real people and real needs, it becomes easier to see what can be done, what support may help and what a first move could look like.

For young people, planning a community action can also support confidence and belonging. It can help show that participation does not have to start with something big. A small, realistic action can still create movement, connection and a stronger sense that your ideas matter.

Turning an idea into action also supports initiative and active citizenship. When you can name an issue, define a goal and think through the next steps, it becomes easier to imagine yourself as someone who can contribute to change. This reflection helps create the conditions to move forward at your own pace, based on what feels realistic and meaningful for you right now.

1.2. Key concepts and definitions

	<p>Community action</p>
<p>Community action means doing something, alone or with others, to respond to an issue, need or opportunity in a shared space. It can be small or large, formal or informal, and often starts with noticing what could improve</p>	
	<p>Goal</p>
<p>A goal is the change or result you want to work towards. In practice, a good goal is clear, realistic and small enough to make progress possible. It helps give direction to your idea and makes it easier to decide what to do first</p>	
	<p>Planning</p>
<p>Planning means thinking ahead about what you want to do, who it is for, what steps are needed and what support may help. It does not remove uncertainty, but it can make action feel more manageable</p>	



Participation

Participation means being involved in something that affects you or your community. This can include sharing ideas, helping organise something, making decisions, joining an activity or supporting others



First step

A first step is the smallest realistic action that helps move an idea forward. It does not have to solve the whole issue; it simply creates a starting point. Taking one first step can make the idea feel more possible and less overwhelming

1.3. Understanding the tool: Project planning and management guide

What this tool does	What this tool does <u>not</u> do
<ul style="list-style-type: none"> <input type="checkbox"/> Helps you turn a general concern into a clearer and more realistic action idea <input type="checkbox"/> Supports reflection on who the action is for, why it matters and what steps could be taken <input type="checkbox"/> Encourages you to break a big idea into smaller and more manageable parts <input type="checkbox"/> Creates space to think about support, resources and possible barriers before acting 	<ul style="list-style-type: none"> <input type="checkbox"/> It does not expect you to create a perfect or professional project <input type="checkbox"/> It does not guarantee that everything will go as planned <input type="checkbox"/> It does not mean you have to act immediately <input type="checkbox"/> It does not tell you that you must do everything on your own

Why is the project planning and management guide tool useful?

- It can help you organise a community idea more clearly, especially when you care about something but feel unsure where to begin
- It offers a simple but structured way to move from “something should change” to “this is one thing I could try”
- It can support a more realistic sense of action by helping you focus on one goal, one group and one first step, without pressure to solve the whole problem at once

1.4. Step-by-step guidance for the tool use (supporting the worksheet)



Before using the tool

- Start with one issue that feels meaningful, even if it seems small
- You can use the same issue you identified in Worksheet 1, or choose another one that feels more relevant now

- Try not to begin with the whole problem; begin with one part that feels possible to address
- Remember that a community action can be simple and still matter



While using the tool

- Keep your goal clear and realistic
- Think about who the action is for and what they might actually need
- Write short steps instead of trying to plan everything in detail
- Notice what support, people or spaces might help
- Be honest about barriers, but do not let them stop the planning completely



After using the tool

- Look back at whether your goal still feels realistic
- Notice if one first step stands out more clearly now
- If the action still feels too big, reduce the scale rather than giving up completely
- You do not need to start immediately; understanding the path is already useful

1.5. Tips for common situations

- If your idea feels too broad, ask yourself what one smaller part of the issue you could focus on first
- If you do not know where to start, begin with the people the action is for and what they might need most
- If planning feels overwhelming, write only 3 simple steps and return later if needed
- If you feel that your action is “too small,” remember that many community actions begin with sharing information, starting a conversation or making something more visible
- If barriers come to mind quickly, list them, then ask what could still be possible despite them

1.6. Real-life example/short case study

Simon is 17 and often feels frustrated by how little attention is given to what young people need in his area. He hears the same comments again and again from others around him: there is not much to do, useful information does not reach the right people, and decisions are usually made without asking those most affected. Even when he cares about these issues, he usually keeps his thoughts to himself because acting on them feels too complicated.

For a long time, Simon thought that making a difference meant doing something big, visible or fully organised from the start. Because of that, most ideas stopped before they began. He would notice a problem, think about it for a while, then leave it aside

because he did not know how to turn it into something practical. The gap between caring and acting felt too wide.

Over time, that started to shift. Instead of thinking in terms of “changing everything,” Simon began to focus on one smaller question: what is one thing that could make everyday life a little easier for young people around him? That helped him move away from a general feeling of frustration and towards something more concrete. He realised that some actions do not need to be large in order to matter. Sometimes what makes a difference is making information clearer, starting a conversation, or helping people feel more included in something that already exists.

As he thought about this differently, the idea of action began to feel less intimidating. He still had doubts. He was not sure who would respond, whether anyone would join in, or whether the effort would lead anywhere. But the idea no longer felt impossible. Breaking it down helped him see that a first move could be simple and that a useful action could begin without having all the answers.

This did not mean that Simon suddenly became confident or certain. What changed was his relationship to the idea of action itself. Instead of seeing community action as something only for people with strong experience, time or support, he began to see that small, realistic steps could also count. That made participation feel more accessible and helped him feel a little more connected to the possibility of contributing.

For your reflection...

- While reading this story, what part of Simon’s experience felt most familiar to you?
- Have you ever cared about something in your community but felt that acting on it seemed too big or unclear?
- In the story, what helped the idea of action feel more realistic?
- What kind of small action feels more possible to you when you stop thinking about solving the whole problem at once?

1.7. For youth workers

It offers guidance on how the worksheet activity and practical guide can be used to support reflection and dialogue, while respecting the autonomy, pace and emotional safety of the young person. This box can be skipped by young people.

Using this section in practice

This section can be used in different ways, depending on the context and the needs of the young people involved. Youth workers may choose from:

- Use the worksheet activity 2 to help narrow broad frustrations into more specific and actionable ideas
- Support the young person(s) in keeping the goal realistic and not overloading the plan
- Encourage the young person(s) to think about who the action is for, not only what they want to do
- Accept that planning itself can be a meaningful step, even if no action happens immediately

- ❑ Return to the plan later if the young person(s) needs more time, support or confidence before moving forward

Facilitation tips

When using this section with young people, youth workers are encouraged to:

- ❑ Let the young person(s) choose an issue that feels personally meaningful and manageable
- ❑ Avoid taking over the planning process or making the idea more complex than needed
- ❑ Help break the action into smaller steps if the plan becomes too broad
- ❑ Normalise uncertainty and incomplete plans as part of the process
- ❑ Highlight that initiative can begin with small and realistic actions, not only large visible ones

Additional resources

Youth workers may draw on the help of the following practical tools and resources:

UNICEF Guide on child and adolescent participation	PDF	Allows to think about how to involve young people meaningfully, safely and respectfully in participatory processes	https://shorturl.at/j3YhQ
CIVIC GREEN platform	Online resources platform	It promotes civic engagement through training, tools and an online participation platform	https://civicgreen.erasmus.site



Section 3 – Finding support for your community idea

Linked to worksheet activity 3

1.1. Why this matters?

Having a community idea is important, but many ideas need some kind of support before they can move forward. Young people may care about an issue, have a clear goal and even imagine a first step, but still feel unsure about what is needed to make the action possible. Sometimes the challenge is not the idea itself, but the feeling of not having enough resources, confidence, contacts or backing to get started.



Reflecting on support can help make an idea feel more realistic. It can show that community action does not depend only on money, and that support can also come through time, materials, advice, spaces, visibility, practical help or encouragement from others. This can reduce the pressure of thinking that an idea is only possible if everything is already in place.

In daily life, people often give up on good ideas because they focus first on what is missing. When you take time to look at what is already available, who might help and what kind of support is actually needed, it becomes easier to see that action can grow step by step. This does not remove all difficulties, but it can make the process feel more manageable and less isolating.

For young people, asking for support may feel uncomfortable or risky. It may bring up fears of rejection, not being taken seriously or feeling dependent on others. This is why it matters to approach support in a realistic and respectful way, starting from what feels possible and recognising that asking for help can be part of taking initiative, not the opposite of it.

Thinking about resources and support also strengthens active citizenship. It helps young people understand that community action often happens through connection, cooperation and shared effort. When you can identify what you need, what you already have and where support might come from, it becomes easier to move from intention to action in a way that feels grounded and achievable.

1.2. Key concepts and definitions

	<p>Resource</p>
<p>A resource is anything that can help make an idea happen. This can include money, time, materials, space, information, skills, contacts, visibility or support from other people</p>	
	<p>Support</p>
<p>Support means the help, encouragement or practical contribution that makes an action easier to carry out. It can come from individuals, groups, organisations or services</p>	



Fundraising

Fundraising means looking for financial or material support for an activity or idea. In practice, it can be something very small and local, such as collecting donations, asking for materials or finding low-cost ways to meet a need



Resource mobilisation

Resource mobilisation means identifying, gathering and using what is needed to support an action. It includes noticing what is already available and what could be asked for or built through connections



Request

A request is a clear and respectful way of asking for support. A good request explains what the idea is, why it matters, what kind of help is needed and how that help would be used

1.3. Understanding the tool: Fundraising and resource mobilisation tutorial

What this tool does	What this tool does <u>not</u> do
<ul style="list-style-type: none"> <input type="checkbox"/> Helps you think more clearly about what your idea needs in order to happen <input type="checkbox"/> Supports you in identifying what is already available and what is still missing <input type="checkbox"/> Encourages you to see support in different forms, not only as money <input type="checkbox"/> Creates space to think about realistic sources of help and how to ask for them 	<ul style="list-style-type: none"> <input type="checkbox"/> It does not expect you to find all the support immediately <input type="checkbox"/> It does not guarantee that everyone will respond positively <input type="checkbox"/> It does not mean your idea has to become bigger or more formal <input type="checkbox"/> It does not tell you to ask for more than feels realistic or safe

Why is the fundraising and resource mobilisation tutorial tool useful?

- It can help you see your idea in a more practical way by showing what is needed, what is already there and what could still be looked for
- It offers a simple structure for moving beyond the feeling of “I do not have enough” and towards a clearer picture of possible support
- It can help you identify one or two realistic ways of asking for help, without pressure to organise everything at once

1.4. Step-by-step guidance for the tool use (supporting the worksheet)



Before using the tool

- Start with one small idea or action, even if it is still developing
- You can use the same idea from Worksheet 2, or another one that feels more relevant now
- Try to think of support broadly, not only in terms of money
- Remember that many community actions begin with simple help from people or places already nearby



While using the tool

- List what you need in simple, concrete terms
- Separate clearly what you already have from what is still missing
- Think realistically about who might be able to help and what kind of support they could offer
- Keep your request clear and manageable
- Focus on one or two next steps instead of trying to solve everything at once



After using the tool

- Notice whether you already have more support than you first thought
- Reflect on which request feels most realistic for you right now
- If asking directly feels difficult, think about one smaller way to begin
- You do not need to contact anyone immediately; preparing your thinking is already useful

1.5. Tips for common situations

- If you feel that your idea needs too much, begin by identifying the one or two things that matter most
- If asking for support feels uncomfortable, start with someone you trust or with a small, low-pressure request
- If you think no one will help, look first at what is already around you, such as people, spaces, tools or existing networks
- If money feels like the biggest problem, ask whether the need could also be met through materials, shared space, donated time or practical advice
- If you are unsure how to ask, keep the message simple: what the idea is, why it matters and what kind of help would make a difference

1.6. Real-life example/short case study

Clara is 18 and has been thinking about organising a small community afternoon where young people in her neighbourhood could meet, play music, share ideas and learn about free local opportunities. The idea matters to her because she often hears others say they feel bored, disconnected or unnoticed. Even so, each time she thinks about doing something, the same thought comes back: “I do not have what I need.”

At first, Clara sees support mostly as money, and because she does not have it, the idea feels blocked before it begins. But when she looks more closely at what would actually help, the picture changes. She realises that some needs are practical rather

than financial. A room in the local youth centre for one afternoon, a speaker and a table, someone to help design or share a poster online, and one or two friends willing to help organise the space would already make a difference. She also notices that a youth worker she knows could help her think through the plan and that a local organisation might be willing to share the invitation through their social media.

This does not make everything easy. Clara still feels unsure about asking for help and worries that people may not take her seriously. She is also not certain what kind of request would feel comfortable. But instead of thinking only about what is missing, she starts noticing that support can come in different forms and from different places. Some people might offer time, others a space, materials, practical advice or help spreading the word. This makes the idea feel less blocked and more open.

What changes most is not the amount of resources she has, but the way she thinks about them. The idea no longer feels like something that depends on having everything ready from the start. It begins to feel like something that could grow through small contributions, clear requests and shared effort. That helps her feel less alone with the idea and more able to imagine a realistic next step.

For your reflection...

- While reading this story, what part of Clara's experience felt most familiar to you?
- What changed when Clara started seeing support as more than just money?
- In the story, which kind of support seemed most realistic or useful for helping the idea move forward?
- If you had an idea like Clara's, what kind of help might already exist around you?

1.7. For youth workers

It offers guidance on how the worksheet activity and practical guide can be used to support reflection and dialogue, while respecting the autonomy, pace and emotional safety of the young person. This box can be skipped by young people.

Using this section in practice

This section can be used in different ways, depending on the context and the needs of the young people involved. Youth workers may choose from:

- Use worksheet activity 3 to help young people identify both what is needed and what is already available
- Encourage them to think beyond money and recognise practical, relational and community-based forms of support
- Support them in shaping small, clear and realistic requests
- Accept hesitation around asking for help as part of the process
- Return to this section later if the young person(s) needs more time before deciding what kind of support to seek

Facilitation tips

When using this section with young people, youth workers are encouraged to:

- Normalise the discomfort that can come with asking for support
- Avoid making the resource question feel too formal or overwhelming

- Help the young person break broad needs into simpler and more concrete ones
- Encourage them to begin with trusted contacts or low-pressure options
- Reinforce that support-seeking is not a weakness, but part of how community action often happens

Additional resources

Youth workers may draw on the help of the following practical tools and resources:

USAID Youth-project toolkit	Toolkit	It offers practical guidance for youth-led projects and includes support on community-based fundraising and mobilising local participation	https://shorturl.at/Q2bvE
FRIDA Resource mobilisation toolkit	Toolkit	It supports practical and creative thinking on resource mobilisation and helps users look beyond money to different kinds of support	https://shorturl.at/gJxxH



Section 4 – Working together and taking the lead

Linked to worksheet activity 4

1.1. Why this matters?

Working with other people can be an important part of community action, but it is not always easy. Many young people have experiences of group work where they felt unheard, unsure of their role, or pushed aside by stronger voices. Others may want to contribute but feel uncertain about speaking up, taking initiative or trusting that their ideas will be taken seriously. These experiences can make teamwork feel frustrating, uncomfortable or tiring.



Taking time to reflect on how people work together can help make group situations feel more understandable and manageable. It can help you notice that teamwork is not only about getting things done, but also about how people listen, communicate, share responsibility and make space for different voices. This is not about becoming a perfect leader, but about understanding what helps a group feel respectful, organised and inclusive.

In daily life, leadership often appears in small ways. It can show up in how someone helps others join in, keeps a group focused, notices when someone is left out or supports calm problem-solving. In the same way, teamwork is shaped by everyday behaviours, such as listening without interrupting, sharing decisions, being clear about roles and showing respect when people think or act differently. When these things are missing, even a good idea can become harder to carry forward.

For young people, group situations may feel especially difficult. Reflecting on teamwork and leadership can help rebuild trust gradually by showing that participation does not only belong to the loudest or most confident person. Different roles matter, and leadership can be shared in ways that feel supportive rather than controlling.

Working together and taking the lead also supports active citizenship. Community action often grows through cooperation, shared effort and mutual respect. When you can better understand how groups function, how inclusion happens and what kind of leadership feels constructive, it becomes easier to imagine yourself contributing in a way that is realistic, respectful and meaningful for you.

1.2. Key concepts and definitions

	<p>Teamwork</p>
<p>Teamwork means working with other people towards a shared goal or activity. In practice, it involves communication, cooperation, shared responsibility and making space for different contributions</p>	
	<p>Leadership</p>

Leadership is not only about being in charge. It can also mean helping a group stay focused, supporting participation, listening well, encouraging others and helping things move forward in a respectful way



Role

A role is the part someone takes in a group or activity. Roles can be formal or informal and may include organising, listening, encouraging, explaining, solving problems or helping others feel included



Inclusion

Inclusion means creating space where different people can take part, feel respected and have their voices considered. In practice, it involves noticing who may be left out and what could help them feel more able to join in



Shared responsibility

Shared responsibility means that group tasks, decisions and effort do not fall on one person alone. It helps make teamwork fairer, clearer and more sustainable. It also allows more people to feel involved and valued in the process

1.3. Understanding the tool: Leadership and teamwork skills-building exercise


What this tool does	What this tool does <u>not</u> do
<ul style="list-style-type: none"> <input type="checkbox"/> Helps you reflect on how people work together in group or community situations <input type="checkbox"/> Supports you in noticing different roles, communication styles and ways of sharing responsibility <input type="checkbox"/> Encourages awareness of what helps people feel included, respected and heard <input type="checkbox"/> Creates space to think about leadership as something that can be shared and practised in different ways 	<ul style="list-style-type: none"> <input type="checkbox"/> It does not test whether you are a “good” or “bad” leader <input type="checkbox"/> It does not tell you there is only one right way to work in a group <input type="checkbox"/> It does not expect you to take the biggest or most visible role <input type="checkbox"/> It does not remove all difficulties or disagreements that groups may face


Why is the leadership and teamwork skills-building exercise tool useful?


- It can help you better understand what makes group work feel supportive, fair or difficult in everyday situations
- It offers a simple but structured way to reflect on your own role and on how different people contribute to a shared task

- It can support a more confident and realistic view of participation by showing that leadership and teamwork can happen through many different actions, not only through speaking the most or taking control

1.4. Step-by-step guidance for the tool use (supporting the worksheet)

	Before using the tool
<ul style="list-style-type: none"> <input type="checkbox"/> Think about a real or imagined group situation that feels easy enough to picture <input type="checkbox"/> You can use an example from school, a youth activity, an online group or a community idea <input type="checkbox"/> Remember that group work does not need to be perfect in order to be meaningful <input type="checkbox"/> Try to stay open to the idea that different people can contribute in different ways 	

	While using the tool
<ul style="list-style-type: none"> <input type="checkbox"/> Notice both what helps a group work well and what makes participation harder <input type="checkbox"/> Think about the different roles people may take, including quieter or less visible ones <input type="checkbox"/> Reflect on what makes you feel more comfortable or less comfortable in a group <input type="checkbox"/> Pay attention to inclusion, not only organisation <input type="checkbox"/> Be honest about what feels natural to you and what still feels difficult 	

	After using the tool
<ul style="list-style-type: none"> <input type="checkbox"/> Notice whether one role or contribution feels especially close to you <input type="checkbox"/> Reflect on what kind of leadership feels supportive in your own experience <input type="checkbox"/> Think about one small group behaviour that could improve participation or trust <input type="checkbox"/> You do not need to change everything at once; one small shift can already matter 	

1.5. Tips for common situations

- If you are unsure what role fits you, think about what you already tend to do in groups, such as listening, organising, encouraging or helping solve problems
- If group work feels uncomfortable, focus first on one small contribution instead of trying to do everything
- If you have had negative group experiences before, it is okay if trust takes time
- If one person tends to dominate, notice what helps others feel safer to speak or take part
- If inclusion feels hard to imagine, ask who might find it easiest to join in and who might need more support or invitation.

1.6. Real-life example/short case study

Rita is 16 and has often avoided group situations when possible. In school and in other activities, she usually felt that a few people spoke the most, made the decisions and moved things forward quickly, while others stayed quiet or followed along. Even when she had ideas, she often kept them to herself because she was not sure when to speak or whether her contribution would matter.

Later, Rita became involved in a small local activity where a few young people were trying to organise something together. At first, she expected the same pattern to repeat itself. She assumed that leadership would belong to the most confident person and that her role would be small or unclear. But as the group spent time discussing what needed to be done, she began to notice that different kinds of contributions were actually useful. One person helped keep track of tasks, another made sure quieter people were included, and someone else helped explain things clearly when the discussion became confusing.

This made Rita look differently at what leadership could mean. She realised that helping a group work well did not only come from speaking the most or making all the decisions. It could also come from listening carefully, encouraging someone else to share an idea or noticing when the group was leaving people behind. These actions seemed smaller than “leading” in the usual sense, but they still helped the group move forward.

Rita was still not fully comfortable in group work, and there were moments when people interrupted each other or rushed decisions. But the experience helped her feel that participation did not have to depend on being the strongest voice in the room. She began to see that she could contribute in ways that matched who she was, and that good teamwork depends not only on confidence, but also on respect, shared responsibility and making space for different people.

For your reflection...

- While reading this story, what part of Rita’s experience felt most familiar to you?
- What changed when Rita began to see leadership in a broader way?
- In the story, which group behaviours seemed to make participation easier or more difficult?
- When you think about your own experience, what kind of contribution feels most natural to you in a group?

1.7. For youth workers

It offers guidance on how the worksheet activity and practical guide can be used to support reflection and dialogue, while respecting the autonomy, pace and emotional safety of the young person. This box can be skipped by young people.

Using this section in practice

This section can be used in different ways, depending on the context and the needs of the young people involved. Youth workers may choose from:

- Use the worksheet activity 4 to open discussion about real group experiences, both positive and difficult
- Support young people in recognising that leadership can take different forms
- Encourage reflection on inclusion, not only on roles or task distribution
- Normalise discomfort, hesitation or mixed experiences in group settings
- Return to this section later if the young person(s) needs more time to reflect on their role in groups

Facilitation tips

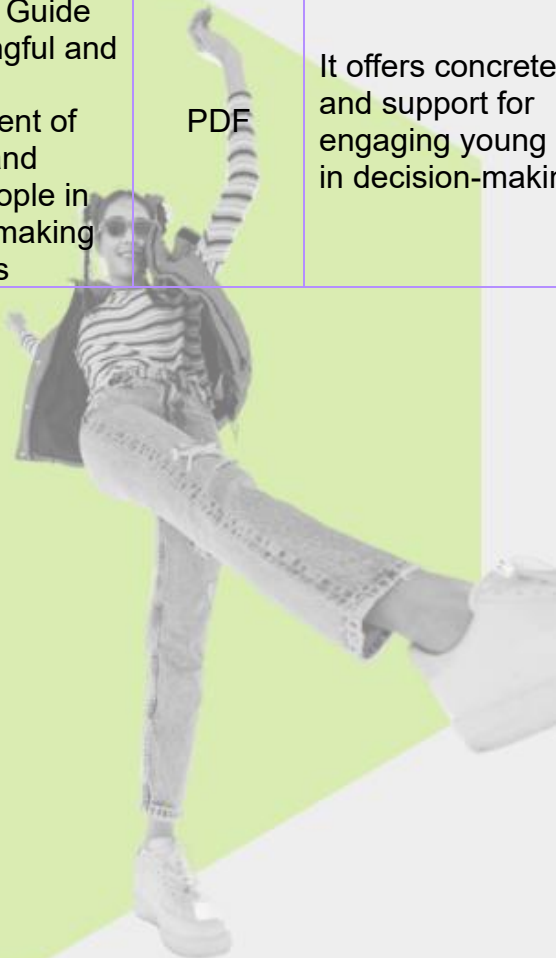
When using this section with young people, youth workers are encouraged to:

- Avoid presenting leadership as something only for confident or outspoken young people
- Help young people identify quieter or less visible forms of contribution
- Support discussion about fairness, respect and who gets heard in a group
- Recognise that previous exclusion or negative group experiences may shape how a young person participates
- Create space for different communication styles and levels of readiness

Additional resources

Youth workers may draw on the help of the following practical tools and resources:

Cultivating Change: A Practical Guide for Inclusive and Innovative Youth Work	PDF	It offers practical activities, facilitation tips and methodological guidance for creating inclusive, participatory and engaging youth work environments	https://shorturl.at/DHPie
Let's Decide Together! Guide to meaningful and effective engagement of children and young people in decision-making processes	PDF	It offers concrete tools and support for engaging young people in decision-making	https://shorturl.at/Q3eof



Section 5 – Finding your place to take part

Linked to worksheet activity 5

1.1. Why this matters

Wanting to get involved in a cause or activity can be an important step, but it is not always easy to know where to begin. Many young people care about issues around them and would like to take part in something meaningful, yet may feel unsure about what opportunities exist, whether they would fit in, or whether a space is really open to them. Sometimes participation feels distant, unclear or meant for other people.



Taking time to explore real opportunities can help make participation feel more concrete and possible. It can help you move from a general interest in a cause to a clearer sense of what kinds of actions, groups or activities are actually available. This is not about choosing the perfect opportunity straight away, but about noticing what feels realistic, relevant and accessible for you at this moment.

In daily life, opportunities are not experienced in the same way by everyone. One activity may feel welcoming and manageable for one person, while for another it may feel too demanding, too far away, too formal or simply not meant for them. This is why it matters to look at participation not only in terms of what exists, but also in terms of what feels possible in real life.

For young people, joining something new may bring up hesitation, doubt or discomfort. It can feel difficult to imagine entering a new group, contacting an organisation or taking part in an unfamiliar activity. Exploring opportunities in a more reflective way can help reduce that pressure by showing that participation can begin with small, realistic steps.

Finding your place to take part also supports active citizenship. When you can identify causes that matter to you, recognise what kind of involvement feels right and notice what would help you move one step closer, participation becomes less abstract and more personal. This reflection helps create the conditions to engage at your own pace, based on what feels safe, meaningful and realistic for you right now.

1.2. Key concepts and definitions

	<p>Opportunity</p>
<p>An opportunity is a real possibility to take part in an activity, cause, group or action. In practice, it could be a volunteering role, local event, youth initiative, online action or community project</p>	
	<p>Participation</p>
<p>Participation means being involved in something that connects to your community or a cause that matters to you. It can include joining, helping, sharing ideas, contributing time, supporting others or taking small action</p>	

 **Accessibility**

Accessibility means whether an opportunity feels possible to reach and join in real life. It can depend on things like location, cost, timing, information, support, confidence or whether the space feels welcoming

 **Fit**

Fit means how well an opportunity matches your interests, situation, energy and comfort level. A good fit does not have to be perfect, but it should feel realistic enough to consider

 **First step**

A first step is one small action that brings you closer to participation. It could mean saving an option, asking a question, reading more, going with someone else or contacting an organiser

1.3. Understanding the tool: Civic engagement and volunteering opportunities database explorer

What this tool does	What this tool does <u>not</u> do
<ul style="list-style-type: none"> <input type="checkbox"/> Helps you look for real opportunities linked to issues, causes or activities that matter to you <input type="checkbox"/> Supports you in comparing options instead of choosing too quickly <input type="checkbox"/> Encourages you to notice what feels realistic, safe and relevant in your current situation <input type="checkbox"/> Creates space to think about what kind of participation feels possible for you right now 	<ul style="list-style-type: none"> <input type="checkbox"/> It does not require you to join or apply for anything immediately <input type="checkbox"/> It does not assume that every opportunity is the right fit for you <input type="checkbox"/> It does not judge your level of confidence, motivation or readiness <input type="checkbox"/> It does not mean that participation has to begin with a big commitment

Why is the civic engagement and volunteering opportunities database explorer tool useful?

- It can help you discover real options for getting involved, especially when participation feels vague or hard to imagine
- It offers a simple but structured way to explore, compare and reflect before making any decision
- It can support a more realistic view of participation by helping you focus on opportunities that match your interests, situation and pace, without pressure to commit straight away

1.4. Step-by-step guidance for the tool use (supporting the worksheet)



Before using the tool

- Start with one or two causes or topics that interest you
- Remember that participation can take different forms and does not need to begin with a large commitment
- Think about what matters to your current life, such as time, energy, location, support or comfort level
- Keep in mind that exploring options is already a meaningful step



While using the tool

- Search using simple keywords linked to your interests or concerns
- Compare a few options instead of stopping at the first one
- Pay attention to what the activity involves, who it is for and what kind of participation it asks for
- Notice what feels attractive, but also what feels unclear or difficult
- Reflect on whether the opportunity feels welcoming, accessible and realistic for you



After using the tool

- Look back at which option felt most possible and why
- Notice whether one barrier came up more clearly than others
- Think about what kind of support would help you move one step closer
- You do not need to make a final decision immediately; saving one option for later can already be enough

1.5. Tips for common situation

- If there are too many options, begin with one issue you care about most and search from there
- If nothing feels right, it may help to think about what is missing: clearer information, a smaller role, a nearby option or support from someone you trust
- If an opportunity sounds interesting but also intimidating, ask what one smaller first step could be
- If you feel unsure whether a space is really for you, look for signs that it is welcoming, inclusive and clear about what participation involves
- If joining feels too big, remember that reading more, asking a question or saving an option are also valid ways of moving closer

1.6. Real-life example/short case study

Leila is 19 and often says she would like to do something useful, but she is not sure what that means in practice. She cares about issues like inclusion and mental health, and when she sees local campaigns or youth activities online, part of her is interested.

At the same time, she often assumes that these opportunities are for people who are already confident, experienced or socially connected.

Because of this, Leila usually keeps scrolling instead of looking more closely. Some opportunities seem too formal, others too demanding, and some simply feel unclear. She is not against taking part, but she finds it hard to imagine herself in those spaces. The idea of “getting involved” feels bigger than it looks from the outside.

Over time, that starts to change when she begins paying more attention to what makes an opportunity feel possible or impossible. She notices that some activities ask for only a small commitment, some allow people to join with a friend, and others are online or flexible. She also realises that what matters to her is not only the cause itself, but whether the activity feels welcoming, understandable and realistic alongside the rest of her life.

This does not mean Leila suddenly becomes ready to join everything she finds. She still feels hesitant and has questions she would want answered first. But the process of looking more carefully helps her feel less distant from the idea of participation. Instead of seeing opportunities as something abstract or “for other people,” she begins to recognise that some of them might actually fit who she is, what she cares about and what feels manageable right now.

What changes most is not her personality, but her sense of possibility. She starts to see that participation can begin with a small step and that finding the right opportunity is also about recognising what she needs in order to feel safe and able to join.

For your reflection...

- While reading this story, what part of Leila’s experience felt most familiar to you?
- What made some opportunities feel distant or difficult for her to imagine herself joining?
- In the story, what helped the idea of participation feel more possible?
- When you think about your own life, what makes an opportunity feel more welcoming, realistic or relevant to you?

1.7. For youth workers

It offers guidance on how the worksheet activity and practical guide can be used to support reflection and dialogue, while respecting the autonomy, pace and emotional safety of the young person. This box can be skipped by young people.

Using this section in practice

This section can be used in different ways, depending on the context and the needs of the young people involved. Youth workers may choose from:

- Use the worksheet activity 5 to support exploration before commitment
- Help young people identify what kind of cause, format or level of involvement feels most relevant to them
- Encourage reflection on accessibility and fit, not only on motivation
- Accept hesitation or uncertainty as part of the process
- Return to the worksheet later if the young person(s) need(s) more time before deciding whether an opportunity feels right

Facilitation tips

When using this section with young people, youth workers are encouraged to:

- Avoid assuming that lack of immediate action means lack of interest
- Help young people recognise practical barriers, such as time, confidence, location or unclear information
- Support them in distinguishing between an opportunity that is not right for them and a step that simply feels new or unfamiliar
- Value small steps, such as saving an option, reading more or asking a question
- Reinforce that participation should feel meaningful and possible, not forced

Additional resources

Youth workers may draw on the help of the following practical tools and resources:

European Youth Portal – Volunteering / European Solidarity Corps	Opportunities portal / web resource	It gives access to real volunteering and participation opportunities for young people in Europe	https://shorturl.at/qirhX
UN Volunteers – Become an Online Volunteer	Opportunities portal / web resource	It offers online volunteering opportunities that can be more flexible and accessible for young people who may not be ready for in-person participation	https://shorturl.at/SS8rV



Section 6 – Using your voice online for a cause

Linked to worksheet activity 6

1.1. Why this matters?

Digital platforms are part of everyday life for many young people. They are places where people get information, share opinions, discover causes, express support and sometimes take action. For this reason, online spaces can be important places for participation and civic engagement. At the same time, using your voice online is not always simple. Many young people may care about an issue but feel unsure about what to say, how to say it, or whether posting online will actually make a difference.



Taking time to reflect on online action can help make it feel more thoughtful and manageable. It can help you move from a general desire to “say something” towards a clearer sense of purpose, audience and message. This is not about becoming an expert campaigner or always posting publicly, but about understanding how digital platforms can be used in ways that are respectful, safe and meaningful.

In daily life, online content can affect how people understand social or community issues. Some posts inform and connect people, while others may confuse, divide or spread harm. This is why it matters not only to speak up, but also to think about accuracy, tone, privacy and the possible impact of what is shared. A message can be small and still meaningful if it is clear, responsible and connected to something that matters.

For young people, online spaces may feel both empowering and risky. Sharing something publicly can bring visibility, but it can also bring pressure, misunderstanding or unwanted attention. Reflecting before acting can help reduce that pressure and support choices that fit both the cause and the young person’s own safety and comfort.

Using your voice online also supports active citizenship. When young people can choose a cause, shape a message and think carefully about how they want to engage, digital participation becomes more than reacting in the moment. It becomes a way of expressing values, supporting others and contributing to issues that matter, at a pace and level of visibility that feels realistic and right.

1.2. Key concepts and definitions

	<p>Digital platform</p>
<p>A digital platform is an online space where people can share, interact or access content. In practice, this can include social media, video platforms, messaging apps, community websites or online forums</p>	
	<p>Awareness-raising</p>

Awareness-raising means helping other people notice, understand or think more about an issue. Online, this can happen through posts, stories, videos, visuals, captions or shared information



Audience

An audience is the group of people you want your message to reach. This could be friends, other young people, your local community, a specific online group or people who may not know much about the issue



Digital action

Digital action means using online tools or platforms to support a cause, share information, encourage participation or express solidarity. It can be public or private, large or small



Responsible communication

Responsible communication means thinking carefully about what you share, how you say it and how it may affect others. It includes accuracy, respect, privacy, consent and awareness of possible consequences




1.3. Understanding the tool: Social media activism and digital campaigning guide

What this tool does	What this tool does <u>not</u> do
<ul style="list-style-type: none"> <input type="checkbox"/> Helps you think more clearly about how to support a cause through an online message or action <input type="checkbox"/> Supports you in choosing a purpose, audience and format that fit what you want to communicate <input type="checkbox"/> Encourages reflection on clarity, tone, safety and possible impact <input type="checkbox"/> Creates space to shape a message that feels meaningful without pressure to make it perfect 	<ul style="list-style-type: none"> <input type="checkbox"/> It does not require you to post or publish anything immediately <input type="checkbox"/> It does not assume that online action is always the best or only form of action <input type="checkbox"/> It does not tell you exactly what to say or how visible you should be <input type="checkbox"/> It does not guarantee how others will respond to your message

Why is the social media activism and digital campaigning guide tool useful?

- It can help you turn a general wish to speak up into a clearer and more thoughtful digital action
- It offers a simple but structured way to reflect on message, audience and responsibility before sharing anything
- It can support safer and more meaningful participation by helping you choose actions that fit both the cause and your own boundaries

1.4. Step-by-step guidance for the tool use (supporting the worksheet)

	<p>Before using the tool</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Start with one cause, issue or message that matters to you <input type="checkbox"/> Remember that online action can take different forms and does not always need to be public <input type="checkbox"/> Think about what feels realistic for you in terms of visibility, time and comfort <input type="checkbox"/> Keep in mind that one small action can still be meaningful 	
	<p>While using the tool</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Be clear about what you want your message to do <input type="checkbox"/> Think about who you want to reach and what kind of format fits best <input type="checkbox"/> Use simple and respectful language <input type="checkbox"/> Check whether the information you want to share is accurate and fair <input type="checkbox"/> Notice whether the message still feels right for you after thinking about privacy and possible reactions 	
	<p>After using the tool</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Look back at whether your message feels clear, respectful and safe <input type="checkbox"/> Notice if one part of the action still feels uncertain or uncomfortable <input type="checkbox"/> Think about whether sharing, editing, saving or discussing the message first would feel best <input type="checkbox"/> Remember that not posting can also be a valid choice if the action does not feel right at that moment 	

1.5. Tips for common situations

- If you are not sure what to say, begin with one clear idea instead of trying to explain everything
- If a message feels too emotional or reactive, pause and return to it later before sharing
- If you are worried about posting publicly, think about smaller options such as sharing privately, asking for feedback or supporting an existing post
- If the issue is sensitive, pay extra attention to privacy, consent and the risk of exposing yourself or others
- If online action feels unclear, ask whether another type of support or participation might make more sense right now

1.6. Real-life example/short case study

John is 17 and often sees posts online about issues that matter to him, especially exclusion, mental health and the way young people are judged in public spaces. Sometimes he wants to respond or share something, but he often stops herself. Part of him feels that online posts disappear quickly and do not change much. Another part

worries about saying the wrong thing, being misunderstood or drawing attention she does not want.

For a long time, this meant that John mostly stayed silent, even when something felt important to him. He would save posts, think about them and then move on. At times, he felt frustrated by this, as if caring about an issue should automatically mean speaking out. But the more he reflected on it, the more he realised that the difficulty was not only about confidence. It was also about not knowing what kind of message felt right, what he wanted it to do and whether posting publicly was the only option.

Over time, John began to think differently about online action. Instead of asking himself whether he should “post something,” he started asking smaller questions: What do I want people to understand? Who do I want to reach? Would a public post help, or would sharing useful information in a smaller way feel more meaningful? This made the process feel less pressured and more intentional.

He also noticed that responsible digital action was not only about having a strong opinion. It was about being clear, respectful and aware of what a message might do. Some actions could be as simple as sharing a useful local opportunity, reposting accurate information, writing a short message of support or asking someone he trusted for feedback before publishing anything.

What changed most was not that John suddenly became very active online. What changed was that digital participation began to feel more like a choice than a pressure. He could still support a cause, but in a way that matched both his values and his boundaries. That made using his voice online feel more possible, and also more responsible.

For your reflection...

- While reading this story, what part of John’s experience felt most familiar to you?
- What made online action feel difficult or uncomfortable for him at first?
- In the story, what helped digital participation start to feel more manageable and meaningful?
- When you think about your own life, what kind of online action feels more realistic or right for you?

1.7. For youth workers

It offers guidance on how the worksheet activity and practical guide can be used to support reflection and dialogue, while respecting the autonomy, pace and emotional safety of the young person. This box can be skipped by young people.

Using this section in practice

This section can be used in different ways, depending on the context and the needs of the young people involved. Youth workers may choose from:

- Use the worksheet activity 6 to explore different forms of digital participation, not only public posting
- Support young people in clarifying what they want a message to do before focusing on how it should look
- Encourage reflection on safety, privacy and emotional impact

- Accept that hesitation around visibility is valid and meaningful
- Return to the worksheet later if the young person(s) need(s) more time before deciding how or whether to act online

Facilitation tips

When using this section with young people, youth workers are encouraged to:

- Avoid presenting online action as automatically easy or low risk
- Help young people distinguish between meaningful digital participation and pressure to perform online
- Support them in checking information, tone and possible effects before sharing
- Recognise that different young people will have different comfort levels with visibility
- Reinforce that digital participation can be small, thoughtful and still valuable

Additional resources

Youth workers may draw on the help of the following practical tools and resources:

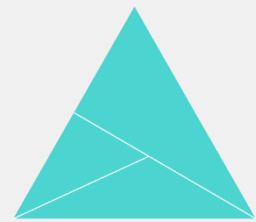
Council of Europe - Digital Citizenship Education Handbook	PDF	It offers practical guidance on responsible online behaviour, participation, critical thinking and digital engagement	https://shorturl.at/EjpvA
Digital civic engagement by young people	PDF	It connects young people's online participation with broader civic engagement and responsible use of digital spaces	https://shorturl.at/NI9nQ



YOUTH ROUTE



FORUM-CITOYENS-BURGERS ASBL



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